



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	October 18, 2021	December 16, 2021

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 Excuse 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. Ethnic groups include 23.1% Caucasian, 60.2% Hispanic, 2.2 % Filipino, 1.8% African American, 2.4% Asian. 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 students at risk of failure. This is done through daily small group instruction to struggling students along with coaching of classroom teachers from the school's TOSA's and educational consultant.

Dual Language (Spanish) Immersion Program is provided for students K through fifth grade. Special Education services 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 childcare in the Boys and Girls Club for three- and four-year olds. On-site preschool programs for three- and four-year olds includes state-funded, parent participation, and fee-based programs. An onsite 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 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:

- Continual school improvement with school-wide systems, Culture of Universal Achievement, Staff Collaboration, Standards Alignment, Assessment, 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, (e.g., 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 "Tier1" 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.
- 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 2021, the Valley Staff analyzed & reviewed our Site Assessment Plan Data, ThoughtExchange LCAP survey feedback, 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 on May 24, 2021. Fall 2021, the School Site Council reviewed and adopted our SPSA, Needs Assessment and budget over Zoom conferencing and will be holding Zoom conferencing for the remainder of the year.

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 2019)
- California Health Kids & Parents Survey (CHKS)
- iReady Reading & Math Assessment (Spring 2021)
- 2021 Valley Grade Level Site Assessment Data (Running Records, Fluency Assessment, Core Reading Assessments, iReady, iStation, Lexia, Valley Math Benchmark Assessment).
- 2021 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?

Due to the adjustments to school learning platforms and the suspension of the California Assessment of Student Progress and Performance (CAASPP) for Spring 2021, annual testing and data collection were unable to be conducted using CAASPP. Thus Data from the 2018-2019 California Assessment of Student Performance and Progress, 2019 California Healthy Kids Survey & Spring 2021 iReady Assessment will be used to identify needs.

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

- Overall third grade student 2019 CAASPP scores in both English Language Arts and Math improved over the 2018 school year. (ELA -46% to 58.1%) (Math- 53%-63%).
- Our fourth grade student cohort increased 2019 cohort CAASPP scores in English Language Arts from 46% meeting or exceeding to 51% meeting or exceeding standards.
- School-wide we continue to make progress in closing the achievement gap with Math. Valley improved the percent of students meeting and/or exceeding standards as noted in Spring 2019 CAASPP (46% to 48%). Spring 2019 CAASPP data also showed 5 subgroups increasing percentages in math CAASPP performance: English Learners +2%, Economically Disadvantaged +6%, White +3%, Asian +8 & African American +5%. - Based on the 2019 Spring California Healthy Kids Survey , we improved percentage of students feeling connected to school in the following areas: Caring Adult Relationships, High Expectations and Social Emotional Learning & Supports.
- Based on California Healthy Kids - Parent Survey, 100% of respondents agreed or strongly agreed that Valley has teachers that go out of their way to help students and school has adults that really care about students.
- School-wide all grades K-5 increased iReady average Math & Reading Scores from Fall 2020 to Spring 2021, with highest gains in Reading. (Grades 4 and 5 had the highest percentage of students meeting or exceeding growth targets 60% and 55% respectively).
- Based on iReady Spring 2021 Reading Assessment, 100% of second grade EL students at Valley met their growth target.
- Based on iReady Spring 2021 Reading Assessment, grades 3-5 had their biggest gains in the Reading Comprehension/ Informational Text.

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

- Overall school results on CAASPP Math and Language Arts have maintained at or near the 50% meeting or exceeding standards for the past 3 years.

- We also saw a school-wide drop in the percentages of students meeting or exceeding standards in the Language Arts section of the 2019 Spring CAASPP by 1%.
- Both fourth and fifth grades saw drops in percentages meeting or exceeding standards in English Language Arts (CAASPP).
- Based on California Healthy Kids Survey, perceived safety at or on your way to school dropped from last school year by 10%.
- Based on Spring 2021 iReady Reading and Math we have a significant number of students below grade level, which is an area of growth for our school.

What conclusions can be drawn from the Needs Assessment?

All professional development opportunities for the 2021-2022 school year centered around our school's Theory of Action & our schoolwide instructional focus areas.

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 and language arts
- Building student-directed inquiry into our classrooms
- Integrating technology to maximize personalized learning both in our Virtual and In-Person Platforms.

After evaluation of the 2021 Spring student performance results based on iReady, iStation, Grade Level Assessments and 2019 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 2021-2022 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.14%	0.14%	%	1	1	
African American	1.52%	1.25%	1.8%	11	9	12
Asian	4.13%	3.9%	3.4%	30	28	23
Filipino	1.65%	1.39%	2.2%	12	10	15
Hispanic/Latino	58.26%	58.5%	60.2%	423	420	407
Pacific Islander	%	0%	%		0	
White	22.45%	22.28%	23.1%	163	160	156
Two or More Responses	7.3%	7.94%	8.4%	53	57	57
Not Reported	4.55%	4.6%	0.9%	33	33	6
Total Enrollment				726	718	676

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	137	137	112
Grade 1	143	118	106
Grade 2	125	138	110
Grade3	103	124	128
Grade 4	108	103	121
Grade 5	110	98	99
Total Enrollment	726	718	676

Conclusions based on this data:

1. Enrollment data reflects slight decline in enrollment over the last three years.
2. Student subgroup percentages have remained stable over the last three years.
3. The chart above also reflects the increase student enrollment in 2019-2020 for grades 3-4. This is due in part to the additional kindergarten classrooms that were opened 4 years ago.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	305	258	235	42.0%	35.9%	34.8%
Fluent English Proficient (FEP)	42	84	77	5.8%	11.7%	11.4%
Reclassified Fluent English Proficient (RFEP)	10	52	10	3.2%	17.0%	3.9%

Conclusions based on this data:

1. Percentage of English Learners school-wide has seen a slight decline over the last three years.
2. Percentage of Fluent English Proficient students increased over the past two years.
3. More English Learner students were reclassified during 2019-2020 & 2020-2021.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	104			101			101			97.1		
Grade 4	108			108			108			100		
Grade 5	112			111			111			99.1		
All	324			320			320			98.8		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2460.			37.62			20.79			29.70			11.88		
Grade 4	2474.			27.78			23.15			18.52			30.56		
Grade 5	2499.			18.02			27.03			31.53			23.42		
All Grades	N/A	N/A	N/A	27.50			23.75			26.56			22.19		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	38.61			43.56			17.82			
Grade 4	25.00			46.30			28.70			
Grade 5	23.42			45.05			31.53			
All Grades	28.75			45.00			26.25			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	23.76			59.41			16.83		
Grade 4	29.63			49.07			21.30		
Grade 5	23.42			53.15			23.42		
All Grades	25.63			53.75			20.63		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	33.66			61.39			4.95		
Grade 4	20.37			55.56			24.07		
Grade 5	11.71			68.47			19.82		
All Grades	21.56			61.88			16.56		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	29.70			58.42			11.88		
Grade 4	25.93			50.00			24.07		
Grade 5	21.62			52.25			26.13		
All Grades	25.63			53.44			20.94		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter, Spring (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	383	135	35.2	354	146	41.2	381	163	42.8
African-American	7	2	28.6	7	2	28.6	7	2	28.6
Asian	15	6	40	14	9	64.3	14	8	57.1
Caucasian	85	43	50.6	82	44	53.7	87	50	57.5
Filipino	6	1	16.7	6	3	50	6	3	50
Hispanic	227	67	29.5	204	71	34.8	223	83	37.2
Other	43	16	37.2	41	17	41.5	44	17	38.6
English Learners	128	12	9.4	115	13	11.3	122	14	11.5
Students with Disabilities	55	6	10.9	51	13	25.5	53	11	20.8
Socioeconomically Disadvantaged	182	42	23.1	168	41	24.4	180	49	27.2
Foster Youth									
Homeless Youth	24	5	20.8	23	5	21.7	23	6	26.1

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Reading – Fall, Winter, Spring, (2020-2021)**

	Reading								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Grade 2									
All Students			30			19			20
Asian			0			0			0
Caucasian			36.4			25			41.7
Filipino			0			0			0
Hispanic			31			19			9.1
Other			28.6			16.7			25
English Learners			5			0			0
Students with Disabilities			10			16.7			11.1
Socioeconomically Disadvantaged			30			19.2			10.7
Homeless Youth			40			20			16.7
Grade 3									
All Students			27.3			37.8			37.7
African-American			50			25			25
Asian			25			71.4			57.1
Caucasian			35			60			50
Filipino			0			100			100
Hispanic			20.8			29.6			32.4
Other			43.8			31.3			37.5
English Learners			11.4			16.3			16.3
Students with Disabilities			0			31.3			26.7
Socioeconomically Disadvantaged			17.5			22.8			19
Homeless Youth			0			25			20
Grade 4									
All Students			36.1			46.2			46.6
African-American			0			0			0
Asian			100			66.7			66.7
Caucasian			52			52			56
Filipino			33.3			66.7			66.7
Hispanic			29.5			42.3			44.2
Other			33.3			55.6			33.3
English Learners			9.5			9.5			14.6

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Students with Disabilities			15			10			10
Socioeconomically Disadvantaged			21.8			25.9			34
Homeless Youth			40			20			33.3
Grade 5									
All Students			47.3			51.4			55.2
African-American			0			50			50
Asian			50			100			100
Caucasian			65.5			64			70
Filipino			0			0			0
Hispanic			41.7			38.2			46
Other			36.4			60			54.5
English Learners			9.1			11.1			4.3
Students with Disabilities			25			55.6			44.4
Socioeconomically Disadvantaged			27.5			29			41.5
Homeless Youth			10			22.2			33.3

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Spring (2021)**

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	337	18.69	35.61	11.57	34.12
African-American	7	14.29	57.14	28.57	0
Asian	12	0	33.33	0	66.67
Caucasian	75	8	32	13.33	46.67
Filipino	5	20	20	20	40
Hispanic	201	24.88	34.83	10.45	29.85
Other	37	13.51	45.95	13.51	27.03
English Learners	107	42.06	44.86	4.67	8.41
Students with Disabilities	44	38.64	38.64	9.09	13.64
Socioeconomically Disadvantaged	153	30.72	39.22	10.46	19.61
Foster Youth					

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
Homeless Youth	17	23.53	47.06	23.53	5.88

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
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
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

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
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
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

Grade 11 – Grade Point Average English Language

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Valley Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
English Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. (CAASPP) We did not meet our 2018-2019 SMART goal, however, Valley continues to maintain total percent of students meeting or exceeding standards for English Language Arts at or above 50% on the CAASSP. We have maintained at this total percentage for the last 3 years. For Spring 2019, school-wide we saw a drop in percentage of students meeting or exceeding standards in CAASPP English Language Arts by 1.7% over Spring 2018 scores. We saw also drops in percentages school-wide for both fourth and fifth grades in this section of the CAASSP.
2. (CAASPP) For our third grade class we did experience strong growth in the percentages of student meeting or exceeding standards. This grade level made 12% percentage points gain from 46.3% meeting or exceeding standards Spring 2018 to 58.42% meeting or exceeding standards Spring 2019. Focused school wide efforts in supporting the implementation of Benchmark curriculum and use of strategic SBAC interim assessments supported the increase third grade performance. It is also noted that this class was the first to have had instructional coherence with use of Benchmark curriculum for a consecutive 3 years. After steady progress the last 2 years with the percentages of students in our Subgroups meeting or exceeding standards on the CAASPP, we saw 1%-2% decrease in 2019 Spring English Language Arts scores.
3. (iReady Reading) Based on Spring 2021 iReady Reading assessment, all grade levels have increased their average Reading scores from Fall 2020. The biggest gains school-wide were in the Reading Comprehension/ Informational Text & Literature strand. Based on Spring 2021 iReady Reading Assessment, we have the largest percentage of students performing at the nearly met performance level. Increased the percentage of students meeting or exceeding standards by 18% from Fall 2020, 37% to Spring 2021 55%.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	104			104			104			100		
Grade 4	108			108			108			100		
Grade 5	112			111			111			99.1		
All	324			323			323			99.7		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2468.			32.69			29.81			27.88			9.62		
Grade 4	2482.			20.37			26.85			37.96			14.81		
Grade 5	2493.			20.72			13.51			29.73			36.04		
All Grades	N/A	N/A	N/A	24.46			23.22			31.89			20.43		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	48.08			34.62			17.31			
Grade 4	28.70			31.48			39.81			
Grade 5	21.62			30.63			47.75			
All Grades	32.51			32.20			35.29			

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	37.50			50.96			11.54		
Grade 4	19.44			55.56			25.00		
Grade 5	23.42			38.74			37.84		
All Grades	26.63			48.30			25.08		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	43.27			50.00			6.73		
Grade 4	25.93			50.93			23.15		
Grade 5	23.42			46.85			29.73		
All Grades	30.65			49.23			20.12		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter, Spring (2020-2021)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	442	122	27.6	424	114	26.9	448	101	22.5
African-American	8	2	25	8	0	0	8	0	0
Asian	16	11	68.8	16	10	62.5	15	11	73.3
Caucasian	98	41	41.8	95	38	40	101	31	30.7
Filipino	7	1	14.3	7	0	0	6	1	16.7
Hispanic	265	52	19.6	250	49	19.6	269	47	17.5
Other	48	15	31.3	48	17	35.4	49	11	22.4
English Learners	148	19	12.8	142	11	7.7	148	8	5.4
Students with Disabilities	62	11	17.7	63	11	17.5	61	7	11.5
Socioeconomically Disadvantaged	205	34	16.6	195	27	13.8	207	23	11.1
Foster Youth									
Homeless Youth	29	5	17.2	27	5	18.5	29	3	10.3

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Math – Fall, Winter, Spring, (2020-2021)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 2									
All Students			30.8			33.6			15.5
African-American			0			0			0

	Math								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Asian			66.7			33.3			33.3
Caucasian			45.8			50			33.3
Filipino			50			0			0
Hispanic			21.9			25			10.4
Other			38.5			53.8			7.7
English Learners			15.8			13.2			0
Students with Disabilities			27.8			16.7			5.9
Socioeconomically Disadvantaged			23.5			13.7			7.4
Homeless Youth			22.2			25			0
Grade 3									
All Students			27.6			23.4			21.8
African-American			50			0			0
Asian			75			62.5			85.7
Caucasian			45			47.6			33.3
Filipino			0			0			0
Hispanic			17.3			10.8			12
Other			26.7			37.5			31.3
English Learners			21.7			8.9			9.1
Students with Disabilities			12.5			29.4			18.8
Socioeconomically Disadvantaged			13.6			17.2			11.9
Homeless Youth			0			40			20
Grade 4									
All Students			25.2			24.4			24.6
African-American			0			0			0
Asian			100			100			100
Caucasian			30.8			28			15.4
Filipino			0			0			50
Hispanic			20.8			21.8			24.7
Other			33.3			22.2			22.2
English Learners			7.3			4.8			7.5
Students with Disabilities			15			10			10.5
Socioeconomically Disadvantaged			16.7			13			11.3
Homeless Youth			40			20			20

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 5									
All Students			26.9			27			29.2
African-American			0			0			0
Asian			0			50			50
Caucasian			46.4			36			40
Filipino			0			0			0
Hispanic			18.4			23.5			24
Other			27.3			20			27.3
English Learners			0			0			4.5
Students with Disabilities			12.5			12.5			11.1
Socioeconomically Disadvantaged			12.2			9.4			14.6
Homeless Youth			10			0			11.1

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Spring (2021)**

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	338	29.29	45.86	7.1	17.75
African-American	7	57.14	42.86	0	0
Asian	12	0	16.67	8.33	75
Caucasian	77	12.99	57.14	6.49	23.38
Filipino	4	25	50	0	25
Hispanic	202	36.63	43.56	6.44	13.37
Other	36	27.78	44.44	13.89	13.89
English Learners	106	53.77	38.68	2.83	4.72
Students with Disabilities	44	56.82	29.55	2.27	11.36
Socioeconomically Disadvantaged	153	43.79	43.79	5.23	7.19
Foster Youth					
Homeless Youth	19	42.11	42.11	5.26	10.53

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
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								

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
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						
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						

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

Grade 11 – Grade Point Average Mathematics

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff		
All Valley Elementary School																

	Graduation Course							A-G Course								
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff		
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
Mathish Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Conclusions based on this data:

1. (CAASPP) Despite not meeting our SMART goal of 2% increase school wide, Valley continues to maintain at or near 50% of all students meeting or exceeding standards on the Math CAASPP for the last 4 years. For Spring 2019, school wide we made a 1.11% increase in total number of students meeting or exceeding standards on the CAASPP over Spring 2018 scores, (from 46.5% to 47.68%). For our fourth and fifth grades, data reflects a 1% and 4% drop in percentages of students meeting or exceeding standards on the Math section of CAASSP. For the 2019-2020 school year we will continue to strengthen our instructional coherence TK-5 with a focus on "Concepts and Procedures".
2. (CAASPP) For Spring 2019, Valley experienced strong gains on the Math CAASSP for our third grade students, increasing total percent meeting or exceeding by 9%, (53.64% meeting or exceeding standards, Spring 2018 to 62.50% meeting or exceeding , Spring 2019). Valley's commitment of instructional coherence with Math utilizing our math online resource and grade level pacing guides has been a part of this third grade class for over 4 years.

Valley continues to make steady progress with our subgroups in the area of math, with our biggest gains being made with our English Learners, 2.1% increase and Economically Disadvantaged 5.75% increase.
3. (iReady Math) All grade levels 2-5 have increased the average iReady Math score from Fall 2020 to Spring 2021. Based on Spring 2021 iReady Math assessment, Valley has the largest percentage of students performing in the nearly met standards performance level. School-wide the following math strands have seen the biggest percentage of student making growth from Fall 2020 to Spring 2021: Numbers and Operations, Measurement & Data. Increased the percentage of students meeting or exceeding standards by 20% from Fall 2020, 28% to Spring 2021 50%.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1440.7	1434.3	1456.0	1450.0	1404.8	1397.7	75	61
Grade 1	1476.8	1451.3	1500.2	1468.5	1452.7	1433.6	61	55
Grade 2	1506.3	1492.5	1518.3	1508.2	1493.9	1476.3	43	60
Grade 3	1492.2	1489.3	1485.1	1488.1	1498.7	1489.9	40	35
Grade 4	1535.3	1520.5	1541.2	1521.4	1528.8	1519.1	50	36
Grade 5	1546.6	1531.0	1551.8	1534.2	1540.8	1527.3	36	30
All Grades							305	277

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	42.67	18.03	26.67	39.34	16.00	31.15	14.67	11.48	75	61
1	49.18	12.73	26.23	30.91	19.67	34.55	*	21.82	61	55
2	58.14	20.00	32.56	46.67	*	25.00	*	8.33	43	60
3		11.43	52.50	42.86	32.50	42.86	*	2.86	40	35
4	40.00	22.22	46.00	44.44	*	27.78	*	5.56	50	36
5	52.78	20.00	36.11	36.67	*	43.33		0.00	36	30
All Grades	41.31	17.33	35.08	40.07	16.07	32.85	7.54	9.75	305	277

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	49.33	27.87	28.00	39.34	*	19.67	*	13.11	75	61
1	70.49	25.45	21.31	43.64	*	25.45		5.45	61	55
2	79.07	41.67	*	43.33	*	13.33	*	1.67	43	60
3	*	37.14	50.00	31.43	*	20.00	*	11.43	40	35
4	72.00	25.00	*	61.11	*	8.33		5.56	50	36
5	86.11	60.00	*	26.67	*	10.00	*	3.33	36	30
All Grades	62.30	34.66	23.61	41.52	9.84	16.97	4.26	6.86	305	277

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.67	6.56	21.33	26.23	33.33	54.10	22.67	13.11	75	61
1	31.15	7.27	19.67	20.00	22.95	30.91	26.23	41.82	61	55
2	34.88	3.33	41.86	38.33	*	36.67	*	21.67	43	60
3		2.86	37.50	28.57	32.50	62.86	30.00	5.71	40	35
4	*	8.33	48.00	33.33	26.00	41.67	*	16.67	50	36
5	30.56	3.33	47.22	23.33	*	60.00	*	13.33	36	30
All Grades	23.28	5.42	33.44	28.52	25.90	45.85	17.38	20.22	305	277

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.33	26.23	29.33	68.85	*	4.92	75	61
1	77.05	52.73	21.31	41.82	*	5.45	61	55
2	79.07	53.33	*	43.33	*	3.33	43	60
3	*	14.29	70.00	65.71	*	20.00	40	35
4	46.00	19.44	50.00	69.44	*	11.11	50	36
5	52.78	13.33	44.44	80.00	*	6.67	36	30
All Grades	57.05	33.57	36.39	58.84	6.56	7.58	305	277

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.00	37.70	34.67	42.62	*	19.67	75	61
1	70.49	9.09	26.23	81.82	*	9.09	61	55
2	74.42	36.67	*	60.00	*	3.33	43	60
3	67.50	57.14	*	37.14	*	5.71	40	35
4	90.00	41.67	*	50.00	*	8.33	50	36
5	94.44	90.00	*	10.00	*	0.00	36	30
All Grades	72.13	40.43	21.64	50.90	6.23	8.66	305	277

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	21.33	3.28	61.33	81.97	17.33	14.75	75	61
1	45.90	25.45	31.15	32.73	22.95	41.82	61	55
2	55.81	20.00	39.53	65.00	*	15.00	43	60
3	*	8.57	60.00	57.14	32.50	34.29	40	35
4	24.00	19.44	66.00	55.56	*	25.00	50	36
5	33.33	16.67	58.33	63.33	*	20.00	36	30
All Grades	31.15	15.52	52.46	59.93	16.39	24.55	305	277

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.00	31.15	33.33	50.82	26.67	18.03	75	61
1	*	3.64	59.02	50.91	26.23	45.45	61	55
2	*	5.00	74.42	65.00	*	30.00	43	60
3	*	8.57	82.50	88.57	*	2.86	40	35
4	28.00	16.67	58.00	69.44	*	13.89	50	36
5	50.00	6.67	44.44	86.67	*	6.67	36	30
All Grades	26.56	12.64	56.07	64.98	17.38	22.38	305	277

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

Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. However, many students did not complete the ELPAC, so in order to monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e., iReady, Lexia, criterion referenced assessments, and Core Reading diagnostics.

Conclusions based on this data:

1. The ELPAC data shows the percentages of students moving levels in their respective cohorts. The data indicates that at Valley we are increasing English Language proficiency as student progress to the next grade level with the increases in percentages in levels 3 and 4. The focus of our work for the 2020-2021 school year will be to continue to strengthen our grade level commitments and instructional coherence TK-5 with both designated and integrated English Language Development & instruction in both our English and Dual Language classrooms.
2. The ELPAC data in this section also reflects the number of students being tested decreasing as you move up from grade levels, this is an indication that over 50% of 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		
	18-19	*19-20	20-21	18-19	*19-20	20-21	18-19	*19-20	20-21
African American	11	12	17	0	1	2	0	8.33	11.76
American Indian or Alaskan	*			*			*		
Asian	33	32	24	1	1	1	3	3.13	4.17
Filipino	11	13	15	1		1	9		6.67
Hispanic or Latino	438	437	423	32	30	74	7	6.86	17.49
Did not Report	34		4	4		2	13		50
Pacific Islander									
Two or More Races	55	60	56	6	4	5	10	6.67	8.93
White	169	173	166	8	8	17	5	4.62	10.24
Male									
Female									
English Learners	306	258	234	14	17	57	5	6.59	24.36
Students with Disabilities			83	7		18	7		21.69
Socioeconomically	362		310	39		71	10		22.9
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
Total	752	736	705	52	49	102	7	6.66	14.47

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

Conclusions based on this data:

- Valley has been making a concerted effort to support all students and families with improving attendance at school. The data reflects the improvement with decreasing chronic absenteeism. For three consecutive years percentages school-wide and with subgroups has decreased. It also reflects a slight increase during the 2020-2021 with some subgroups. During the COVID 19 school closures and during the modified school days with two learning platforms, the Valley Attendance Task Force Team meet weekly to ensure all students had access to daily lessons whether in-person, in quarantine or virtual

platform from March 16, 2020- June 4, 2021. (This team consisted of the School Counselor, Parent Liaison, Student Services Specialist, Health & Attendance Technician, Administrative Assistant & School Principal.)

Student Performance Data

Suspension Data

	2018-19	*2019-20	2020-21
Suspensions Rate	2.1	0.14	0.1

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

Conclusions based on this data:

1. For the 2019-2020 school year we saw a decrease in suspensions and written student referrals to the office. This decrease can be attributed to the professional learning that our PBIS Team has developed for the entire staff at Valley. This professional learning has been centered around the restorative practices put into place based on the Collaborative & Proactive Solutions framework. For the 2020-2021 school year we maintained the same suspension rate.

Student Performance Data

Graduation Rate

	2018-19	*2019-20	2020-21
Graduation Rate			

* Preliminary Data

Conclusions based on this data:

1. 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

(Using a 5-year goal) Based upon Spring of 2025 Smarter Balanced Summative Results, 58% of all students will be "At Standard or will Exceed Standards" in the overall area of Math when compared to 46% of students "At Standard or Exceeds Standard" on the 2018 Smarter Balanced Summative Test for Math. (A 2.5% minimum increase each year with the goal of 58% of students meeting or exceeding standards over 5 years).

Identified Need

The identified need is based on the analysis of our historical 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 Spring 2021 iReady math diagnostic assessment, 50% of students in grades K-5 performed at the Early, Mid, or Above Grade Performance Level.

As derived from the fall 2021 iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: (grades K-5) 16.80%

EL: 3.72%

EDY: 5.74%

Special Education: 10.11%

Hispanic: 14.11%

African American: 7.14%

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 2019, 48% of all Valley students school-wide meets or exceeds standards as based on the Math section of the CAASPP</p> <p>As of Spring, 2021, 50% of all Valley students school-wide are performing at/ or above grade level.</p>	<p>Expected growth for the coming school year will be an increase of 5% meeting or exceeding standards school-wide.</p> <p>Expected growth for this school year with iReady Math Diagnostic will be an increase of 10% school-wide performing at grade level.</p>
<p>English Learner 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>As of spring 2019, 25.49% of English Learners meets or exceeds standards in math as based on CAASPP results.</p> <p>As of Spring 2021, 26.2% of all Valley students school-wide are performing at grade level.</p>	<p>Expected growth for the coming school year for EL students will be 2.5%.</p> <p>Expected growth for this school year with iReady Math Diagnostic will be an increase of 15% EL students performing at grade level.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>EDY/Title I 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 2019, 25.49% of EDY students meets or exceeds standards in math as based on CAASPP results.</p> <p>As of Spring 2021, 23.4% 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 2.5%.</p> <p>Expected growth for this school year with iReady Math Diagnostic will be an increase of 15% EDY/ Title 1 students performing at grade level.</p>
<p>Student with Disabilities 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 2019, 14.28% of all students with disabilities meets or exceeds standards in math as based on CAASPP results.</p> <p>As of Spring 2021, 19.6% 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 2.5%.</p> <p>Expected growth for this school year with iReady Math Diagnostic will be an increase of 15% students with disabilities performing at grade level.</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

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 and lesson study and math discourse and number talks. Modifications will be made to provide Professional Learning opportunities both in-person during job embedded collaboration time and over Zoom Conferencing.

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.

Math Coach & Math Leadership Team to attend CA State Math Conference with an emphasis on supporting students with learning challenges and IEP's

Inclusive Practices TOSA will support school-wide professional learning with Inclusive Practices/ Universal Design for Learning with School Leadership Team & during school-wide PLC's.

Grade Level commitment to discuss RTI students during Grade Level X-ploration 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)
	Educationally Disadvantaged Youth None Specified
	English Learners None Specified
165,212.00	Title I 1000-1999: Certificated Personnel Salaries Teacher on Special Assignment- Math Coach IMPACT Teachers
5,000	Title I 1000-1999: Certificated Personnel Salaries Teacher Release for Math Professional Development - Lesson Study, New Teacher Workshops, Grade Level Team Planning & Pacing
3,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Attendance at California Math Conferences
500	Title I 5800: Professional/Consulting Services And Operating Expenditures Attendance at California Assessment Conference
1,000	Title I 4000-4999: Books And Supplies Professional Development Books
500	Title I 4000-4999: Books And Supplies Reflex Online Math Resource

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 routines to include use of math games and videos.
- Implement use of iReady Math Diagnostic and iReady Learning Path 45 minutes 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 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

- Implement calendar routine, dot Number Talks daily in every classroom.
- Continual grade level check-in with pacing guide with Math Coach during grade level meetings and grade level release.
- Develop and refine rich math tasks and assessments with Math Coach
- Implement math games and problem-solving strategies.
- Implement use of iReady Math Diagnostic and iReady Learning Path.

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

- Implement the following structures and practices in every second grade classroom:
- Number Talks 3-5 times weekly
- Math Workshop: math menus, math choice boards
- Integrate Math literature
- Math Games
- Number of the Day
- Use of Math Tools & Manipulatives
- Develop grade level commitments on use of playlists for Blended Learning opportunities for every student to allow for classroom teacher to work with small math intervention groups. (Use of iReady, Reflex, Prodigy)
- Implement use of iReady Math Diagnostic and iReady Learning Path; make time for the iReady learning games as a part of choice boards.

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

As a team, we will focus on math fluency as a succinct, consistent, and embedded time during our math block. This fluency will include Reflex Online as a resource, and we will focus on addition and subtraction first and then move toward multiplication. We will also collaborate on grade-level fluency games and informal assessments.

- Third grade will allot more instructional time to teach/reinforce place value concepts and strategies. We will collaborate using the resources from San Francisco Unified School District along with our current math curriculum.
- Implement use of skip counting routing, exit slips and continued use of math tools- manipulatives.
- Implement Number Talks throughout year, four times a week.
- Implement small intervention group 2-3 times a week.
- Implement use of online learning tools: iReady Math Diagnostic and iReady Learning Path 20 minutes twice a week, Reflex Math 20 minutes or when light turns green twice 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 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 line 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: 2020-21

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.

As a means by which to consider growth in the area of Math, we are able to report that grade levels first through fifth made an average gain 14.4 SS point on the iReady Diagnostic assessment from Fall 2020 to Spring 2021. With the highest gains made in both the third and fourth grade levels schoolwide. This average gain in SS points schoolwide represents growth students made this school year and can correlate to potential CAASPP scores.

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 modified school day with two learning platforms, as the result of COVID 19 in 2020-2021, impacted the ability to complete all planned strategies and activities to meet the overall goal. All classroom instructional strategies were implemented in each classroom working around two learning platforms and modified instructional school days. Professional learning for all grade levels with the Math TOSA did occur as a follow up to the California Assessment Conference and the Math Conference. Full Utilization of the Math CAASPP Interim Benchmark Assessments were not realized, and all professional learning happened over Zoom.

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 2021-2022 school year will be to continue working on the five-year goal and utilize the strategies/ activities as set forth in 2019-2020 with adjustments being made to meet the needs of our new current school day- return of full day instruction and elimination of the virtual learning platform. To meet the needs of our return to full day instruction and to extend the learning experience for all our students to close the learning gap, the use of the online adaptive learning program iReady Math will be implemented for grades K-5 for both English and Spanish Dual Language program classrooms. This program will be used to measure academic progress and support individualized learning path for each student beyond instructional day.

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

(Using a 5 year goal) Based upon Spring of 2025 Smarter Balanced Summative Results, 61% of all students will be "At Standard or will Exceed Standards in the overall area of English Language Arts, when compared to 52% of students "At Standard or Exceeds Standard" on the 2019 Smarter Balanced Summative Test 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 Spring 2021 iReady reading diagnostic assessments, 55% of students in grades K-5 perform Early, Mid, or Above Grade Performance Level.

As derived from the fall 2021 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) 26.27%

EL: 2.80%

EDY: 11.24%

Special Education: 5.97%

Hispanic: 19.46%

African American: 28.57%

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>As of spring 2019, 52.25% of Valley students school-wide meets or exceeds standards on the English Language Arts section of the CAASPP</p>	<p>Expected growth for the coming school year will be an increase of 5% meeting or exceeding standards school wide.</p>
<p>iReady Reading Diagnostic student data will be used to evaluate progress towards this goal.</p>	<p>As of Spring 2021, 55% 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 10% of all students schoolwide performing at grade level.</p>
<p>English Learner CAASPP and ELPAC student data will be used to evaluate progress made towards this goal.</p>	<p>Currently 25.25% of English Learners meets or exceeds standards in English Languages Arts as based on CAASPP results.</p>	<p>Expected growth for the coming school year will be an increase of 5% meeting or exceeding standards.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Diagnostic student data will be used to evaluate progress towards this goal.	As of Spring 2021, 17.9% of English Learners are performing at grade level on the Reading iReady Diagnostic assessment.	Expected growth for the coming school year will be an increase of 15% of all students schoolwide performing at grade level.
EDY/Title I CAASPP student data will be used to evaluate progress made towards this goal.	Currently 29.53% of EDY students meets or exceeds standards in English Language Arts as based on CAASPP results.	Expected growth for the coming school year will be an increase of 5% meeting or exceeding standards.
iReady Reading Diagnostic student data will be used to evaluate progress towards this goal.	As of Spring 2021, 24% of EDY students are performing at grade level on the Reading iReady Diagnostic assessment.	Expected growth for the coming school year will be an increase of 15% of all students schoolwide performing at grade level.
Student with Disabilities CAASPP student data will be used to evaluate progress made towards this goal.	Currently 23.81% of all students with disabilities meets or exceeds standards as based on CAASPP results.	Expected growth for this coming school year will be an increase of 5% meeting or exceeding standards.
iReady Reading Diagnostic student data will be used to evaluate progress towards this goal.	As of Spring 2021, 21.1% of students with disabilities are performing at grade level on the Reading iReady Diagnostic assessment.	Expected growth for the coming school year will be an increase of 15% of all students schoolwide performing at grade level.

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

- Designated whole staff PLC's focused on Language Arts facilitated by educational consultant and TOSA
- Co-teaching & Lesson Study opportunities facilitated by educational consultant
- Inclusive Practices 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
- EL/ DL TOSA Attendance at California Assessment Conference
- Grade Level Professional Development focused on implementation of SBAC Interim Benchmark Assessments
- Leadership Team attendance at California Association of Bilingual Education Conference
- 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.
- No Excuses University Conference Attendance by Selected grade level representatives.
- 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 new Benchmark curriculum. School wide focus and grade level commitments have been developed in the area of writing and with the strategic implementation of the new 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)
25,106	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries IMPACT Teacher
25,106	English Learners 1000-1999: Certificated Personnel Salaries IMPACT Teacher serving at-risk LTEL's grades 3-5.
147,638	Title I 1000-1999: Certificated Personnel Salaries TOSA- English Learner/ Dual Language Coordinator IMPACT Teachers: Literacy, Math Intervention
12,000	Title I 4000-4999: Books And Supplies iStation Lectura Online Student Program (additional cost)
81,000	Title I 2000-2999: Classified Personnel Salaries Kindergarten Literacy Instructional Assistants
2,000	English Learners 2000-2999: Classified Personnel Salaries Classified Hourly for EL assessment support
4,500	Title I 4000-4999: Books And Supplies Supplies, Professional Development Books, TK Spanish Benchmark Materials
2,000	English Learners 4000-4999: Books And Supplies Supplies, Instructional Materials for EL Program
3,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Educational Consultant- English & Spanish Language Arts

	Professional Development & Professional Conferences: NEU, CAFE, NABE, GLAD, SEBT
2,000	Title I 1000-1999: Certificated Personnel Salaries Teacher Release: Lesson Study, Grade Level Professional Development, Articulation Meetings

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 phonics and phonemic awareness lessons from Benchmark Fundamental Skills intervention program for every kindergarten student.
- Use of digital resources in Raz-Kid & Benchmark Universe for students to listen to reading daily
- Use of online adaptive learning programs (45 minutes a week) as part of literacy block rotation: Raz Kids, iStation Lectura Spanish DL classrooms & Core 5 Lexia English Classroom.
- Implement Guided Reading groups four times a week for every student
- Use of Camino Al Exito - Spanish Phonics & Phonemic Awareness program for every kindergarten student in our Dual Language Program classrooms
- Use of SIPPS Phonics & Phonemic Awareness program for targeted kindergarten students in our English Program classrooms

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

- Guided reading groups, 4x week, 20 min each group
- iStation Lectura (Dual Language classrooms), 4x week, 15-20 min
- iReady Reading (English Classrooms), 4x week, 15-20 min
- RAZ Kids (both), 4x week, 15-20 min
- Estrellitas level 1-4, 4x week, 5 min (Dual Language Classrooms)
- Heggerty level 1-4, 4x week, 5 min (English Classrooms)
- Camino al exito, 4x week, 25 min (IMPACT teacher) Dual Language Classrooms
- SIPPS, 5x week (IMPACT teacher) English Classrooms

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

The following actions and strategies will be implemented in every second grade classroom:

- iReady Reading 3-5 day per week in class during rotation or small group time.
- Assign iReady lessons focused on specific skills, based on small group needs
- Small group guided reading 3-5 times a week.
- Whole class and/or small group High Frequency Words, vocabulary development, phonics, phonemic awareness using Benchmark Advance resources
- iStation Lectura (for dual language classrooms)
- Utilize monthly iStation Lectura Assessment ISIP (for dual language classrooms)
- Ensuring grade level pacing of Benchmark Advance & Adelante to complete units 1-7.
- Following PUSD Writing Genres for each trimester: 1. Opinion 2. Narrative 3. Informative
- iReady Diagnostic in Spanish
- Speech Pathologist Pushing in to support students with IEPs 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 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

- As a team, we will set aside time to discuss our strategies for teaching close-reading: using text-dependent questions, modeling our reading process, and targeting higher-level thinking skills during reading.
- For our RTI students, we will strategically teach English foundational phonics and consistently re-assess to find gaps in students' understanding. Some resources we will use are the Core Phonics evaluations, the Benchmark Decodable Passages, and the Benchmark Intervention practice sheets/videos.
- Implement the use of SBAC/ CAASPP Interim Assessment Blocks to guide instruction and intervention.
- Use VocabClass online program for High Frequency Words weekly.
- Implement Guided Reading Groups 4 times a week.
- Use of online adaptive learning programs that 2-3 times a week as part of literacy learning block: iStation Lectura Spanish DL classrooms & iReady English Classrooms.
- Speech Pathologist Pushing in to support students with IEPs 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 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 IEPs 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 IEPs 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: 2020-21

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.

As a means by which to consider growth in the area of English Language Arts we are able to report that grade levels second through fifth made an average gain of 6.25 RIT point on Measure of Academic Performance assessment from Fall 2019 to Winter 2020. With the highest gains made in both the second and third grade levels schoolwide.

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 adapted learning platforms that were developed in 2020-2021 as the result of COVID 19, impacted the ability to complete all planned strategies and activities to meet the overall goal. All classroom instructional strategies were implemented in each classroom switching between learning platforms, changes in the instructional learning day. Professional learning for all grade levels with the EL/DL TOSA did occur over Zoom. Full Utilization of release time for TOSA to support professional learning had to be modified.

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 2021-2022 school year will be to continue working on the five-year goal and utilize the strategies/ activities as set forth in 2019-2020 with adjustments given the gradual return to full day instruction and in-person collaboration. An addition to the strategies listed by grade levels will be the 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, 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 2022 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 identified by results of the California Health Kids Survey and 2020 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 Student Survey will be used to evaluate progress towards this goal.	Currently 90% of Valley 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 100% of Valley students feel connected to students, staff, and adults on campus. As well as 83% 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
- Conduct Second Step Lessons in all Classrooms TK-5 by School Counselor & Student Services Specialist
- Whole school attendance with Professional Development centered on Trauma Informed Practices
- 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.
- Formation of 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 via Zoom focused on "Parenting" during workshops, evening Title 1 meetings, Coffee with the Principal and adult education.
- Valley staff is developing school wide commitments with the implementation of social emotional learning strategies across all settings on campus. (Teachers, Office Team, Counselor, Instructional Assistants, Character Coaches, etc.)
- 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 Rtl 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)
	Educationally Disadvantaged Youth None Specified
	English Learners None Specified
18,505.37	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures <ul style="list-style-type: none"> • Screening of Screenagers with facilitated discussion with School Counselor & Principal via Zoom • Cyber Safety Presentation SDPD Foundation via Zoom • Parent Educational Presentations via Zoom • Translation Services
2,000	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Three Day Parent workshop- Positive Parenting Program- Provided by Jewish Family Services. Includes childcare for school age children.

75,000	Title I 1000-1999: Certificated Personnel Salaries School Counselor
37,233	Title I 2000-2999: Classified Personnel Salaries Student Services Specialist
11,490	Title I 2000-2999: Classified Personnel Salaries Parent Liaison
1200	Title I 2000-2999: Classified Personnel Salaries Personnel Classified Hourly
500	Title I 4000-4999: Books And Supplies Professional Development materials for Social Emotional Learning

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to the physical school closures in 2020-2021 due to COVID 19, annual testing and data collection were unable to be conducted. Thus, data used to measure this goal come from Valley's site No Place For Hate student survey that was given to all fourth and fifth grade students 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 modified learning platforms, as the result of COVID-19, impacted the ability to complete all of the planned strategies and activities to meet the overall goal. Despite the changes in learning platforms that occurred many of the monthly activities and strategies planned were adapted to be delivered to students, staff and parents over Zoom. The formation and implementation of our PBIS Team strengthen 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. The PBIS team began a whole school book study based on Dr. Ross W. Green's Collaborative & Proactive Solutions Framework to support students with challenging behavioral needs.

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 2021-2022 school year will be to continue working on this goal and utilize the strategies/activities as set forth in 2019-2020 with adjustments given to the return of full day in-person learning. We will

continue our schoolwide learning focus on Restorative Practices centered on the Collaborative & Proactive Solutions framework and Responsive Classroom. For support during COVID 19 we will continue to assemble our Student Wellness Support Team weekly to check in on students and families in need of assistance with attendance, Social Emotional Support, or other family needs.

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 2022, 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

Need was identified by results of the results of the Spring 2019 California Healthy Kids Survey and 2020 Spring No Place for Hate student survey.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Spring 2022 California Healthy Kids Survey will be used to measure and evaluate progress towards this goal. Spring 2022 site staff and community survey will also be used to measure and evaluate progress towards this goal.	Based on spring 2019 73% of Valley students responded that they felt safe on campus.	Expected outcome will be that 83% or more of all Valley students feel safe on campus. Attention will be placed with regards to student subgroups.
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
- Establish an Equity Team/ No Place For Hate Advisory Committee
- Seek Re-designation as a No Place For Hate School
- Conduct student, staff and community surveys to establish baseline data and monitor growth towards group.
- Whole school attendance with Professional Development centered on equity, and social justice.
- Participating in the school Feeder Pattern Racial Equity and Inclusion Conversations three times 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)

Educationally Disadvantaged Youth

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?

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 2022, Valley Elementary will decrease the chronic absenteeism rates with our top 5 student subgroups 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 2021-2022 School year attendance records will be used to measure and evaluate progress towards this goal	Chronic Absenteeism rates for subgroups (African American 11.77, Hispanic 17.49, English Learners 24.36, Students with Disabilities 21.69, Socioeconomically disadvantaged 22.9	Expected outcome is to lower the rates by 10 points for every subgroup by June 2022.
English Learner 2021-2022 School year attendance records will be used to measure and evaluate progress towards this goal	Chronic Absenteeism rates for subgroups English Learners 24.36%	Expected outcome is to lower the rates by 10 points for every subgroup by June 2022.
EDY/Title I 2021-2022 School year attendance records will be used to measure and evaluate progress towards this goal	Chronic Absenteeism rates for subgroup: Socioeconomically disadvantaged 22.9%	Expected outcome is to lower the rates by 10 points for every subgroup by June 2022.
Student with Disabilities 2021-2022 School year attendance records will be used to measure and evaluate progress towards this goal	Chronic Absenteeism rates for Students with Disabilities 21.69%.	Expected outcome is to lower the rates by 10 points for every subgroup by June 2022.

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 weekly 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, Student Services Specialist, Health & Attendance Technician, Administrative Assistant & School Principal.

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)

Educationally Disadvantaged Youth

English Learners

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)

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	\$625,490.37

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	\$550,773.00
Title I Part A: Parent Involvement	\$20,505.37

Subtotal of additional federal funds included for this school: \$571,278.37

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

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$25,106.00
English Learners	\$29,106.00

Subtotal of state or local funds included for this school: \$54,212.00

Total of federal, state, and/or local funds for this school: \$625,490.37

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	25,106.00
English Learners	29,106.00
Title I	550,773.00
Title I Part A: Parent Involvement	20,505.37

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	445,062.00
2000-2999: Classified Personnel Salaries	132,923.00
4000-4999: Books And Supplies	20,500.00
5800: Professional/Consulting Services And Operating Expenditures	27,005.37

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	25,106.00
1000-1999: Certificated Personnel Salaries	English Learners	25,106.00
2000-2999: Classified Personnel Salaries	English Learners	2,000.00
4000-4999: Books And Supplies	English Learners	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	394,850.00
2000-2999: Classified Personnel Salaries	Title I	130,923.00
4000-4999: Books And Supplies	Title I	18,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	20,505.37

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	175,212.00
Goal 2	304,350.00
Goal 3	145,928.37

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.

[Stakeholder 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.

Stakeholder 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 Stakeholder 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 (Stakeholder 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 (Stakeholder 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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