

# 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 14, 2019	November 14, 2019

## 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 schools. We pride ourselves in the continuous improvement of 6 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 720 students are currently enrolled in transitional kindergarten through fifth grade. Overall enrollment has remain stable, but the ethnic make-up and number of English Learners has been steadily increasing over the last several years. Ethnic groups include 22.45% Caucasian, 58.26% Hispanic, 1.65% Filipino, 1.52% African American, 4.13% 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. 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, iStation Reading, iStation Lectura, Phonics for Reading resources)
- Online programs to provide ongoing differentiated, personalized learning paths and monitor student progress, (iStation Reading/ Lectura, 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)
- 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.)
- PBIS Team to develop, monitor and sustain a consistent positive supports for students.

# 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 2019 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 13, 2019.

# 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)
- California Health Kids & Parents Survey (CHKS)
- Measures of Academic Performance (MAPs)
- Valley Grade Level Site Assessment Data (Running Records, Fluency Assessment, Core Reading Assessments, Valley Math Benchmark Assessment).
- Spring Action Plan Staff Survey
- English Learner Advisory Committee Parent Survey

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

What are the results of the Needs Assessments?

School-wide patterns of strengths that were evident after reviewing student assessment data were the following:

- Overall third grade student CAASPP scores in both English Language Arts and Math improved over last school year. (ELA -46% to 58.1% ) (Math- 53%-63%).
- Our fourth grade cohort scores increased 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%). This spring 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%.
- School-wide Grades 1-5 increased MAPs average RIT Math & Reading scores from Fall to Spring. The biggest growth in average RIT scores were in second and third grades. - 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 2019 Spring 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 areas for growth after reviewing students assessment data were the following:

- 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.
- Both fourth and fifth grades saw drops in percentages meeting or exceeding standards in English Language Arts.

- MAPs RIT growth averages from Fall to Spring also reflected the smaller gains student growth averages for fourth and fifth grades.
- Based on California Healthy Kids Survey, perceived safety at or on your way to school dropped from last school year by 10%.

What conclusions can be drawn from the Needs Assessment?

Our school-wide instructional focus areas have been centered on the following three areas:

- Develop stronger instructional coherence with math and language arts
- Building student-directed inquiry into our classrooms
- Integrating technology to maximize personalized learning.

All professional development opportunities have been focused on developing these three focus areas to maximize classroom instruction. After evaluation of the 2018-2019 data and student performance results based on CAASPP, MAPS, CHKS Survey and Grade Level Assessments by Valley Staff and School Site Council these focus areas continue to be the focus of our action plan and budgeting priorities. For 2019-2020 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 Xploration Time, Grade level Meetings and Articulation 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	0.14%			1
African American	2.2%	1.88%	1.52%	16	14	11
Asian	3.2%	3.62%	4.13%	23	27	30
Filipino	1.5%	1.74%	1.65%	11	13	12
Hispanic/Latino	60.2%	59.12%	58.26%	435	441	423
Pacific Islander	0.1%	0.13%	%	1	1	
White	24.3%	23.32%	22.45%	176	174	163
Multiple/No Response	2.4%	2.95%	4.55%	17	22	33
<b>Total Enrollment</b>				723	746	726

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	159	167	137
Grade 1	108	130	143
Grade 2	113	113	125
Grade 3	115	108	103
Grade 4	115	112	108
Grade 5	113	116	110
<b>Total Enrollment</b>	723	746	726

### Conclusions based on this data:

1. Enrollment data reflects stable student numbers school-wide between 720-740.
2. Student subgroup percentages have also remained stable over the last three years.
3. The chart above also reflects the increase student enrollment in 2018-2019 for grades 1-2. This is due in part to the additional kindergarten classrooms that were opened 2 years ago.

# School and Student Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	331	315	305	45.8%	42.2%	42.0%
Fluent English Proficient (FEP)	38	37	42	5.3%	5.0%	5.8%
Reclassified Fluent English Proficient (RFEP)	12	21	10	3.6%	6.3%	3.2%

### Conclusions based on this data:

1. Percentage of English Learners school-wide has remained similar over the last three years.
2. Percentage of Fluent English Proficient students has slightly increased.
3. More English Learner students were reclassified during 2018-2019 than the 2017-2018.

# Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	115	110	104	115	110	101	115	110	101	100	100	97.1
Grade 4	115	112	108	114	111	108	114	111	108	99.1	99.1	100
Grade 5	115	115	112	114	114	111	114	113	111	99.1	99.1	99.1
All	345	337	324	343	335	320	343	334	320	99.4	99.4	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2414.	2431.	2460.	20.87	28.18	37.62	16.52	18.18	20.79	30.43	30.00	29.70	32.17	23.64	11.88
Grade 4	2467.	2477.	2474.	26.32	24.32	27.78	21.93	31.53	23.15	18.42	19.82	18.52	33.33	24.32	30.56
Grade 5	2501.	2514.	2499.	23.68	25.66	18.02	28.95	30.97	27.03	19.30	20.35	31.53	28.07	23.01	23.42
All Grades	N/A	N/A	N/A	23.62	26.05	27.50	22.45	26.95	23.75	22.74	23.35	26.56	31.20	23.65	22.19

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	24.35	30.91	38.61	35.65	38.18	43.56	40.00	30.91	17.82	
Grade 4	23.68	23.42	25.00	45.61	54.95	46.30	30.70	21.62	28.70	
Grade 5	26.32	27.43	23.42	43.86	48.67	45.05	29.82	23.89	31.53	
All Grades	24.78	27.25	28.75	41.69	47.31	45.00	33.53	25.45	26.25	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.65	25.45	23.76	45.22	44.55	59.41	39.13	30.00	16.83
Grade 4	22.81	24.32	29.63	48.25	50.45	49.07	28.95	25.23	21.30
Grade 5	28.95	36.28	23.42	40.35	40.71	53.15	30.70	23.01	23.42
All Grades	22.45	28.74	25.63	44.61	45.21	53.75	32.94	26.05	20.63



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.74	28.18	33.66	59.13	60.00	61.39	19.13	11.82	4.95
Grade 4	21.05	20.72	20.37	57.02	67.57	55.56	21.93	11.71	24.07
Grade 5	18.42	22.12	11.71	65.79	62.83	68.47	15.79	15.04	19.82
All Grades	20.41	23.65	21.56	60.64	63.47	61.88	18.95	12.87	16.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.00	30.00	29.70	48.70	50.00	58.42	31.30	20.00	11.88
Grade 4	25.44	27.03	25.93	49.12	50.45	50.00	25.44	22.52	24.07
Grade 5	35.96	33.63	21.62	40.35	45.13	52.25	23.68	21.24	26.13
All Grades	27.11	30.24	25.63	46.06	48.50	53.44	26.82	21.26	20.94

**Conclusions based on this data:**

1. 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. 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.
3. After steady progress the 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.

# Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	115	110	104	115	110	104	115	110	104	100	100	100
Grade 4	115	112	108	114	112	108	114	112	108	99.1	100	100
Grade 5	115	115	112	114	114	111	114	113	111	99.1	99.1	99.1
All	345	337	324	343	336	323	343	335	323	99.4	99.7	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2447.	2446.	2468.	23.48	30.91	32.69	28.70	22.73	29.81	30.43	24.55	27.88	17.39	21.82	9.62
Grade 4	2479.	2478.	2482.	22.81	20.54	20.37	23.68	27.68	26.85	31.58	32.14	37.96	21.93	19.64	14.81
Grade 5	2514.	2505.	2493.	23.68	23.89	20.72	28.07	14.16	13.51	21.93	31.86	29.73	26.32	30.09	36.04
All Grades	N/A	N/A	N/A	23.32	25.07	24.46	26.82	21.49	23.22	27.99	29.55	31.89	21.87	23.88	20.43

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	33.04	40.00	48.08	38.26	29.09	34.62	28.70	30.91	17.31	
Grade 4	30.70	30.36	28.70	29.82	32.14	31.48	39.47	37.50	39.81	
Grade 5	29.82	27.43	21.62	33.33	27.43	30.63	36.84	45.13	47.75	
All Grades	31.20	32.54	32.51	33.82	29.55	32.20	34.99	37.91	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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.65	34.55	37.50	48.70	40.00	50.96	15.65	25.45	11.54
Grade 4	24.56	19.64	19.44	50.00	57.14	55.56	25.44	23.21	25.00
Grade 5	23.68	25.66	23.42	48.25	44.25	38.74	28.07	30.09	37.84
All Grades	27.99	26.57	26.63	48.98	47.16	48.30	23.03	26.27	25.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.30	36.36	43.27	57.39	44.55	50.00	11.30	19.09	6.73
Grade 4	35.96	28.57	25.93	36.84	41.96	50.93	27.19	29.46	23.15
Grade 5	27.19	23.89	23.42	51.75	47.79	46.85	21.05	28.32	29.73
All Grades	31.49	29.55	30.65	48.69	44.78	49.23	19.83	25.67	20.12

**Conclusions based on this data:**

1. 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. 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.
3. 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.

# 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		1456.0		1404.8		75	
Grade 1	1476.8		1500.2		1452.7		61	
Grade 2	1506.3		1518.3		1493.9		43	
Grade 3	1492.2		1485.1		1498.7		40	
Grade 4	1535.3		1541.2		1528.8		50	
Grade 5	1546.6		1551.8		1540.8		36	
All Grades							305	

Overall 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	*	75	61
1	49.18	*	26.23	30.91	19.67	34.55	*	21.82	61	55
2	58.14	20	32.56	46.67	*	25	*	*	43	60
3		*	52.50	42.86	32.50	42.86	*	*	40	35
4	40.00	*	46.00	44.44	*	*	*	*	50	36
5	52.78	*	36.11	36.67	*	43.33			36	30
All Grades	41.31		35.08		16.07		7.54		305	

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	*	*	75	61
1	70.49	25.45	21.31	43.64	*	25.45		*	61	55
2	79.07	41.67	*	43.33	*	*	*	*	43	60
3	*	37.14	50.00	31.43	*	*	*	*	40	35
4	72.00	*	*	61.11	*	*		*	50	36
5	86.11	60	*	*	*	*	*	*	36	30
All Grades	62.30		23.61		9.84		4.26		305	

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
<b>K</b>	22.67	*	21.33	26.23	33.33	54.10	22.67	*	75	61
<b>1</b>	31.15	*	19.67	20	22.95	30.91	26.23	41.82	61	55
<b>2</b>	34.88	*	41.86	38.33	*	36.67	*	21.67	43	60
<b>3</b>		*	37.50	*	32.50	62.86	30.00	*	40	35
<b>4</b>	*	*	48.00	33.33	26.00	41.67	*	*	50	36
<b>5</b>	30.56	*	47.22	*	*	60	*	*	36	30
<b>All Grades</b>	23.28		33.44		25.90		17.38		305	

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
<b>K</b>	61.33	26.23	29.33	68.85	*	*	75	61
<b>1</b>	77.05	52.73	21.31	41.82	*	*	61	55
<b>2</b>	79.07	53.33	*	43.33	*	*	43	60
<b>3</b>	*	*	70.00	65.71	*	*	40	35
<b>4</b>	46.00	*	50.00	69.44	*	*	50	36
<b>5</b>	52.78	*	44.44	80	*	*	36	30
<b>All Grades</b>	57.05		36.39		6.56		305	

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
<b>K</b>	52.00	37.7	34.67	42.62	*	19.67	75	61
<b>1</b>	70.49	*	26.23	81.82	*	*	61	55
<b>2</b>	74.42	36.67	*	60	*	*	43	60
<b>3</b>	67.50	57.14	*	37.14	*	*	40	35
<b>4</b>	90.00	41.67	*	50	*	*	50	36
<b>5</b>	94.44	90	*	*	*		36	30
<b>All Grades</b>	72.13		21.64		6.23		305	

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
<b>K</b>	21.33	*	61.33	81.97	17.33	*	75	61
<b>1</b>	45.90	25.45	31.15	32.73	22.95	41.82	61	55
<b>2</b>	55.81	20	39.53	65	*	*	43	60
<b>3</b>	*	*	60.00	57.14	32.50	34.29	40	35
<b>4</b>	24.00	*	66.00	55.56	*	*	50	36
<b>5</b>	33.33	*	58.33	63.33	*	*	36	30
<b>All Grades</b>	31.15		52.46		16.39		305	

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
<b>K</b>	40.00	31.15	33.33	50.82	26.67	18.03	75	61
<b>1</b>	*	*	59.02	50.91	26.23	45.45	61	55
<b>2</b>	*	*	74.42	65	*	30	43	60
<b>3</b>	*	*	82.50	88.57	*	*	40	35
<b>4</b>	28.00	*	58.00	69.44	*	*	50	36
<b>5</b>	50.00	*	44.44	86.67	*	*	36	30
<b>All Grades</b>	26.56		56.07		17.38		305	

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

**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 2019-2020 school year will be to strengthen our grade level commitments and instructional coherence TK-6 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

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	16	16	11	1	2	0	6.3	12.5	0
American Indian or Alaskan			*			*			*
Asian	26	33	33	2	2	1	7.7	6.7	3
Filipino	12	14	11	1	1	1	8.3	7.1	9
Hispanic or Latino	452	449	438	49	31	32	10.8	6.9	7
Did not Report	19	22	34	2	2	4	10.5	9.1	13
Pacific Islander	*	*		1	1		*	*	
Two or More Races	47	59	55	6	6	6	12.8	10.2	10
White	181	182	169	10	17	8	5.5	9.4	5
Male	381	376		35	31		9.2	8.3	
Female	373	400		37	30		9.9	7.6	
English Learners	348	321	306	37	24	14	10.6	7.5	5
Students with Disabilities	86	94		18	9	7	20.9	9.6	7
Socioeconomically	386	412	362	58	45	39	15.0	11.0	10
Migrant									
Foster	*			1			*		
Homeless	36	29		7	1		19.4	3.4	
Kindergarten	163	180		20	18		12.3	10.3	
Grades 1-3	352	365		32	27		9.1	7.4	
Grades 4-6	239	231		20	16		8.4	7.0	
Grades 7-8									
Grades K-8	754	776		72	61		9.5	7.9	
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	754	776	752	72	61	52	9.5	7.9	7

### Conclusions based on this data:

1. 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.

# Student Performance Data

## Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.4	1.5

### Conclusions based on this data:

1. After four years of decreased numbers of suspensions, for the 2018-2019 school year we saw an increase in the number of suspensions at Valley.



# Student Performance Data

## Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

### 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

Based upon Spring of 2023 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 California Assessment of Student Performance and Progress in the area of Math for all students in grades 3-5, California School Dashboard, Measures of Academic Progress & School wide Grade Level Assessments.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> CAASPP student data will be used to evaluate progress towards this goal.	Currently 47% of all Valley students school-wide meets or exceeds standards as based on the Math section of the CAASPP.	Expected growth for the coming school year will be an increase of 5% meeting or exceeding standards school-wide.
<b>English Learner</b> CAASPP student data will be used to evaluate progress made with our English Learners.	Currently 25.49% of English Learners meets or exceeds standards in math as based on CAASPP results.	Expected growth for the coming school year for EL students will be 2.5%.
<b>EDY/Title I</b> CAASPP student data will be used to evaluate progress made towards this goal.	Currently 29.61% of EDY students meets or exceeds standards in math as based on CAASPP results.	Expected growth for the coming school year for EDY students will be 2.5%.
<b>Student with Disabilities</b> CAASPP student data will be used to evaluate progress made towards this goal.	Currently 14.28% of all students with disabilities met or exceeds standards in math as based on CAASPP results.	Expected growth for the coming school year for students with disabilities is 2.5%.

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.
- Math Coach to attend California Assessment Conference to support classroom teachers with implementation of Math SBAC Interim assessment- Grade level commitments to utilizing SBAC interim assessments to monitoring student progress will be implemented for the 2019-2020 school year
- Math Coach & Math Leadership Team to attend CA State Math Conference with an emphasis on supporting struggling students.
- Grade Level commitment to discuss RTI students during the first 30 minutes of Xploration Collaboration Time.
- AES before school math support with Reflex Math online program.

**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
105,835.05	Title I 1000-1999: Certificated Personnel Salaries Teacher on Special Assignment- Math Coach  IMPACT Teacher
9,000	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 Conference

500	Title I 5800: Professional/Consulting Services And Operating Expenditures Attendance at California Assessment Conference
10,750	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 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.

### 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 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

### 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
- Math Workshop
- Math Journals
- 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.

#### **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.
  - o Spiral review these concepts in Number Talks throughout the year
  - o Utilize base ten blocks as a manipulative resource

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

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

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

Amount(s)

Source(s)

### **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

**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)

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

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

## Goal 2: English Language Arts

Based upon Spring of 2023 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 2018 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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> CAASPP student data will be used to evaluate progress mad with this goal school wide.	Currently 52.25% of Valley students school-wide meets or exceeds standards on the English Language Arts section of the CAASPP.	Expected growth for the coming school year will be an increase of 5% meeting or exceeding standards school wide.
<b>English Learner</b> CAASPP and ELPAC student data will be used to evaluate progress made towards this goal.	Currently 25.25% of English Learners meets or exceeds standards in English Languages Arts as based on CAASPP results.	Expected growth for the coming school year will be an increase of 5% meeting or exceeding standards.
<b>EDY/Title I</b> 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.
<b>Student with Disabilities</b> 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.

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 TOSACo-teaching & Lesson Study opportunities facilitated by educational consultant
- Kindergarten Early Literacy Intervention Instructional Assistants
- Literacy Intervention Groups with IMPACT Teachers
- 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 en Spanish- "El camino al exito" with all K Dual Classrooms and identified first graders.
- AES Before School Online Literacy Support with iStation Reading & iStation Lectura.
- 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 first 30 minute of X-ploration collaboration discussing RTI/ SSS classroom needs.
- We will continue to strengthen our Language Arts instructional coherence TK-5 for the 2019-2020 school year 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 further developed for the 2019-2020 school 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)
10,240	Educationally Disadvantaged Youth 4000-4999: Books And Supplies iStation Reading & iStation Lectura Online Student Program
19,856	English Learners 1000-1999: Certificated Personnel Salaries IMPACT Teacher serving at-risk LTEL's grades 3-5.
241,102	Title I 1000-1999: Certificated Personnel Salaries

	TOSA- English Learner/ Dual Language Coordinator  IMPACT Teachers: Literacy, AES Morning Club, Math Intervention
21,864	Title I 4000-4999: Books And Supplies iStation Reading & iStation Lectura Online Student Program (additional cost)
80,000	Title I 2000-2999: Classified Personnel Salaries Kindergarten Literacy Instructional Assistants
2,044	English Learners 2000-2999: Classified Personnel Salaries Classified Hourly for EL assessment support
14,000	Title I 4000-4999: Books And Supplies Supplies, Professional Development Books, TK Spanish Benchmark Materials
2,500	English Learners 4000-4999: Books And Supplies Supplies, Instructional Materials for EL Program
26,100	Title I 5800: Professional/Consulting Services And Operating Expenditures Educational Consultant- English & Spanish Language Arts Professional Development & Professional Conferences: NEU, CABA, NABE, GLAD, CAC
12,520	Title I 1000-1999: Certificated Personnel Salaries Teacher Release: Lesson Study, Instructional Rounds, 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-Kids/Benchmark Universe for students to listen to reading daily
- 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 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

- Implement Guided Reading four times a week with every first grade student
- Implement syllable and sound blending intervention for all first grade students reading DRA levels 0-4.
- Intervention support for students who are significantly below benchmark by the classroom teacher/instructional assistant/impact teacher, (double dose of reading instruction).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**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:

- Small Guided Reading groups four times a week
- Review and Revisit High Frequency Words
- Strategic vocabulary development
- Phonics, phonemic awareness development Intervention for all students that qualify based on CORE Assessment, (English) Camino al exito (dual language)

**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.

#### **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.

#### **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 Xploration, 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 (e.i. Writing and Resource Handbook).

### 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)

# 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 2020 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 2020 Spring No Place for Hate Survey.

### Identified Need

Need was identified by results of the Spring 2019 California Health Kids Survey and 2019 Spring No Place for Hate Student Survey.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Spring 2020 California Health Kids Survey and No Place for Hate Student Survey will be used to evaluate progress towards this goal.	Currently 70% of Valley students responded that they were connected with students, staff and adults on campus.  Currently 73% of Valley students responded that they felt safe on campus.	Expected outcome will be that 80% or more 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.
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		

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 PBIS Team with on-going meetings developing new strategies to support challenging student needs
- Provide on-going parent education opportunities 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, Character Coaches, etc.)
- On-going attendance system that focuses on early intervention and on-going family communication. For the 2019-2020 school year, we plan to further develop 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
2,000	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Screening of Screen-agers with facilitated discussion with School Counselor & Principal. Provide childcare for younger school-age children
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
18,260	Title I 4000-4999: Books And Supplies Professional Development materials for Social Emotional Learning



# 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	\$672,354.05
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$706,994.05

## 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	\$668,354.05
Title I Part A: Parent Involvement	\$4,000.00

Subtotal of additional federal funds included for this school: \$672,354.05

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

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$10,240.00
English Learners	\$24,400.00

Subtotal of state or local funds included for this school: \$34,640.00

Total of federal, state, and/or local funds for this school: \$706,994.05

## 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	10,240.00
English Learners	24,400.00
Title I	668,354.05
Title I Part A: Parent Involvement	4,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	463,313.05
2000-2999: Classified Personnel Salaries	131,967.00
4000-4999: Books And Supplies	78,114.00
5800: Professional/Consulting Services And Operating Expenditures	33,600.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	10,240.00
1000-1999: Certificated Personnel Salaries	English Learners	19,856.00
2000-2999: Classified Personnel Salaries	English Learners	2,044.00
4000-4999: Books And Supplies	English Learners	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	443,457.05
2000-2999: Classified Personnel Salaries	Title I	129,923.00
4000-4999: Books And Supplies	Title I	65,374.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	29,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	4,000.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	129,585.05
Goal 2	430,226.00
Goal 3	147,183.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role	Date	Signature
Ricardo Cecena	Principal	October 14, 2019	
Jeremy Briggs	Classroom Teacher	October 14, 2019	
Michelle Meeks	Parent or Community	October 14, 2019	
Jessica Kim	Classroom Teacher	October 14, 2019	
Martha Rivera	Classroom Teacher	October 14, 2019	
Aline Racic	Parent or Community	October 14, 2019	
Karina Rabadan	Parent or Community	October 14, 2019	
Alejandro Gastelum	Parent or Community	October 14, 2019	
John Sturm	Parent or Community	October 14, 2019	
Patty Diaz	Other School Staff	October 14, 2019	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

<b>Signature</b>	<b>Date</b>	<b>Committee or Advisory Group Name</b>
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The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/ 17/19.

Attested:

Principal, Ricardo Cecena on

SSC Chairperson, Aline Racic on

# 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.

# 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](mailto: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/>

Developed by the California Department of Education, January 2019