



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Oaks Elementary School	34 67348 6033310	May 15, 2024	June 18, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Valley Oaks Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
The purpose of this plan is to provide Additional Targeted Support and Improvement to the student group "Homeless" in the areas of Chronic Absenteeism, to meet ATSI planning requirements.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Valley Oaks Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to provide Additional Targeted Support and Improvement to the student group "Homeless" in the areas of Chronic Absenteeism, to meet ATSI planning requirements.

The School Plan for Student Achievement (SPSA) is a plan of actions/activities to raise the academic performance of all students. California Education Code sections 41507, 41572 and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Educational Partner Involvement

How, when, and with whom did Valley Oaks Elementary 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

Valley Oaks seeks the input and advice of the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) in reviewing, revising, and establishing goals and activities for the SPSA. Meetings are generally held throughout the school year, in which the committees review the previous year's plan, give suggestions for the new year's plan, and review the draft of the SPSA before final approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Homeless: Chronic Absenteeism:

We have showed improvement from 2021-2022 Chronic Absenteeism for Homeless Students at 50% down to 24.4% for the 2022-2023 school year. We will continue with the resources that have been put into place for this improvement; regular contact made from the Attendance Secretary, the School Counselor, and the Assistant Principal, as well as specific plans for individual student improved attendance. Additional considerations for continued improvement include ensuring collaboration with the District Homeless Liaison, the MTSS team at Valley Oaks, and the Mental Health clinician to ensure connectedness with students and school.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

ENGLISH LANGUAGE ARTS = School-wide ORANGE

Steps:

- 1) Set a goal to increase NWEA MAP Reading winter to winter cohort performance growth by 5%.
- 2) Provide SIPPS Challenge training and support whole-class implementation in all fourth grade classrooms
- 3) Recognize the impact of independent reading: Accelerated Reader at school and at home
- 4) Implement small group Benchmark instruction
- 5) Implement whole class SIPPS instruction in grades K-4 with Tier 2 small group instruction
- 6) Decrease the number of learners who score below standard on the writing claim
- 7) Implement consistent writing strategies to improve students' ability to independently produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- 8) Utilize the TOSA for Tier 2 instructional support

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

SUSPENSIONS: Student Groups: Homeless, White. (2 levels below level for "All Students")

Steps:

- 1) Set a goal to decrease the number of students suspended
- 2) Mental Health Clinician support for families and students
- 3) School Counselor support for families and students
- 4) Multi-Tiered System of Support (MTSS) team support for all students
- 5) Grade-level and School-wide assemblies that remind students of behavior expectations, anti-bullying behavior, etc.
- 6) Implement Restorative Practices Strategies/Activities: Building collaboration, respect, and positive behavior
- 7) Implement Clifton Strengths Strategies/Activities: Building upon what learners naturally do best
- 8) Implement Service Learning Strategies/Activities: Community-based activities with structured preparation and reflection
- 9) Implement Digital Citizenship Strategies/Activities: Helping learners take ownership of their digital lives utilizing Common Sense Media lessons

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

CalSCHLS Survey Results: Results of the 2023-2024 CalSCHLS Survey of our 5th/6th grade students show the following data from our students. The goal is to have 80% of students respond with "Yes, most of the time" or "Yes, all of the time". These are the areas targeted for improvement (below 80%). These areas will be addressed through work with the school counselor, mental health clinician, the teaching of Second Step lessons in the classrooms, assemblies for students, and teacher education/development in the areas how to best help our students with understanding safety, and bullying. 5th Grade: Students feel connected to school: 69%, Caring adults in school: 71%, Anti-bullying climate: 77%, Feel safe at school: 78%. 6th Grade: Students feel connected to school: 61%, Caring adults in school: 68%, Facilities upkeep: 70%, Social and Emotional learning supports: 75%, Anti-bullying climate: 70%, Feel safe at school: 69%, Students treated with respect: 74%

MAP DATA: Winter 2023 to Winter 2024 MAP data in the area of Mathematics show that the number of students meeting 60th percentile increased, and we did meet the AMO of 5% growth of ALL students meeting the 60th percentile. We grew by p% overall. However, not each grade level cohort meet the goal. 3 out of the 5 grade level cohorts met the 5% growth goal. This indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and Eureka Math pacing guides are needed at all grade levels.

Winter 2023 to Winter 2024 MAP data in the area of Reading show that while the number of students meeting 60th percentile increased and Valley Oaks come close to meeting the AMO of 5% growth of students meeting the 60th percentile, we grew by 2% and did not meet the AMO goal. However, 3 out of the 5 grade level cohorts did meet the 5% growth goal. This indicates that while we want to continue with what has been working, there are still needs similar to the identified needs already stated based on DRA data and cycles of coaching/improvement need to take place at all grade levels. Additionally, release time may be needed to help teachers improve their teaching abilities and strategies. Professional development in the use of effective differentiation/MTSS strategies may also be needed.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Federal, State, and Site funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of Valley Oaks's educational program. Students not making growth or making minimal growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC), English Learner Advisory Committee (ELAC), and the Site Leadership Team are key representatives in planning, implementing, and evaluating programs. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The ELAC, made up of parents of students learning English, and facilitated by a faculty member and administration, advises the school on the program for English Learner students. The school elects a School Site Council to develop this School Plan and budget in order to meet the needs of the school. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. This is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Instructional Assistants and Bilingual Instructional Assistants are provided through Title I and Supplemental/Concentration funding. Services provided include support in the area of reading and math instruction and intervention. Students not meeting academic standards benefit from the personnel, services, and materials that these funds provide.

Fiscal support (EPC)

****SEE FUNDING ATTACHED TO GOALS/ACTIONS:** Federal, State, and Site funds will be utilized to provide support for all students by providing for supplemental support and the overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Valley Oaks Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.40%	0.79%	2	2	4
African American	0.6%	0.40%	0.4%	3	2	2
Asian	0.4%	0.40%	1.39%	2	2	7
Filipino	%	%	0%			0
Hispanic/Latino	84.0%	84.89%	84.92%	445	427	428
Pacific Islander	0.4%	0.60%	0.6%	2	3	3
White	13.8%	12.72%	10.52%	73	64	53
Multiple/No Response	0.4%	0.40%	1.39%	2	2	7
Total Enrollment				530	503	504

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	72	69	62
Grade 1	62	67	68
Grade 2	86	60	68
Grade3	79	69	67
Grade 4	77	81	72
Grade 5	69	87	80
Grade 6	85	70	87
Total Enrollment	530	503	504

Conclusions based on this data:

1. Enrollment at Valley Oaks remained relatively steady in the 2022-2023 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	261	255	241	49.20%	50.7%	47.8%
Fluent English Proficient (FEP)	35	28	35	6.6%	5.6%	6.9%
Reclassified Fluent English Proficient (RFEP)	21	27	39	4.0%	5.4%	7.7%

Conclusions based on this data:

1. The percentage of English Learners in 22/23 decreased slightly from 21/22
2. The number and percentage of Fluent English Proficient students (bilingual students who show English proficiency in TK/K) increased from 21/22 to 22/23.
3. The number and percentage of students Reclassified Fluent Proficient steadily increased over the last 3 years

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	69	71	0	61	69	0	61	69	0.0	88.4	97.2
Grade 4	75	80	75	0	79	74	0	79	74	0.0	98.8	98.7
Grade 5	63	88	81	0	87	80	0	87	80	0.0	98.9	98.8
Grade 6	80	70	90	0	66	90	0	66	90	0.0	94.3	100.0
All Grades	295	307	317	0	293	313	0	293	313	0.0	95.4	98.7

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2374.	2398.		6.56	14.49		26.23	21.74		18.03	28.99		49.18	34.78
Grade 4		2411.	2405.		5.06	8.11		15.19	18.92		26.58	18.92		53.16	54.05
Grade 5		2457.	2438.		10.34	3.75		21.84	16.25		26.44	30.00		41.38	50.00
Grade 6		2511.	2514.		12.12	15.56		28.79	33.33		30.30	21.11		28.79	30.00
All Grades	N/A	N/A	N/A		8.53	10.54		22.53	23.00		25.60	24.60		43.34	41.85

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.84	11.59		62.30	68.12		27.87	20.29
Grade 4		7.59	6.76		63.29	62.16		29.11	31.08
Grade 5		11.49	7.50		59.77	60.00		28.74	32.50
Grade 6		12.12	18.89		62.12	52.22		25.76	28.89
All Grades		10.24	11.50		61.77	60.06		27.99	28.43

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.92	7.25		45.90	57.97		49.18	34.78
Grade 4		5.06	0.00		50.63	45.95		44.30	54.05
Grade 5		8.05	1.25		56.32	55.00		35.63	43.75
Grade 6		12.12	6.67		57.58	62.22		30.30	31.11
All Grades		7.51	3.83		52.90	55.59		39.59	40.58

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.56	4.35		73.77	75.36		19.67	20.29
Grade 4		5.06	6.76		72.15	71.62		22.78	21.62
Grade 5		5.75	3.75		67.82	78.75		26.44	17.50
Grade 6		15.15	10.00		65.15	76.67		19.70	13.33
All Grades		7.85	6.39		69.62	75.72		22.53	17.89

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.20	8.70		60.66	66.67		31.15	24.64
Grade 4		2.53	9.46		72.15	60.81		25.32	29.73
Grade 5		13.79	3.75		55.17	57.50		31.03	38.75
Grade 6		19.70	15.56		65.15	67.78		15.15	16.67
All Grades		10.92	9.58		63.14	63.26		25.94	27.16

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Conclusions based on this data:

1. As of 2022/2023, 33% of all students met/exceeded the grade level standard in English Language Arts.
2. The percentage of all students meeting/exceeding the grade level standard in English Language Arts increased from 31% to 33.5%.
3. As of 2022/2023, Listening was the area of English Language Arts/Literacy in which Valley Oaks students achieved the best results (% of students Above and At or Near Standard).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	69	70	0	66	69	0	66	69	0.0	95.7	98.6
Grade 4	75	80	75	0	79	74	0	79	72	0.0	98.8	98.7
Grade 5	63	87	81	0	87	80	0	86	80	0.0	100.0	98.8
Grade 6	80	70	90	0	69	90	0	69	90	0.0	98.6	100.0
All Grades	295	306	316	0	301	313	0	300	311	0.0	98.4	99.1

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2389.	2410.		9.09	10.14		22.73	26.09		22.73	27.54		45.45	36.23
Grade 4		2418.	2423.		1.27	5.56		16.46	15.28		34.18	34.72		48.10	44.44
Grade 5		2429.	2433.		6.98	0.00		9.30	8.75		13.95	31.25		69.77	60.00
Grade 6		2506.	2509.		14.49	15.56		21.74	22.22		28.99	33.33		34.78	28.89
All Grades	N/A	N/A	N/A		7.67	8.04		17.00	18.01		24.67	31.83		50.67	42.12

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.15	18.84		46.97	53.62		37.88	27.54
Grade 4		5.06	11.11		46.84	36.11		48.10	52.78
Grade 5		5.81	2.50		29.07	40.00		65.12	57.50
Grade 6		15.94	15.56		44.93	47.78		39.13	36.67
All Grades		10.00	11.90		41.33	44.37		48.67	43.73

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.61	11.59		40.91	49.28		48.48	39.13
Grade 4		3.80	6.94		46.84	43.06		49.37	50.00
Grade 5		6.98	3.75		43.02	47.50		50.00	48.75
Grade 6		10.14	10.00		57.97	58.89		31.88	31.11
All Grades		7.67	8.04		47.00	50.16		45.33	41.80

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.09	15.94		68.18	60.87		22.73	23.19
Grade 4		2.53	2.78		50.63	56.94		46.84	40.28
Grade 5		3.49	1.25		41.86	52.50		54.65	46.25
Grade 6		11.59	14.44		66.67	62.22		21.74	23.33
All Grades		6.33	8.68		55.67	58.20		38.00	33.12

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Conclusions based on this data:

- As of 2022/2023, 26% of all students Met/Exceeded Standard in Overall Achievement for Mathematics on the CAASP.
- The percentage of all students meeting/exceeding the grade level standard in Mathematics increased from 24.67% in 2022 to 26% in 2023.
- As of 2022/2023, Communicating Reasoning (Demonstrating ability to support mathematical conclusions) was the area of Mathematics in which Valley Oaks students achieved the best results (67% of students Above and At or Near Standard).

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1432.0	1396.1	1415.9	1442.9	1407.6	1419.2	1406.4	1369.1	1408.0	41	38	39
1	1455.5	1461.9	1438.7	1467.3	1478.8	1443.2	1443.3	1444.6	1433.6	33	35	34
2	1480.9	1487.2	1486.3	1487.9	1485.8	1480.7	1473.6	1488.0	1491.5	27	31	38
3	1494.6	1458.7	1489.4	1508.1	1461.9	1478.7	1480.6	1455.1	1499.6	43	28	34
4	1523.4	1508.5	1492.5	1532.1	1514.0	1494.8	1514.1	1502.4	1489.7	45	43	27
5	1535.4	1523.1	1536.4	1533.3	1514.7	1528.2	1536.9	1530.9	1544.1	36	39	37
6	1515.4	1547.0	1552.5	1517.1	1549.0	1562.6	1513.3	1544.4	1542.2	24	33	29
All Grades										249	247	238

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.51	5.26	10.26	26.83	26.32	35.90	39.02	42.11	35.90	14.63	26.32	17.95	41	38	39
1	12.90	8.57	2.94	51.61	48.57	38.24	16.13	28.57	38.24	19.35	14.29	20.59	31	35	34
2	11.11	19.35	15.79	48.15	48.39	52.63	29.63	19.35	28.95	11.11	12.90	2.63	27	31	38
3	16.28	3.57	29.41	44.19	21.43	23.53	34.88	46.43	26.47	4.65	28.57	20.59	43	28	34
4	26.67	13.95	22.22	35.56	55.81	25.93	24.44	23.26	29.63	13.33	6.98	22.22	45	43	27
5	25.71	23.08	40.54	42.86	35.90	35.14	25.71	30.77	16.22	5.71	10.26	8.11	35	39	37
6	8.33	42.42	34.48	37.50	39.39	31.03	41.67	3.03	24.14	12.50	15.15	10.34	24	33	29
All Grades	18.29	16.60	21.85	40.24	40.08	35.29	30.08	27.53	28.57	11.38	15.79	14.29	246	247	238

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	31.71	10.53	7.69	26.83	28.95	38.46	21.95	34.21	28.21	19.51	26.32	25.64	41	38	39
1	35.48	40.00	8.82	25.81	25.71	41.18	25.81	31.43	29.41	12.90	2.86	20.59	31	35	34
2	22.22	45.16	18.42	48.15	25.81	50.00	25.93	19.35	23.68	3.70	9.68	7.89	27	31	38
3	34.88	14.29	44.12	48.84	35.71	23.53	13.95	21.43	17.65	2.33	28.57	14.71	43	28	34
4	57.78	39.53	29.63	22.22	48.84	40.74	11.11	2.33	14.81	8.89	9.30	14.81	45	43	27
5	42.86	35.90	40.54	51.43	46.15	51.35	2.86	7.69	0.00	2.86	10.26	8.11	35	39	37
6	16.67	66.67	48.28	62.50	18.18	41.38	16.67	0.00	3.45	4.17	15.15	6.90	24	33	29
All Grades	36.59	36.03	27.31	39.02	33.60	41.18	16.26	16.19	17.23	8.13	14.17	14.29	246	247	238

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.20	2.63	7.69	7.32	7.89	7.69	75.61	52.63	79.49	4.88	36.84	5.13	41	38	39
1	6.45	2.86	0.00	41.94	34.29	23.53	25.81	42.86	50.00	25.81	20.00	26.47	31	35	34
2	11.11	6.45	13.16	29.63	48.39	36.84	33.33	29.03	44.74	25.93	16.13	5.26	27	31	38
3	2.33	3.57	20.59	39.53	7.14	26.47	32.56	46.43	26.47	25.58	42.86	26.47	43	28	34
4	17.78	2.33	7.41	15.56	32.56	25.93	37.78	37.21	25.93	28.89	27.91	40.74	45	43	27
5	22.86	12.82	21.62	17.14	28.21	29.73	48.57	41.03	32.43	11.43	17.95	16.22	35	39	37
6	8.33	15.15	20.69	20.83	33.33	31.03	29.17	33.33	24.14	41.67	18.18	24.14	24	33	29
All Grades	11.79	6.48	13.03	23.98	27.53	25.63	41.87	40.49	42.02	22.36	25.51	19.33	246	247	238

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.07	10.53	12.82	63.41	63.16	69.23	19.51	26.32	17.95	41	38	39
1	38.71	37.14	41.18	48.39	60.00	41.18	12.90	2.86	17.65	31	35	34
2	25.93	25.81	34.21	66.67	64.52	57.89	7.41	9.68	7.89	27	31	38
3	46.51	28.57	23.53	48.84	50.00	67.65	4.65	21.43	8.82	43	28	34
4	57.78	65.12	25.93	31.11	30.23	55.56	11.11	4.65	18.52	45	43	27
5	25.71	25.64	48.65	71.43	64.10	48.65	2.86	10.26	2.70	35	39	37
6	12.50	30.30	31.03	75.00	57.58	58.62	12.50	12.12	10.34	24	33	29
All Grades	34.15	32.79	31.09	55.69	55.06	57.14	10.16	12.15	11.76	246	247	238

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	39.02	10.53	10.26	36.59	60.53	64.10	24.39	28.95	25.64	41	38	39
1	41.94	37.14	5.88	41.94	54.29	67.65	16.13	8.57	26.47	31	35	34
2	33.33	45.16	18.42	62.96	45.16	71.05	3.70	9.68	10.53	27	31	38
3	45.24	28.57	38.24	47.62	42.86	41.18	7.14	28.57	20.59	42	28	34
4	55.56	30.23	33.33	33.33	60.47	40.74	11.11	9.30	25.93	45	43	27
5	65.71	48.72	56.76	31.43	35.90	35.14	2.86	15.38	8.11	35	39	37
6	50.00	78.79	68.97	50.00	9.09	24.14	0.00	12.12	6.90	24	33	29
All Grades	47.76	39.27	31.93	42.04	44.94	50.42	10.20	15.79	17.65	245	247	238

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.32	5.26	10.26	78.05	57.89	76.92	14.63	36.84	12.82	41	38	39
1	25.81	20.00	8.82	51.61	42.86	58.82	22.58	37.14	32.35	31	35	34
2	29.63	12.90	18.42	44.44	67.74	76.32	25.93	19.35	5.26	27	31	38
3	5.00	3.57	11.76	67.50	35.71	55.88	27.50	60.71	32.35	40	28	34
4	17.78	2.33	11.11	48.89	69.77	51.85	33.33	27.91	37.04	45	43	27
5	22.86	20.51	27.03	57.14	56.41	54.05	20.00	23.08	18.92	35	39	37
6	12.50	21.21	13.79	16.67	48.48	41.38	70.83	30.30	44.83	24	33	29
All Grades	16.46	12.15	14.71	54.73	55.06	60.50	28.81	32.79	24.79	243	247	238

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	24.39	7.89	28.21	56.10	65.79	61.54	19.51	26.32	10.26	41	38	39
1	6.45	2.86	0.00	64.52	88.57	73.53	29.03	8.57	26.47	31	35	34
2	11.11	29.03	15.79	48.15	54.84	78.95	40.74	16.13	5.26	27	31	38
3	9.30	3.57	35.29	72.09	67.86	47.06	18.60	28.57	17.65	43	28	34
4	22.22	20.93	11.11	60.00	60.47	51.85	17.78	18.60	37.04	45	43	27
5	17.65	23.08	35.14	67.65	64.10	54.05	14.71	12.82	10.81	34	39	37
6	4.17	33.33	41.38	79.17	54.55	55.17	16.67	12.12	3.45	24	33	29
All Grades	14.69	17.41	23.95	63.67	65.18	60.92	21.63	17.41	15.13	245	247	238

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In 2022/2023, the percentage of students scoring an overall Level 3 or 4 on the ELPAC remained steady at 57% of EL students.
2. In 2022/2023, more English Learners at Valley Oaks scored in the Well Developed range for the Listening (31%) and Speaking (32%) domains than the Reading (15%) and Writing (24%) domains.
3. The Listening Domain is the area where English Learners scored the highest overall in 22/23 (31% Well Developed, 57% Somewhat/Moderately Developed).

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
504	81.2	47.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Valley Oaks Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	241	47.8
Foster Youth		
Homeless	29	5.8
Socioeconomically Disadvantaged	409	81.2
Students with Disabilities	89	17.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	4	0.8
Asian	7	1.4
Hispanic	428	84.9
Two or More Races	7	1.4
Pacific Islander	3	0.6
White	53	10.5

Conclusions based on this data:

1. In 2022-2023, most of our students at Valley Oaks are Socioeconomically Disadvantaged (81%)
2. In 2022-2023, almost half of our students at Valley Oaks are English Learners (48%)
3. In 2022-2023, most of our students at Valley Oaks are of Hispanic Race/Ethnicity (85%)

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  Blue		

Conclusions based on this data:

1. Overall Performance level for English Learner Progress is in the Highest Performance Range - Blue.
2. Overall Performance levels for Math increased to the Medium Performance Range - Yellow.
3. Overall Performance levels for English Language Arts is in the Low Performance Range - Orange.

School and Student Performance Data

Academic Performance English Language Arts

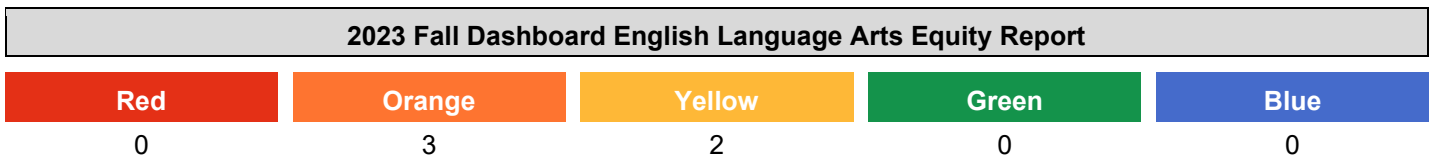
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 43.4 points below standard Maintained +2.2 points 297 Students	<p>English Learners</p>  Yellow 48.6 points below standard Increased +6.9 points 158 Students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p> 86.9 points below standard Maintained -1.9 points 26 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 46.1 points below standard Increased +4 points 249 Students	<p>Students with Disabilities</p>  Orange 111.9 points below standard Increased +6.7 points 58 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.6 points below standard Maintained +2.4 points 251 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	 Orange 42.4 points below standard Maintained -0.2 points 35 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.3 points below standard Increased +9.7 points 114 Students	28.4 points above standard Decreased -4.8 points 44 Students	45.1 points below standard Decreased -6.5 points 111 Students

Conclusions based on this data:

1. In 2022-2023, the Reclassified English Learners (RFEP) was the highest scoring Student Group at 28 points above standard.
2. In 2022-2023, although ALL major student groups (with the exception of White) grew in number of points (closer to standard), and even the All Students group showed growth, it wasn't quite enough to move from Orange to Yellow.
3. In 2022-2023, the English Learner, Socioeconomically Disadvantaged, and the Students with Disabilities groups all made significant growth over the previous year - in ELA.

School and Student Performance Data

Academic Performance Mathematics

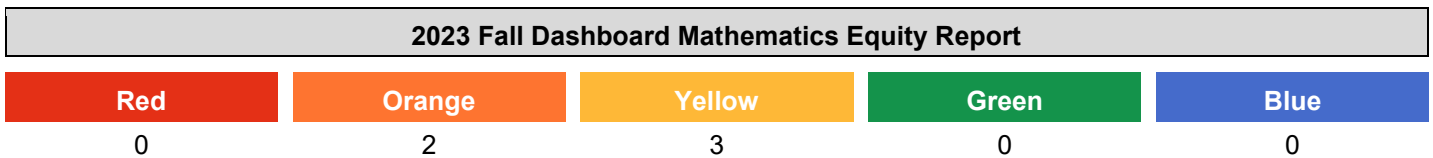
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group																
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>57.3 points below standard</td> </tr> <tr> <td>Increased +6.8 points</td> </tr> <tr> <td>295 Students</td> </tr> </tbody> </table>	All Students	 Yellow	57.3 points below standard	Increased +6.8 points	295 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>69.3 points below standard</td> </tr> <tr> <td>Increased +5.6 points</td> </tr> <tr> <td>158 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	69.3 points below standard	Increased +5.6 points	158 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students	
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2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 60.5 points below standard Increased +6.1 points 251 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	 Orange 55.8 points below standard Maintained -1 points 34 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.4 points below standard Increased +4.7 points 114 Students	6.8 points below standard Increased +4.8 points 44 Students	49.8 points below standard Increased +10 points 109 Students

Conclusions based on this data:

1. In 2022-2023, the Reclassified English Learners (RFEP) was the highest scoring Student Group at 6.8 points below standard (improvement over 2021-2022).
2. In 2022-2023, because ALL major student groups (with the exception of White) grew significantly in number of points (closer to standard), and the All Students group showed growth, it was enough to move from Orange in 2021-2022 to Yellow.
3. In 2022-2023, our Students with Disabilities was the student group that showed the most growth in Math (+10 points).

School and Student Performance Data

Academic Performance English Learner Progress

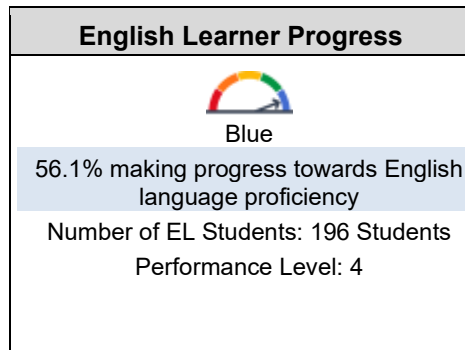
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29	57	11	99

Conclusions based on this data:

1. 51% of our English Learners (99/196 students) grew at least one ELPI Level, better than 2021-2022's number of 38.7%!
2. 5.6% of our English Learners (11/196 students) maintained a high ELPI Level of 4.
3. 29% of our English Learners (57/196 students) maintained an EPI Level of 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

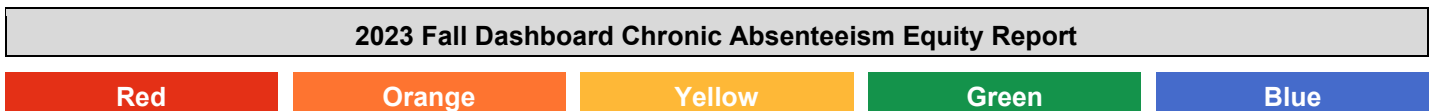
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 23.7% Chronically Absent Declined Significantly -22.8 531 Students	 Yellow 19.9% Chronically Absent Declined Significantly -20.1 256 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 24.4% Chronically Absent Declined -25.6 41 Students	 Yellow 25% Chronically Absent Declined Significantly -21.9 436 Students	 Orange 34.3% Chronically Absent Declined -15.2 105 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 7 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23% Chronically Absent Declined Significantly -23.1 448 Students	Less than 11 Students 7 Students	Less than 11 Students 3 Students	 Orange 30.4% Chronically Absent Declined -21.2 56 Students

Conclusions based on this data:

1. For all of our major Student Groups, the percentage of students Chronically Absent Declined or Declined Significantly.
2. This was our second full year coming out of COVID-induced distance learning, with no longer with any mandatory quarantines, and in increased focus on improved attendance, Chronic Absenteeism improved at Valley Oaks.
3. While the English Learner group was the group with the least Chronic Absenteeism, Students with Disabilities was the group with the highest Chronic Absenteeism (although there was improvement).

School and Student Performance Data

Conditions & Climate Suspension Rate

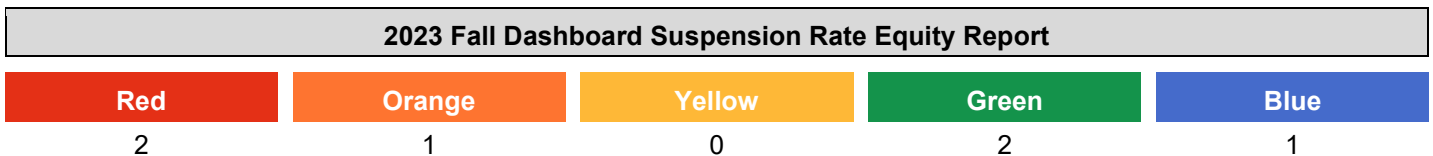
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.7% suspended at least one day</td> </tr> <tr> <td>Maintained 0.2 543 Students</td> </tr> </tbody> </table>	All Students	 Yellow	1.7% suspended at least one day	Maintained 0.2 543 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.4% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1 259 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0.4% suspended at least one day	Declined Significantly -1 259 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students	
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Homeless														
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 7 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.7% suspended at least one day Declined -0.7 458 Students	Less than 11 Students 7 Students	Less than 11 Students 3 Students	 Red 8.6% suspended at least one day Increased 5.7 58 Students

Conclusions based on this data:

1. The suspension rate among for All Students was at the Medium level (1.3-2.9% suspended at least one day) - maintained same rate from 2021-2022.
2. The suspension rate was lowest among English Learners, Hispanic, and Students with Disabilities groups.
3. While last year, the suspension rate for Homeless was the lowest (0%), this year the suspension rate increased for Homeless student group, White student group, and Socioeconomically Disadvantaged student group.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learner Engagement

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Meeting the diverse needs of every student through impactful teaching practices, high standards and equitable resources. Data driven decision-making drives the work. The following metrics/indicators show student progress and need. A need has been identified as maintaining and increasing student access to high quality and meaningful first instruction and subsequent intervention opportunities and the provision of increased teacher opportunities to participate in professional development.

Winter 2023 to Winter 2024 MAP data in the area of Mathematics show that the number of students meeting 60th percentile increased, and we did meet the AMO of 5% growth of ALL students meeting the 60th percentile. We grew by p% overall. However, not each grade level cohort meet the goal. 3 out of the 5 grade level cohorts met the 5% growth goal. This indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and Eureka Math pacing guides are needed at all grade levels.

Winter 2023 to Winter 2024 MAP data in the area of Reading show that while the number of students meeting 60th percentile increased and Valley Oaks come close to meeting the AMO of 5% growth of students meeting the 60th percentile, we grew by 2% and did not meet the AMO goal. However, 3 out of the 5 grade level cohorts did meet the 5% growth goal. This indicates that while we want to continue with what has been working, there are still needs similar to the identified needs already stated based on DRA data and cycles of coaching/improvement need to take place at all grade levels. Additionally, release time may be needed to help teachers improve their teaching abilities and strategies. Professional development in the use of effective differentiation/MTSS strategies may also be needed.

The results of the District Reading Assessment (DRA) indicate what percentage of students are meeting the benchmarks for their grade level. In the past, Winter DRA results were compared. We will now be using Spring DRA results for the defining metric.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1. The number of K-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% from the SPRING DRA to the SPRING DRA (or maintain at 80%) - in cohort groups.</p>	<p>Baseline Outcome: 2021-2022 WINTER DRA (% of K-2 students meeting ALL Benchmarks): OVERALL: 48% Kinder: 49% 1st Grade: 60% 2nd Grade: 44%</p> <p>Actual Outcome: 2022-2023 WINTER DRA (% of K-3 students meeting ALL Benchmarks): OVERALL: 72% Kinder: 79% 1st Grade: 83% 2nd Grade: 64% 3rd Grade: 64%</p> <p>Actual Outcome: 2023-2024 SPRING DRA (% of K-3 students meeting ALL Benchmarks): OVERALL: 64% Kinder: 85% 1st Grade: 59% 2nd Grade: 61% 3rd Grade: 45%</p>	<p>2024-2025 SPRING DRA (% of K-3 students meeting ALL Benchmarks) : OVERALL: Grow by 10% overall K: Grow by 10% over Fall DRA 1st Grade: Grow by 10% in cohort group 2nd Grade: Grow by 10% in cohort group 3rd Grade: Grow by 10% in cohort group</p>
<p>2. The number of 1st-6th grade students meeting/exceeding the 60th percentile for Math on MAP will increase at least 5 percent from WINTER MAP to WINTER MAP each year - in cohort groups.</p>	<p>Baseline: 2021-2022 WINTER MAP Math (% of students at the 60th percentile+) OVERALL: 22% 1st Grade: 20% 2nd Grade: 35% 3rd Grade: 29% 4th Grade: 16% 5th Grade: 14% 6th Grade: 23%</p> <p>Actual Outcome: 2022-2023 WINTER MAP Math (% of students at the 60th percentile+) OVERALL: 24% 1st Grade: 13% 2nd Grade: 40% 3rd Grade: 35% 4th Grade: 20% 5th Grade: 10% 6th Grade: 24%</p> <p>Actual Outcome: 2023-2024 WINTER MAP Math (% of students at the 60th percentile+): OVERALL: 33% 1st Grade: 31% 2nd Grade: 43% 3rd Grade: 50%</p>	<p>2024-2025 MAP Math (% of students at the 60th percentile+)</p> <p>OVERALL: 38% 1st Grade: - 2nd Grade: 36% 3rd Grade: 48% 4th Grade: 55% 5th Grade: 34% 6th Grade: 21%</p>

	<p>4th Grade: 29%</p> <p>5th Grade: 16%</p> <p>6th Grade: 28%</p>	
<p>3. The number of 1st-6th grade students meeting/exceeding the 60th percentile for Reading on MAP will increase at least 5 percent from WINTER MAP to WINTER MAP each year - in cohort groups.</p>	<p>Baseline: 2021-2022 WINTER MAP Reading (% of students at the 60th percentile+)</p> <p>OVERALL: 28%</p> <p>1st Grade: 26%</p> <p>2nd Grade: 28%</p> <p>3rd Grade: 38%</p> <p>4th Grade: 18%</p> <p>5th Grade: 33%</p> <p>6th Grade: 29%</p> <p>Actual Outcome: 2022-2023 WINTER MAP Reading (% of students at the 60th percentile+)</p> <p>OVERALL: 32%</p> <p>1st Grade: 31%</p> <p>2nd Grade: 31%</p> <p>3rd Grade: 43%</p> <p>4th Grade: 26%</p> <p>5th Grade: 23%</p> <p>6th Grade: 36%</p> <p>Actual Outcome: 2023-2024 WINTER MAP Reading (% of students at the 60th percentile+)</p> <p>OVERALL: 34%</p> <p>1st Grade: 46%</p> <p>2nd Grade: 22%</p> <p>3rd Grade: 44%</p> <p>4th Grade: 24%</p> <p>5th Grade: 33%</p> <p>6th Grade: 36%</p>	<p>2024-2025 WINTER MAP Reading (% of students at the 60th percentile+)</p> <p>OVERALL: 39%</p> <p>1st Grade: -</p> <p>2nd Grade: 51%</p> <p>3rd Grade: 27%</p> <p>4th Grade: 49%</p> <p>5th Grade: 29%</p> <p>6th Grade: 38%</p>
<p>4. All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.</p>	<p>Baseline: Fall 2023 CA Dashboard</p> <p>All students: Medium Performance Level (improvement) 57.3 points below standard (increase of 6.8)</p> <p>English Learners: Medium (improvement) 69 points below standard (increase of 5.6)</p> <p>Socioeconomically Disadvantaged: Medium (improvement) 61.6 points below standard (increase of 7.9)</p> <p>Students with Disabilities: Low (improvement) 121.9 points below standard (increase of 10)</p> <p>Hispanic/Latino: Medium (improvement)</p>	<p>Fall 2024 CA Dashboard (no reported results yet)</p> <p>All students: Increase: +10 points 47.3 points below standard</p> <p>English Learners: Increase: +10 Points 59 points below standard</p> <p>Socioeconomically Disadvantaged: Increase: +10 Points 51.6 points below standard</p> <p>Students with Disabilities: Increase: +10 Points 111.9 points below standard</p> <p>Hispanic/Latino: Increase: +10 points 50.5 points below standard</p> <p>White:</p>

	<p>60.5 points below standard (increase of 6.1)</p> <p>White: Low (maintained) 55.8 points below standard (decrease of 1)</p>	<p>Increase: +10 points 45.8 points below standard</p>
<p>5. All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.</p>	<p>Baseline: Fall 2023 CA Dashboard</p> <p>All students: Low (maintained) 43.4 points below standard (increase of 2.2)</p> <p>English Learners: Medium (improvement) 48.6 points below standard (increase of 6.9)</p> <p>Socioeconomically Disadvantaged: Medium (improvement) 46.1 points below standard (increase of 4)</p> <p>Students with Disabilities: Low (improvement) 111.9 points below standard (increase of 6.7)</p> <p>Hispanic/Latino: Low (maintained) 44.6 points below standard (increase of 2.4)</p> <p>White: Low (maintained) 42.4 points below standard (decreased -0.2)</p>	<p>Fall 2024 CA Dashboard (no reported results yet)</p> <p>All students: Increase: +10 points 33.4 points below standard</p> <p>English Learners: Increase: +10 Points 38.6 points below standard</p> <p>Socioeconomically Disadvantaged: Increase: +10 Points 36.1 points below standard</p> <p>Students with Disabilities: Increase: +10 Points 101.9 points below standard</p> <p>Hispanic/Latino: Increase: +10 points 34.6 points below standard</p> <p>White: Increase: +10 points 32.4 points below standard</p>
<p>6. English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.</p>	<p>Baseline: Spring 2023: English Learner Progress = 51%, Highest Performance 56.1 Points Above Standard</p>	<p>Spring 2024: No reported results yet English Learner Progress = 56%, Medium Maintain Above Standard</p>
<p>7. English Learner reclassification rate will increase at least 3% each year.</p>	<p>Baseline: 2021-2022 R-FEP rate = 5.4%</p> <p>2022-2023 R-FEP rate = 7.7%</p>	<p>2023-2024 R-FEP rate = 10.7%</p>
<p>8. Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.</p>	<p>Baseline: 2020-2021- 100% 2021-2022 - 100% 2022-2023 - 100%</p>	<p>2023-2024: Maintain 100%</p>
<p>9. Parent CalSCHLS survey will be completed by families with an increase of 10% each year with the goal of 80 families completing the survey.</p>	<p>Baseline: 2021- Parent Survey Responses = 91</p> <p>Actual Outcome 2022 Parent Survey Responses = 53 2023 Parent Survey Responses = 61 2024 Parent Survey Responses = 32</p>	<p>2025 Parent Survey Responses will be 10% more than 2023: 67</p>

10. All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%.	Baseline: 2023-2024: 100% of teachers have access.	2024-2025: 100% of teachers will continue to have access.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Continue certificated Gen. Ed. TK-6 staffing to implement high quality TK-3 reading instruction with class size reduction and support special education teachers by providing access to district-level IEP training and support, as well as any county trainings or private workshops.	Principally directed: Socioeconomically Disadvantaged, EL, Foster	500 Title I 5000-5999: Services And Other Operating Expenditures Workshops/Conference Costs 350 Title I 1000-1999: Certificated Personnel Salaries Release Time/Substitutes for SPED teachers 1000 Title I 2000-2999: Classified Personnel Salaries Substitutes for FDK IAs on IA "Recess" Days
1.2	<p>Spring 2023 MAP scores will be used to set growth goals for students in Reading and Math in Grades 2&3 and for Grades 4-6, Winter 2023 MAP scores and Spring 2023 SBAC scores will be used to set growth goals for students in Reading and Math. Teachers will determine if students need to make a year's growth or more than a year's growth.</p> <p>Teachers in grades 2-6 will meet individually with students to establish goals, including MAP goals and actions for the year. This data will be shared with parents at Parent/Teacher/Student Conferences in November. Progress towards meeting these goals will be shared with parents and students after the Fall 2023 MAP Assessment. Teachers will determine if students met, exceeded, or did not meet their individual growth goals based on Winter 2023 MAP scores.</p> <p>Support teachers with students who struggle with growth on MAP by discussion of strategies in MTSS monthly meetings.</p> <p>Continue supporting staff, parents, and students in using strengths-based talent information and motivation data (hope, well-being and engagement) to address whole child learning and motivation.</p>	Principally directed: Socioeconomically Disadvantaged, EL, Foster	5000 Title I 1000-1999: Certificated Personnel Salaries Release Time for Teachers to goal set with students 1000 Title I 1000-1999: Certificated Personnel Salaries Substitutes for MTSS meetings

1.3	SBAC reports will be shared with staff, students, and parents and used as baseline data for student, class, grade-level, and school-wide information.	All Students	
1.4	<p>School-wide focus on using Designated ELD minutes to use Benchmark curriculum to enhance the English skills of our ELs will continue.</p> <p>Site-based Intervention Teacher on Special Assignment (TOSA) will work with students (emphasis on K-3) and teachers to develop strong early literacy skills using SIPPS and other early literacy materials.</p> <p>Instructional Assistants (IA) will work with small student groups in areas of literacy (with emphasis on K-3). Additional IAs will work in the afternoon to work with K-6 students in ELA/ELD Interventions. If needed, additional Instructional Assistant(s) will be assigned to a class(es) with temporary high needs.</p> <p>Bilingual Instructional Assistants will work with small student groups, including Newcomer students, in areas of literacy (with emphasis on K-3 TBP).</p> <p>Designated ELD instruction with TOSA support, if available, will target instructional strategies and learner needs.</p> <p>Release time for PLC ELA/ELD planning.</p> <p>Valley Oaks will purchase supplementary materials and technology to support ELA/ELD instruction as needed.</p> <p>Valley Oaks will purchase necessary school supplies/materials for students, teachers, and staff to fully implement ELA and ELD instruction, as needed.</p>	Principally directed: Socioeconomically Disadvantaged, EL, Foster	8,697 Title I 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants 150 Title I 1000-1999: Certificated Personnel Salaries Release time for ELD planning 250 Title I 4000-4999: Books And Supplies ELA/ELD Instructional Materials / Technology 98,817.55 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants 11,814.22 Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants 72,232 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants 1,947 Title I 4000-4999: Books And Supplies School/Classroom/Student Supplies and/or Materials 1000 Title I 2000-2999: Classified Personnel Salaries Substitutes for Instructional Assistants 37,397.40 Title I 2000-2999: Classified Personnel Salaries Instructional Assistants
1.5	In order to increase our percentage of students meeting DRA benchmarks by the end of the school year, teachers will work with the site TOSA to establish proper early literacy routines for all students and reading intervention groups, with an emphasis on grades K-3, and	Principally directed: Socioeconomically Disadvantaged, EL, Foster	1050 Title I 1000-1999: Certificated Personnel Salaries Release Time/Training for SIPPS, Intervention

	<p>strategies/interventions for struggling students in grades 4-6, which includes small group instruction and intervention group(s) in ELA.</p> <p>Teachers may meet separately with TOSA to be retrained, refreshed, or taught the best reading strategies for their students at their grade levels.</p> <p>Teachers may visit other schools to observe and exchange ideas regarding ELA small group instruction in grades 4-6.</p> <p>Teachers will meet with grade level team members, TOSAs, or teachers from other schools to learn, review, refresh strategies for best helping their students.</p> <p>Instructional Assistants will be trained on how to best utilize instructional reading intervention materials, such as SIPPS.</p> <p>The school will continue to purchase the newest edition of SIPPS so that all instructors of SIPPS and students will have the best tools to learn to read, and then train teachers on how to use the materials most effectively.</p> <p>The school will purchase additional supplementary literacy materials, as needed.</p> <p>The school will provide supplemental after-school "Extended Day/Acceleration Block" opportunities for instruction to EL students, Migrant, Low SES, and struggling students.</p>		<p>Techniques, Teacher Observation of other Teachers 500 Title I 4000-4999: Books And Supplies SIPPS Materials 2000 Title I 1000-1999: Certificated Personnel Salaries Release Time/Training for SIPPS, Intervention Techniques, Teacher Observation of other Teachers 1000 Title I 2000-2999: Classified Personnel Salaries Supplemental Support (Extended Day, Acceleration Block, etc.)</p>
<p>1.6</p>	<p>100% of all students will be taught with recently adopted Benchmark ELA/ELD materials aligned with CCSS.</p> <p>All staff will have opportunities to receive high quality professional development opportunities related to the ELA/ELD adoption. These opportunities will be presented by trainers from Benchmark and/or opportunities for work with district/county personnel or TOSAs.</p> <p>Site funds will be used to purchase additional or supplemental CCSS curriculum.</p>	<p>Principally directed: Socioeconomically Disadvantaged, EL, Foster</p>	<p>500 Title I 4000-4999: Books And Supplies Supplemental/Additional CCSS curriculum</p>
<p>1.7</p>	<p>All Valley Oaks students (K-6) will be taught using the Eureka Math materials.</p> <p>Math adoption will be monitored and evaluated through classroom observations, module pacing, and curriculum assessment scores.</p> <p>Selected teachers may pilot a newer version of Eureka Math or other publisher with their students in the current pre-adoption process.</p>	<p>All Students</p>	

<p>1.8</p>	<p>In order for 100% of teachers to receive professional learning for implementation of the Next Generation Science Standards (NGSS), Valley Oaks will utilize the support of site-based and district-based curriculum coaches or lead teachers.</p> <p>The NGSS-trained teachers will attend workshops and lesson sharing opportunities throughout the school year and will share back at staff meetings and/or staff development days.</p> <p>All K-6 teachers may receive Professional Development in NGSS and how to begin lesson implementation through district-provided opportunities throughout the school year.</p> <p>All K-6 teachers will teach NGSS lesson(s) with their students during the 2023-2024 school year.</p> <p>Students will have additional science opportunities at the school level, via a Science Night and other grade level science activities.</p>	<p>All Students</p>	<p>500 Title I 4000-4999: Books And Supplies Student Supplies for Science 1500 Title I 5800: Professional/Consulting Services And Operating Expenditures Science Night</p> <p>Site Formula Funds 4000-4999: Books And Supplies Mystery Science</p> <p>Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitute Teacher for 6th Grade Science Education Camp</p> <p>Site Formula Funds 2000-2999: Classified Personnel Salaries Transportation Costs to Sly Park Science Education Center</p>
<p>1.9</p>	<p>Site categorical funds will be used to support online learning to differentiate instructional support.</p> <p>School Funds will be used to have/maintain 1:1 student-chromebook ratio in grades K-6.</p> <p>There will be a pilot with selected students that will have daily Chromebook and Internet access at both school and home (depending on home computer/internet availability), with the purpose of blending the students' learning throughout the school day and after school hours.</p> <p>All students will participate in the use of technology through RenLearn (AR), Lexia, Reading Plus, MAP Accelerator, Happy Numbers, Khan Academy, Zearn, Prodigy, and other web-based learning programs.</p> <p>All students will be given opportunities to earn participation in an AR Literary Incentive each trimester - by meeting their Accelerated Reader Points (Quantity) and Comprehension (Quality) Reading Goals, based on their ZPDs.</p> <p>Technology components (hardware and software) will be purchased continually to maintain and upgrade technology status and increase accessibility for students, teachers, and staff in all technology-related areas.</p>	<p>Principally directed: Socioeconomically Disadvantaged, EL, Foster</p>	<p>6200 LCFF - Supplemental 4000-4999: Books And Supplies RenLearn License (AR, STAR Reading) 1000 Title I 4000-4999: Books And Supplies Instructional Technology Materials, Maintenance, upgrades (software/hardware) 4300 Title I 4000-4999: Books And Supplies Literary (AR) Incentives for 1st, 2nd, 3rd Trimesters</p>

	The BFLC/Library will utilize site-purchased technology hardware and software to provide academic growth and enrichment opportunities to all students.		
1.10	Site funds will be used to purchase supplementary literary materials, in the BFLC and classrooms, to assist students in reaching their PLP Reading goals, especially in the area of non-fiction text.	Principally directed: Socioeconomically Disadvantaged, EL, Foster	1232 Title I 4000-4999: Books And Supplies Literary Resources (Scholastic News, Leveled Readers, Library Books, etc.) 662 LCFF - Supplemental 4000-4999: Books And Supplies Literary Resources (Leveled Readers, Library Books, etc.)
1.11	All certificated staff will have access to meaningful observation, evaluation, and professional learning resources and opportunities. Educators engage in professional growth goal setting and are supported by professional development opportunities that are valued and maximized. Site Administration will meet with their supervisors to establish professional learning focus area(s). District-created/approved documents will be used to document the outcome of the observations/meetings - by both educator and site administration.	All Students	800 Title I 4000-4999: Books And Supplies Educator Professional Growth Plan (Conferences, Workshops, Materials, Trainings, Release Time) 500 Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers
1.12	In order to fully integrate the Student Information System (Synergy), Office Staff will be trained on how to best utilize Synergy and/or Illuminate, and all Office Staff will receive continued training/refresher, as needed.	All Students	500 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Office Staff extra time for training
1.13	A 5 year routine facilities maintenance plan will be developed. District Maintenance team will work on the already-identified areas of the school that are needing repair. This needs to be completed BEFORE the site inspections.	All Students	No cost to site
1.14	In order to maintain zero Williams facilities complaints, regular campus inspections by site custodial staff, site administration, and district staff will ensure that the campus grounds and facility issues are addressed in the quickest manner possible and maintained throughout the school year through the use of digital Maintenance and Technology repair "Tickets".	All Students	0 No cost to site
1.15	In order to increase parent usage of the Synergy ParentVUE, school staff including teachers, office staff, and BFLC staff, will inform families of how to use the ParentVUE and show families how to utilize the tool.	All Students	0 No additional cost to site

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Because the results of our 2023 SBAC scores for both ELA and Math indicate that we made growth (improved achievement) in both areas, we would say that the activities and strategies implemented during the course of the school year had a desired, positive effect. The tremendous growth of our English Learners also indicate that we are heading in the right direction with the strategies and activities outlined in our plan.

Additionally, for local measures, we also growth in our MAP Reading and Mathematics and DRA Winter to Winter data. Valley Oaks certificated and classified staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve the articulated goals. Valley Oaks met some of our goals (DRA overall and certain grade levels in MAP) and will continue to allocate access to professional development for staff and resources in order to meet more/all of our goals.

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

There were not any major differences between the intended and budgeted expenditures to implement these strategies/activities.

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.

This goal and these strategies/activities will continue in 2024-2025.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Learning

Valley Oaks Elementary will promote K-6 whole learner development through social and emotional learning opportunities in a variety of environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CalSCHLS Survey: Results of the 2022-2023 CalSCHLS Survey of our 5th/6th grade students show the following data from our students. The goal is to be have 80% of students respond with "Yes, most of the time" or "Yes, all of the time". These are the areas targeted for improvement (below 80%). These areas will be addressed through work with the school counselor, mental health clinician, the teaching of Second Step lessons in the classrooms, assemblies for students, and teacher education/development in the areas how to best help our students with understanding safety, and bullying. 5th Grade: Students feel connected to school: 69%, Caring adults in school: 71%, Anti-bullying climate: 77%, Feel safe at school: 78%. 6th Grade: Students feel connected to school: 61%, Caring adults in school: 68%, Facilities upkeep: 70%, Social and Emotional learning supports: 75%, Anti-bullying climate: 70%, Feel safe at school: 69%, Students treated with respect: 74%

Daily Attendance/Chronic Absenteeism: Due in part to the effects of the COVID-19 pandemic and the resulting mandatory quarantines for students, the attendance rate at Valley Oaks during 2021-2022 was well below the goal of 95%. Additionally, the Chronic Absenteeism rate for the 2021-22 school year was 46.6% using the data from the District's Student Information System (SIS) from 8/11/2021 to 5/3/2022. This means that 30% of Valley Oaks students (151 students) missed 10% or more of the school days (18 or more school days). The attendance for the 2022-2023 school year improved from 21-22 to 92.62%, below the goal of 95%. The rate for Chronic Absenteeism rate for the 2022-2023 school year was 23.7%, a significant improvement from 2021-2022 (46.6%). As of April 2024, the attendance rate has increased to 94.63% for the 2023-2024 school year. Students in the Homeless student group have been identified as needing improvement in the area of Chronic Absenteeism. Chronic absenteeism for Homeless students went down from 50% in 2021-2022 to 24.4% for the 2022-2023 school year. We will continue with the resources that have been put into place for this improvement by having with contacts from the Attendance Secretary, the school Counselor, and the Assistant Principal, as well as specific plans for their individual improved attendance. Future considerations for continued improvement include ensuring collaboration with the District Homeless Liaison, the MTSS team at Valley Oaks, and the Mental Health clinician to ensure connectedness with students and school.

Suspensions/Expulsions: The Valley Oaks suspension rate for 2021-2022 was 1.5%. The suspension rate for 2022-2023 went up very slightly to 1.8%. The goal is to decrease the suspension rate to 1.7% or lower for the 2023-2024 school year.

SEL: All stakeholder groups (DAC, DELAC, SpEd PAC, Admin., etc.) and the district MTSS Committee identified the need to make social and Emotional Learning (SEL) a priority and integrated throughout the school day. The full-time school counselor plays a tremendous role in helping students with their social/emotional needs. In addition to meeting with small groups of students, and individually with others to address their SEL needs, he helps staff members with the in-class delivery of Second Step, the curriculum used by all grades to teach students about social/emotional health. Teachers in all grade levels present the lessons from Second Step to the students in their classes. We also have a full-time mental health clinician, provided by the county office of education.

The COVID-19 pandemic exacerbated both student attendance problems and mental health problems, due to academic disruption, restricted social contact, loss of routine, and health-related fear. As we move forward from the COVID-19 pandemic, we have seen some areas of growth and improvement, but still are dealing with many of the effects of the pandemic on students' social and emotional health/needs.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Overall daily attendance will be increased to 94% or greater	<p>Baseline: 2020-21 = 95%</p> <p>Actual Outcome: 2021-2022: 91%</p> <p>2022-April 2023: 92.62%</p> <p>2023-April 2024: 94.63%</p>	2024-2025: Maintain at 94%
2. Chronic Absenteeism will decrease by 1% or greater for every student subgroup	<p>Baseline: 2022 Fall CA Dashboard: All Students - 46.6% English Learners - 40.1% Homeless - 50% Socioeconomically Disadvantaged - 46.9% Students with Disabilities - 49.5% Hispanic: 46.1% White: 51.5%</p> <p>2023 Fall CA Dashboard: All Students - 23.7% English Learners - 19.9% Homeless - 24.4% Socioeconomically Disadvantaged - 25% Students with Disabilities - 34.3% Hispanic: 23% White: 30.4%</p>	<p>2024 Fall CA Dashboard Goals: All Students - 22.7% English Learners - 18.9% Homeless - 23.4% Socioeconomically Disadvantaged - 24% Students with Disabilities - 33.3% Hispanic: 22% White: 29.4%</p>
3. The suspension rate will decrease by 0.1% or greater for every student subgroup	<p>Baseline: 2022 Fall CA Dashboard Data Suspensions: All Students: 1.5% English Learners: 1.4% Homeless: 0% Socioeconomically Disadvantaged: 1.6% Students with Disabilities: 2% Hispanic: 1.3% White: 2.9%</p> <p>2023 Fall CA Dashboard: All Students: 1.7% English Learners: 0.4% Homeless: 7.1% Socioeconomically Disadvantaged: 2% Students with Disabilities: 0.9% Hispanic: 0.7% White: 8.6%</p>	<p>2024 Fall CA Dashboard Goals: Suspensions: All Students: 1.6% English Learners: 0.3% Homeless: 7.0% Socioeconomically Disadvantaged: 1.9% Students With Disabilities: 0.8% Hispanic: 0.6% White: 8.5%</p>

4. The expulsion rate will decrease by 0.1% or greater for every subgroup	Baseline 2021-2022: 0 STUDENTS Actual Outcome 2022-2023: 0 STUDENTS	Goal for 2023-2024 expulsion rate: 0 STUDENTS
5. Safety and School Connectedness: Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	Baseline 2023-2024 (Board Packet): Supportive student learning environment: 45% School is a safe place for my child: 44% School treats all students with respect: 42% Facilities Upkeep: 48%	Goals for 2024-2025: Supportive student learning environment: 50% School is a safe place for my child: 49% School treats all students with respect: 47% Facilities Upkeep: 53%
6. Safety and School Connectedness: Percentage of students in grades 5-8 responding, "Yes, most or all of the time" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 80%.	Baseline 2023-2024 (Board Packet): 5th Grade: Students feel connected to school: 69% Caring adults in school: 71% Anti-bullying climate: 77% Feel safe at school: 78% 6th Grade: Students feel connected to school: 61% Caring adults in school: 68% Facilities upkeep: 70% Social and Emotional learning supports: 75% Anti-bullying climate: 70% Feel safe at school: 69% Students treated with respect: 74%	Goals for 2024-2025: 5th Grade: Students feel connected to school: 74% Caring adults in school: 76% Anti-bullying climate: 82% Feel safe at school: 84% 6th Grade: Students feel connected to school: 66% Caring adults in school: 73% Facilities upkeep: 75% Social and Emotional learning supports: 80% Anti-bullying climate: 75% Feel safe at school: 74% Students treated with respect: 79%
7. Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites	Baseline: 2020-2021 - FAIR 2021-2022 - FAIR 2022-2023 - FAIR 2023-2024 - GOOD	Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites.
8. Williams Facilities Complaints will be maintained at ZERO (0).	Baseline: 2023-2024: 0	Maintain Williams Facilities Complaints will be maintained at Zero (0).

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	In order to reduce chronic absenteeism and truancy and increase academic growth, school counselor and/or office staff will make calls and send letters to families of students with attendance difficulties. Conferences will be held by administration and/or school secretary with parents of students with attendance difficulties to work on	Principally Directed: Socioeconomically Disadvantaged, EL, Foster	1000 Title I 4000-4999: Books And Supplies Student Awards/Incentives

	<p>solutions to absence/truancy issues. SART meetings and SARB meetings will be held when appropriate and necessary. When necessary, the School Resource Officer (SRO) will be utilized to check on the family.</p> <p>Teachers will ensure proper attendance record-keeping through communication with attendance secretary.</p> <p>Awards/Incentives will be given to students with good attendance in the school, each trimester, and year-long basis.</p>		
<p>2.2</p>	<p>Because we feel that social/emotional health and school behaviors are related, in order to reduce the number of suspensions/expulsions, and to improve the areas mentioned above in the CalSCHLS Student Survey (School Connectedness, Academic Motivation, School Boredom, Caring Adult Relationships, Meaningful Participation, Feeling Safe at School, and students Experiencing Frequent Sadness), all staff will work with students identifying strengths and strive for positive communications with all students and will work on the following:</p> <p>Students in all grades will have meaningful 1:1 sessions with their teacher to discuss goals and establish personal relationships.</p> <p>Regular training will be provided to Yard Supervisors to be proactive and help prevent problems before they occur on the yard or in the cafeteria.</p> <p>Students will attend and participate in Drug-Free, Anti-Bullying, and Positive Behavior and Choices promotions, instruction, and assemblies.</p> <p>The full-time school counselor will meet, in a 1:1 or group setting, with student who are struggling with social/emotional or behavior issues. He will also continue to be a resource to all teachers in the implementation of Second Step social/emotional curriculum.</p> <p>Students and selected Staff will be trained in Safe School Ambassadors Program, an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence.</p> <p>Alternatives to suspensions, such as buddy classrooms, removal of student privileges, and conferences with parents, will be used before a suspension is given, as appropriate.</p>	<p>All Students</p>	<p>100 Title I 4000-4999: Books And Supplies Yard Supervisor Training / Materials 800 Title I 4000-4999: Books And Supplies Student Incentives/Awards - Social/Emotional 3000 Title I 5800: Professional/Consulting Services And Operating Expenditures Anti-Bullying/Positive Behavior Assembly and/or Presentations 500 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional hours for Classified Staff for additional help/coverage of students 500 LCFF - Supplemental 4000-4999: Books And Supplies Supplies/Materials for Safe School Ambassadors Trainings/Family Meetings 700 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes/Extra Time for Safe School Ambassador Training/Implementation 500 LCFF - Supplemental 4000-4999: Books And Supplies</p>

	<p>Students will be allowed to self-administer or be assigned a "time-out" in the office, in a "student station".</p> <p>Incentives and acknowledgement for proper and appropriate student achievement and behavior will be given through Stinger Cards (8 Great Traits).</p> <p>Principal's Pat on the Back certificates will be awarded on a daily basis, from staff members to students, recognizing social, behavior, and academic successes.</p> <p>Classified staff will be paid additional hours to receive additional instruction and/or provide additional help/coverage to ensure that students are monitored, safe, and being taken care of.</p>		Books and Supplies for use with students in Social/Emotional situations
2.3	<p>In order to help all students be more physically and mentally fit, to be healthy, have better attendance, and for our students to achieve Healthy Fitnessgram targets, classroom teachers and PE teacher will ensure proper amount of PE minutes each week.</p> <p>Classroom teacher and PE teacher will focus 5th grade PE instruction on areas of the Healthy Fitnessgram - specifically areas that can be impacted by repeated exercises and practice.</p> <p>In order to emphasize and promote fitness activities and ensure the school is equipped for 21st century learning, Valley Oaks will continue to purchase supplemental fitness equipment, technology, and supplies for use by students during recess.</p> <p>In order to emphasize and promote fitness activities and ensure the school is equipped for 21st century learning, Valley Oaks will continue to purchase supplemental fitness equipment, technology, and supplies for use by students during PE.</p>	All Students	<p>Site Formula Funds 4000-4999: Books And Supplies Recess Equipment</p> <p>Site Formula Funds 4000-4999: Books And Supplies Fitness Equipment, Technology, and Supplies</p>
2.4	<p>Service learning participation will maintain at a level of 100% of all students.</p> <p>Students will participate in one or more class or school-sponsored service learning projects, as chosen by their teacher.</p>	All Students	<p>200 Title I 4000-4999: Books And Supplies Materials to be used during Service Learning Projects</p>
2.5	<p>Understanding that additional activities such as as Music, Band, and Choir play an important role in the social/emotional and mental health of many students, Site Formula funds will be used to purchase supplementary music, choir, and/or band instruments and supplies to provide all students with additional access to newer, modern visual/performing arts tools.</p>	All Students, Band/Choir Students	<p>Site Formula Funds 4000-4999: Books And Supplies Music/Band Instrument and Supplies Purchase and Repair</p>

<p>2.6</p>	<p>All students will have the ability to sign up for after-school clubs that increase their engagement and interest in College/Career and Career Tech exposure, offered through the BFLC/Expanded Learning Program - ranging from Homework Help to Lego Club, from Ballet to Crochet Club, from Minute to Win It to Student Yoga Club, and many more.</p> <p>Students will be given opportunities to participate in the Makerspace Club, when possible with available personnel, where they are able to make and create things, utilize technology for innovation and learning, and have a safe area to tinker, explore, make things, and use problem-solving skills.</p>	<p>Principally Directed: Socioeconomically Disadvantaged, EL, Foster</p>	<p>Site Formula Funds 4000-4999: Books And Supplies Publicity of all clubs, after-school, through the BFLC 950 Title I 1000-1999: Certificated Personnel Salaries Teacher/Staff Pay for Makerspace Club 350 Title I 2000-2999: Classified Personnel Salaries IA in Makerspace Club</p>
<p>2.8</p>	<p>In order to continue providing families access to data through parent and student portals in the Student Information System (Synergy), information will be provided to parents at the 2023-2024 Back to School Night. Login and access information is made available to parents in English and Spanish via the school website and through the office secretaries.</p> <p>Additional information related to student/parent login to personalized learning websites such as RenLearn (AR) will be shared with parents/guardians.</p> <p>Ongoing conversations with stakeholders regarding the information system and other important school topics take place on a regular basis, via Parent/Teacher conferences and regular PTO, ELAC and SSC meetings.</p> <p>Spanish translations/interpretations, both written and verbal, are provided for parents at all meetings, including Parent/Teacher Conferences, via our bilingual staff members.</p> <p>Parents will be invited, by flyer, email, text messages, social media (Facebook/Instagram), and phone calls, to participate school events, in discussions with site administration, as well as important parent meetings held at the school or at the district office.</p>	<p>Principally Directed: Socioeconomically Disadvantaged, EL, Foster</p>	<p>1078 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpreting/Translating Services 3544 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Office Assistant 200 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Child Care at Parent Meetings 100 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Training Supplies/Materials</p>
<p>2.9</p>	<p>In order to continue the use of SPSA data, community surveys for parent, student, staff input used by LEA and stakeholder groups in the yearly revision of the LCAP and annual update reporting, Valley Oaks will continue to use a variety of avenues for student, parent, teacher feedback regarding district and site SPSA and LCAP goal areas.</p> <p>The School Site Council will review and advise SPSA annually.</p>	<p>Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster</p>	<p>150 Title I 4000-4999: Books And Supplies Supplies for Parent/Stakeholder Meetings and/or Surveys</p>

	Surveys will be conducted for staff and students.		
2.10	Breakfast, lunch, and after-school menus will continue to follow federal nutritional guidelines.	All Students	No cost to site
2.11	Exterior plants and landscaping, as well as sitting benches, will be purchased and installed on campus for beautification and parent/student comfort.	All Students	Site Formula Funds 4000-4999: Books And Supplies Plants, Landscaping, Benches for school grounds

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Many of the indicators show that the implementation of the strategies and activities were effective in reaching the goal: Overall daily attendance improved, chronic absenteeism went down, maintained zero expulsions, and the Facilities Inspection Tool improved from Fair to Good. Valley Oaks certificated and classified staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve the articulated goals. Valley Oaks met some of our goals (listed previously) and will continue to allocate access to professional development for staff and resources in order to meet more/all of our goals.

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

There were no major differences between the intended and budgeted expenditures to implement these strategies/activities.

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.

This goal and these strategies/activities will continue in 2024-2025.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$109,731
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$276,071.17
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$78,723.40
Title I Part A: Parent Involvement	\$1,378.00
Title III	\$11,814.22

Subtotal of additional federal funds included for this school: \$91,915.62

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Supplemental	\$184,155.55

Subtotal of state or local funds included for this school: \$184,155.55

Total of federal, state, and/or local funds for this school: \$276,071.17

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
Title I	78,723.40	0.00
Title I Part A: Parent Involvement	1,378	0.00
LCFF - Supplemental	184,155.55	0.00
Title III	11,814.22	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	184,155.55
Title I	78,723.40
Title I Part A: Parent Involvement	1,378.00
Title III	11,814.22

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,700.00
2000-2999: Classified Personnel Salaries	238,130.17
4000-4999: Books And Supplies	21,241.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	700.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	175,593.55
4000-4999: Books And Supplies	LCFF - Supplemental	7,862.00
1000-1999: Certificated Personnel Salaries	Title I	11,000.00
2000-2999: Classified Personnel Salaries	Title I	49,444.40
4000-4999: Books And Supplies	Title I	13,279.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,278.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100.00
2000-2999: Classified Personnel Salaries	Title III	11,814.22

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	262,399.17
Goal 2	13,672.00

School Site Council Membership

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

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

Name of Members	Role
David Nelson	Principal
Eva Perez	Classroom Teacher
Sylvia Ferreira	Classroom Teacher
Amy Mangili	Classroom Teacher
Vanessa Torres	Other School Staff
Brenda Avalos	Parent or Community Member
Jacob Cullers	Parent or Community Member
Melissa Lehn-Anzaldua	Parent or Community Member
Brianna Van Conett	Parent or Community Member
Gene Leedham	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

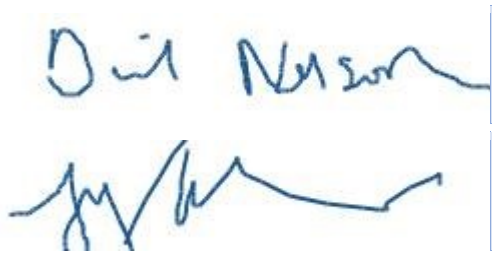
Committee or Advisory Group Name

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 5/12/2024.

Attested:



Principal, David Nelson on 5/12/24

SSC Chairperson, Sylvia Ferreira on 5/12/24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023