

SPSA Plan Type

Schoolwide Program

School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------------|-----------------------------------|--|---------------------------|
| Valleydale Elementary School | 19642796011332 | May 28, 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 Valleydale Elementary School for meeting ESSA’s planning requirements for the indicated SPSA Plan Type in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for:

SPSA Plan Type

Schoolwide Program

in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort, with the ultimate goal of increasing student achievement. The school's plan is to innovate and enhance programs with their federally funded programs and align them with the priority goals under the state's Local Control Funding Formula (LCFF). Using various data points to identify areas of strength and need, we will work with all stakeholders to identify evidence-based strategies to increase achievement for students not meeting academic standards.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's LCFF.

LCFF provides schools and LEAs with the 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.

Educational Partner Involvement

How, when, and with whom did your Valleydale 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

The SSC consists of the principal, elected members, including three classroom teachers, one additional elected staff member, and five elected parents/community members. The SSC meets a minimum of five times per year to discuss and provide input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the SPSA. Additionally, the SSC reviews action items for effectiveness and makes recommendations based on the data provided during the reviews.

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 only.

The ESSA states that resource inequities may include a review of LEA and school-level budgets. Through the comprehensive needs analysis, the District reviews a variety of data to identify, diagnose, and address sources of inequity to inform improvement decisions. Potential inequities were reviewed at all school sites based on California Dashboard metrics and ESSA requirements. Local, state, and federal resources are allocated to schools based on a fair

and equitable formula that provides opportunities for site input and flexibility, and also provides means to address identified areas for support and improvement. Title I and Supplemental and Concentration Grant funds are allocated based on a per-pupil allocation by grade span. Sites are allocated General Fund based on a per-pupil allocation as well. The California Dashboard shows that the District met the standard for appropriately assigned teachers, and all students have access to their own copies of instructional materials for home 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.

Overall, Valleydale received an orange indicator for ELA.

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.

Students with disabilities received an orange indicator for chronic absenteeism, math, and suspensions. In ELA, English learners and students with disabilities yielded a red category, and Hispanic and socioeconomically disadvantaged students resulted in an orange indicator. These subgroups demonstrate a need for targeted support in order to increase student achievement.

Other Needs

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

Based on SBAC and iReady scores in language arts, we need to focus on writing. Our focus for the upcoming school year, both in professional development and in evaluating student work, will be on writing.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Valleydale 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% | 0.43% | 0.38% | 2 | 2 | 2 |
| African American | 0.6% | 0.43% | 0.38% | 3 | 2 | 2 |
| Asian | 1.2% | 0.64% | 0.94% | 6 | 3 | 5 |
| Filipino | 1.5% | 1.28% | 0.94% | 7 | 6 | 5 |
| Hispanic/Latino | 91.9% | 91.90% | 91.71% | 445 | 431 | 487 |
| Pacific Islander | % | % | 0% | | 0 | 0 |
| White | 3.1% | 3.41% | 3.01% | 15 | 16 | 16 |
| Multiple/No Response | 0.8% | 0.85% | 0.94% | 4 | 4 | 5 |
| Total Enrollment | | | | 484 | 469 | 531 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 94 | 89 | 136 |
| Grade 1 | 63 | 63 | 65 |
| Grade 2 | 65 | 61 | 63 |
| Grade3 | 70 | 63 | 62 |
| Grade 4 | 72 | 71 | 66 |
| Grade 5 | 52 | 71 | 72 |
| Grade 6 | 68 | 51 | 67 |
| Total Enrollment | 484 | 469 | 531 |

Conclusions based on this data:

1. We grew by about 56 students.
2. All our demographics data has remained stable even though we grew as a school.
3. Our kindergarten class, which includes Transitional Kindergarten (TK), is the grade level where significant growth was observed.

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) | 171 | 175 | 195 | 35.3% | 37.3% | 36.7% |
| Fluent English Proficient (FEP) | 79 | 65 | 57 | 16.3% | 13.9% | 10.7% |
| Reclassified Fluent English Proficient (RFEP) | 7 | | | 4.1% | | |

Conclusions based on this data:

1. The number of our English learners has increased by 24 students over the span of two years
2. Overall, the percentage of students identified as English learners decreased by less than one percent, indicating that the numbers have remained stable.
3. The percentage of students deemed Fluent English Proficient (FEP) decreased by approximately 6% over a two-year period.

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 | | | % of Enrolled 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 |
| Grade 3 | 71 | 59 | 58 | 0 | 59 | 56 | 0 | 59 | 56 | 0.0 | 100.0 | 96.6 |
| Grade 4 | 68 | 69 | 58 | 0 | 68 | 58 | 0 | 68 | 58 | 0.0 | 98.6 | 100.0 |
| Grade 5 | 51 | 68 | 69 | 0 | 67 | 69 | 0 | 67 | 69 | 0.0 | 98.5 | 100.0 |
| Grade 6 | 65 | 49 | 66 | 0 | 48 | 66 | 0 | 48 | 65 | 0.0 | 98.0 | 100.0 |
| All Grades | 255 | 245 | 251 | 0 | 242 | 249 | 0 | 242 | 248 | 0.0 | 98.8 | 99.2 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 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 | | 2356. | 2372. | | 6.78 | 12.50 | | 10.17 | 12.50 | | 27.12 | 30.36 | | 55.93 | 44.64 |
| Grade 4 | | 2413. | 2384. | | 10.29 | 5.17 | | 10.29 | 12.07 | | 29.41 | 17.24 | | 50.00 | 65.52 |
| Grade 5 | | 2442. | 2449. | | 1.49 | 11.59 | | 22.39 | 15.94 | | 29.85 | 23.19 | | 46.27 | 49.28 |
| Grade 6 | | 2493. | 2465. | | 4.17 | 1.54 | | 18.75 | 15.38 | | 52.08 | 46.15 | | 25.00 | 36.92 |
| All Grades | N/A | N/A | N/A | | 5.79 | 7.66 | | 15.29 | 14.11 | | 33.47 | 29.44 | | 45.45 | 48.79 |

| 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 | | 10.17 | 5.36 | | 52.54 | 64.29 | | 37.29 | 30.36 |
| Grade 4 | | 5.88 | 5.17 | | 61.76 | 55.17 | | 32.35 | 39.66 |
| Grade 5 | | 2.99 | 8.70 | | 71.64 | 57.97 | | 25.37 | 33.33 |
| Grade 6 | | 2.08 | 3.08 | | 64.58 | 56.92 | | 33.33 | 40.00 |
| All Grades | | 5.37 | 5.65 | | 62.81 | 58.47 | | 31.82 | 35.89 |

| 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 | | 1.69 | 3.57 | | 40.68 | 51.79 | | 57.63 | 44.64 |
| Grade 4 | | 7.35 | 1.72 | | 51.47 | 48.28 | | 41.18 | 50.00 |
| Grade 5 | | 2.99 | 7.25 | | 58.21 | 52.17 | | 38.81 | 40.58 |
| Grade 6 | | 6.25 | 1.54 | | 60.42 | 44.62 | | 33.33 | 53.85 |
| All Grades | | 4.55 | 3.63 | | 52.48 | 49.19 | | 42.98 | 47.18 |

| 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 | | 3.39 | 7.14 | | 76.27 | 80.36 | | 20.34 | 12.50 |
| Grade 4 | | 8.82 | 1.72 | | 66.18 | 62.07 | | 25.00 | 36.21 |
| Grade 5 | | 2.99 | 7.25 | | 77.61 | 65.22 | | 19.40 | 27.54 |
| Grade 6 | | 10.42 | 7.69 | | 75.00 | 75.38 | | 14.58 | 16.92 |
| All Grades | | 6.20 | 6.05 | | 73.55 | 70.56 | | 20.25 | 23.39 |

| 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 | | 3.39 | 17.86 | | 61.02 | 46.43 | | 35.59 | 35.71 |
| Grade 4 | | 13.24 | 5.17 | | 58.82 | 60.34 | | 27.94 | 34.48 |
| Grade 5 | | 4.48 | 11.59 | | 56.72 | 56.52 | | 38.81 | 31.88 |
| Grade 6 | | 8.33 | 6.15 | | 72.92 | 70.77 | | 18.75 | 23.08 |
| All Grades | | 7.44 | 10.08 | | 61.57 | 58.87 | | 30.99 | 31.05 |

Conclusions based on this data:

1. More than 50% of our students were at or near the reading standard.
2. There were increases in both third and fifth grade in percentage of students that exceed grade level standards.
3. Our lowest-performing domain was writing for our sixth graders, with 44.62% of students at or near the 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 | | | % of Enrolled 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 |
| Grade 3 | 71 | 59 | 58 | 0 | 59 | 57 | 0 | 59 | 57 | 0.0 | 100.0 | 98.3 |
| Grade 4 | 68 | 69 | 58 | 0 | 69 | 58 | 0 | 69 | 58 | 0.0 | 100.0 | 100.0 |
| Grade 5 | 51 | 68 | 69 | 0 | 67 | 69 | 0 | 67 | 69 | 0.0 | 98.5 | 100.0 |
| Grade 6 | 65 | 49 | 66 | 0 | 49 | 66 | 0 | 48 | 66 | 0.0 | 100.0 | 100.0 |
| All Grades | 255 | 245 | 251 | 0 | 244 | 250 | 0 | 243 | 250 | 0.0 | 99.6 | 99.6 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 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 | | 2359. | 2379. | | 5.08 | 1.75 | | 8.47 | 24.56 | | 27.12 | 26.32 | | 59.32 | 47.37 |
| Grade 4 | | 2415. | 2426. | | 1.45 | 10.34 | | 23.19 | 12.07 | | 31.88 | 24.14 | | 43.48 | 53.45 |
| Grade 5 | | 2418. | 2449. | | 2.99 | 4.35 | | 2.99 | 21.74 | | 28.36 | 26.09 | | 65.67 | 47.83 |
| Grade 6 | | 2443. | 2433. | | 0.00 | 3.03 | | 2.08 | 1.52 | | 33.33 | 24.24 | | 64.58 | 71.21 |
| All Grades | N/A | N/A | N/A | | 2.47 | 4.80 | | 9.88 | 14.80 | | 30.04 | 25.20 | | 57.61 | 55.20 |

| 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 | | 5.08 | 0.00 | | 33.90 | 52.63 | | 61.02 | 47.37 |
| Grade 4 | | 2.90 | 13.79 | | 44.93 | 34.48 | | 52.17 | 51.72 |
| Grade 5 | | 2.99 | 10.14 | | 26.87 | 39.13 | | 70.15 | 50.72 |
| Grade 6 | | 0.00 | 1.52 | | 35.42 | 21.21 | | 64.58 | 77.27 |
| All Grades | | 2.88 | 6.40 | | 35.39 | 36.40 | | 61.73 | 57.20 |

| 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 | | 8.47 | 12.28 | | 28.81 | 47.37 | | 62.71 | 40.35 |
| Grade 4 | | 2.90 | 5.17 | | 50.72 | 43.10 | | 46.38 | 51.72 |
| Grade 5 | | 1.49 | 1.45 | | 40.30 | 53.62 | | 58.21 | 44.93 |
| Grade 6 | | 0.00 | 3.03 | | 43.75 | 33.33 | | 56.25 | 63.64 |
| All Grades | | 3.29 | 5.20 | | 41.15 | 44.40 | | 55.56 | 50.40 |

| 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 | | 8.47 | 8.77 | | 54.24 | 50.88 | | 37.29 | 40.35 |
| Grade 4 | | 10.14 | 6.90 | | 60.87 | 48.28 | | 28.99 | 44.83 |
| Grade 5 | | 2.99 | 0.00 | | 55.22 | 62.32 | | 41.79 | 37.68 |
| Grade 6 | | 2.08 | 3.03 | | 60.42 | 62.12 | | 37.50 | 34.85 |
| All Grades | | 6.17 | 4.40 | | 57.61 | 56.40 | | 36.21 | 39.20 |

Conclusions based on this data:

1. There was a 7% increase in the number of students who met or exceeded grade level standards.
2. Communicating reasoning was the claim with the fewest students scoring below the standard, at 39.20%.
3. The grade levels with the highest percentage of students meeting or exceeding standards were both third and fifth grades, each with 26%.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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 | 1428.8 | 1385.5 | 1412.9 | 1444.7 | 1402.0 | 1431.1 | 1391.4 | 1347.2 | 1370.0 | 34 | 27 | 48 |
| 1 | 1439.0 | 1449.4 | 1429.7 | 1458.4 | 1482.3 | 1445.0 | 1419.0 | 1416.0 | 1414.0 | 21 | 25 | 17 |
| 2 | 1466.8 | 1431.1 | 1484.2 | 1479.4 | 1447.2 | 1495.8 | 1453.5 | 1414.7 | 1472.1 | 25 | 21 | 23 |
| 3 | 1458.1 | 1479.1 | 1469.0 | 1455.2 | 1488.6 | 1474.2 | 1460.4 | 1469.2 | 1463.3 | 31 | 25 | 23 |
| 4 | 1497.6 | 1495.3 | 1509.0 | 1512.2 | 1491.4 | 1514.4 | 1482.6 | 1498.6 | 1502.9 | 36 | 28 | 21 |
| 5 | 1528.3 | 1534.2 | 1528.9 | 1528.5 | 1540.9 | 1533.7 | 1527.5 | 1527.1 | 1523.4 | 13 | 30 | 24 |
| 6 | 1458.5 | 1545.8 | 1543.2 | 1462.8 | 1550.4 | 1552.7 | 1453.9 | 1540.7 | 1533.3 | 17 | 11 | 23 |
| All Grades | | | | | | | | | | 177 | 167 | 179 |

| 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 | 20.59 | 3.70 | 12.50 | 32.35 | 25.93 | 25.00 | 38.24 | 40.74 | 37.50 | 8.82 | 29.63 | 25.00 | 34 | 27 | 48 |
| 1 | 14.29 | 4.00 | 5.88 | 14.29 | 40.00 | 17.65 | 28.57 | 44.00 | 52.94 | 42.86 | 12.00 | 23.53 | 21 | 25 | 17 |
| 2 | 4.00 | 4.76 | 8.70 | 40.00 | 19.05 | 56.52 | 40.00 | 28.57 | 34.78 | 16.00 | 47.62 | 0.00 | 25 | 21 | 23 |
| 3 | 9.68 | 4.00 | 0.00 | 25.81 | 32.00 | 43.48 | 29.03 | 48.00 | 17.39 | 35.48 | 16.00 | 39.13 | 31 | 25 | 23 |
| 4 | 16.67 | 10.71 | 28.57 | 33.33 | 39.29 | 23.81 | 38.89 | 32.14 | 38.10 | 11.11 | 17.86 | 9.52 | 36 | 28 | 21 |
| 5 | 23.08 | 30.00 | 25.00 | 38.46 | 33.33 | 33.33 | 38.46 | 33.33 | 37.50 | 0.00 | 3.33 | 4.17 | 13 | 30 | 24 |
| 6 | 5.88 | 27.27 | 26.09 | 47.06 | 63.64 | 39.13 | 23.53 | 9.09 | 30.43 | 23.53 | 0.00 | 4.35 | 17 | 11 | 23 |
| All Grades | 13.56 | 11.38 | 15.08 | 32.20 | 34.13 | 33.52 | 34.46 | 35.93 | 35.20 | 19.77 | 18.56 | 16.20 | 177 | 167 | 179 |

| 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 | 20.59 | 3.70 | 14.58 | 41.18 | 40.74 | 37.50 | 35.29 | 33.33 | 31.25 | 2.94 | 22.22 | 16.67 | 34 | 27 | 48 |
| 1 | 14.29 | 40.00 | 11.76 | 47.62 | 36.00 | 58.82 | 19.05 | 24.00 | 17.65 | 19.05 | 0.00 | 11.76 | 21 | 25 | 17 |
| 2 | 28.00 | 9.52 | 34.78 | 36.00 | 33.33 | 56.52 | 28.00 | 28.57 | 8.70 | 8.00 | 28.57 | 0.00 | 25 | 21 | 23 |
| 3 | 16.13 | 16.00 | 39.13 | 35.48 | 60.00 | 13.04 | 19.35 | 16.00 | 21.74 | 29.03 | 8.00 | 26.09 | 31 | 25 | 23 |
| 4 | 50.00 | 28.57 | 42.86 | 38.89 | 42.86 | 42.86 | 2.78 | 14.29 | 4.76 | 8.33 | 14.29 | 9.52 | 36 | 28 | 21 |
| 5 | 46.15 | 56.67 | 33.33 | 38.46 | 33.33 | 54.17 | 15.38 | 6.67 | 8.33 | 0.00 | 3.33 | 4.17 | 13 | 30 | 24 |
| 6 | 41.18 | 63.64 | 47.83 | 23.53 | 27.27 | 43.48 | 11.76 | 9.09 | 4.35 | 23.53 | 0.00 | 4.35 | 17 | 11 | 23 |
| All Grades | 29.94 | 29.34 | 30.17 | 37.85 | 40.12 | 42.46 | 19.21 | 19.16 | 16.20 | 12.99 | 11.38 | 11.17 | 177 | 167 | 179 |

| 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 | 5.88 | 0.00 | 2.08 | 14.71 | 11.11 | 18.75 | 61.76 | 48.15 | 43.75 | 17.65 | 40.74 | 35.42 | 34 | 27 | 48 |
| 1 | 4.76 | 0.00 | 0.00 | 14.29 | 20.00 | 17.65 | 19.05 | 24.00 | 29.41 | 61.90 | 56.00 | 52.94 | 21 | 25 | 17 |
| 2 | 4.00 | 4.76 | 4.35 | 24.00 | 9.52 | 34.78 | 36.00 | 23.81 | 39.13 | 36.00 | 61.90 | 21.74 | 25 | 21 | 23 |
| 3 | 6.45 | 0.00 | 0.00 | 9.68 | 20.00 | 8.70 | 38.71 | 36.00 | 43.48 | 45.16 | 44.00 | 47.83 | 31 | 25 | 23 |
| 4 | 2.78 | 0.00 | 9.52 | 19.44 | 32.14 | 23.81 | 33.33 | 39.29 | 23.81 | 44.44 | 28.57 | 42.86 | 36 | 28 | 21 |
| 5 | 15.38 | 3.33 | 8.33 | 15.38 | 30.00 | 25.00 | 46.15 | 50.00 | 41.67 | 23.08 | 16.67 | 25.00 | 13 | 30 | 24 |
| 6 | 5.88 | 0.00 | 8.70 | 11.76 | 27.27 | 21.74 | 35.29 | 63.64 | 47.83 | 47.06 | 9.09 | 21.74 | 17 | 11 | 23 |
| All Grades | 5.65 | 1.20 | 4.47 | 15.82 | 21.56 | 21.23 | 39.55 | 39.52 | 39.66 | 38.98 | 37.72 | 34.64 | 177 | 167 | 179 |

| 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 | 26.47 | 11.11 | 18.75 | 67.65 | 66.67 | 70.83 | 5.88 | 22.22 | 10.42 | 34 | 27 | 48 |
| 1 | 38.10 | 44.00 | 41.18 | 52.38 | 52.00 | 52.94 | 9.52 | 4.00 | 5.88 | 21 | 25 | 17 |
| 2 | 24.00 | 9.52 | 26.09 | 64.00 | 76.19 | 73.91 | 12.00 | 14.29 | 0.00 | 25 | 21 | 23 |
| 3 | 9.68 | 24.00 | 34.78 | 61.29 | 64.00 | 34.78 | 29.03 | 12.00 | 30.43 | 31 | 25 | 23 |
| 4 | 52.78 | 46.43 | 38.10 | 38.89 | 46.43 | 61.90 | 8.33 | 7.14 | 0.00 | 36 | 28 | 21 |
| 5 | 15.38 | 13.33 | 37.50 | 61.54 | 80.00 | 54.17 | 23.08 | 6.67 | 8.33 | 13 | 30 | 24 |
| 6 | 11.76 | 9.09 | 17.39 | 64.71 | 90.91 | 69.57 | 23.53 | 0.00 | 13.04 | 17 | 11 | 23 |
| All Grades | 27.68 | 23.95 | 28.49 | 57.63 | 65.87 | 61.45 | 14.69 | 10.18 | 10.06 | 177 | 167 | 179 |

| 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 | 23.53 | 0.00 | 22.92 | 61.76 | 77.78 | 47.92 | 14.71 | 22.22 | 29.17 | 34 | 27 | 48 |
| 1 | 14.29 | 24.00 | 5.88 | 61.90 | 72.00 | 82.35 | 23.81 | 4.00 | 11.76 | 21 | 25 | 17 |
| 2 | 36.00 | 9.52 | 43.48 | 52.00 | 61.90 | 56.52 | 12.00 | 28.57 | 0.00 | 25 | 21 | 23 |
| 3 | 32.26 | 48.00 | 34.78 | 35.48 | 44.00 | 34.78 | 32.26 | 8.00 | 30.43 | 31 | 25 | 23 |
| 4 | 58.33 | 14.29 | 38.10 | 33.33 | 64.29 | 52.38 | 8.33 | 21.43 | 9.52 | 36 | 28 | 21 |
| 5 | 76.92 | 76.67 | 66.67 | 23.08 | 20.00 | 29.17 | 0.00 | 3.33 | 4.17 | 13 | 30 | 24 |
| 6 | 47.06 | 90.91 | 69.57 | 29.41 | 9.09 | 26.09 | 23.53 | 0.00 | 4.35 | 17 | 11 | 23 |
| All Grades | 38.98 | 34.13 | 39.11 | 44.07 | 52.69 | 45.81 | 16.95 | 13.17 | 15.08 | 177 | 167 | 179 |

| 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 | 5.88 | 0.00 | 6.25 | 73.53 | 55.56 | 75.00 | 20.59 | 44.44 | 18.75 | 34 | 27 | 48 |
| 1 | 9.52 | 4.00 | 17.65 | 33.33 | 44.00 | 23.53 | 57.14 | 52.00 | 58.82 | 21 | 25 | 17 |
| 2 | 8.00 | 0.00 | 13.04 | 56.00 | 42.86 | 69.57 | 36.00 | 57.14 | 17.39 | 25 | 21 | 23 |
| 3 | 6.45 | 0.00 | 0.00 | 32.26 | 44.00 | 39.13 | 61.29 | 56.00 | 60.87 | 31 | 25 | 23 |
| 4 | 0.00 | 3.57 | 4.76 | 47.22 | 57.14 | 47.62 | 52.78 | 39.29 | 47.62 | 36 | 28 | 21 |
| 5 | 15.38 | 6.67 | 8.33 | 61.54 | 73.33 | 58.33 | 23.08 | 20.00 | 33.33 | 13 | 30 | 24 |
| 6 | 5.88 | 9.09 | 8.70 | 29.41 | 36.36 | 47.83 | 64.71 | 54.55 | 43.48 | 17 | 11 | 23 |
| All Grades | 6.21 | 2.99 | 7.82 | 48.59 | 52.69 | 55.87 | 45.20 | 44.31 | 36.31 | 177 | 167 | 179 |

| 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 | 17.65 | 11.11 | 10.42 | 55.88 | 33.33 | 45.83 | 26.47 | 55.56 | 43.75 | 34 | 27 | 48 |
| 1 | 4.76 | 0.00 | 0.00 | 42.86 | 56.00 | 47.06 | 52.38 | 44.00 | 52.94 | 21 | 25 | 17 |
| 2 | 8.00 | 4.76 | 21.74 | 40.00 | 33.33 | 56.52 | 52.00 | 61.90 | 21.74 | 25 | 21 | 23 |
| 3 | 12.90 | 4.00 | 8.70 | 51.61 | 76.00 | 56.52 | 35.48 | 20.00 | 34.78 | 31 | 25 | 23 |
| 4 | 8.33 | 7.14 | 23.81 | 63.89 | 71.43 | 52.38 | 27.78 | 21.43 | 23.81 | 36 | 28 | 21 |
| 5 | 0.00 | 20.00 | 29.17 | 100.00 | 70.00 | 58.33 | 0.00 | 10.00 | 12.50 | 13 | 30 | 24 |
| 6 | 5.88 | 18.18 | 34.78 | 70.59 | 81.82 | 56.52 | 23.53 | 0.00 | 8.70 | 17 | 11 | 23 |
| All Grades | 9.60 | 8.98 | 17.88 | 57.63 | 59.28 | 52.51 | 32.77 | 31.74 | 29.61 | 177 | 167 | 179 |

Conclusions based on this data:

1. The percentage of students who achieved a level 4 in language increased by 4%.

2. Both fourth and sixth grades had over 40% of their students score a 4 in oral language.
3. The overall percentage of students achieving a level 4 in written language increased from 1.20% to 4.47%.

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 |
| 531 | 86.3 | 36.7 | 0.6 |
| Total Number of Students enrolled in Valleydale 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. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 195 | 36.7 |
| Foster Youth | 3 | 0.6 |
| Homeless | 20 | 3.8 |
| Socioeconomically Disadvantaged | 458 | 86.3 |
| Students with Disabilities | 81 | 15.3 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 2 | 0.4 |
| American Indian | 2 | 0.4 |
| Asian | 5 | 0.9 |
| Filipino | 5 | 0.9 |
| Hispanic | 487 | 91.7 |
| Two or More Races | 5 | 0.9 |
| White | 16 | 3 |

Conclusions based on this data:

1. Our largest subgroup continues to be the Hispanic subgroup at 91.7%.

2. Our English learner group is 36.7%.
3. The percentage of our students with disabilities increased by 1.7%, reaching 15.3%

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 Green | | |

Conclusions based on this data:

1. Our best indicator is the English learner progress category.
2. Our school's chronic absenteeism rate has improved from 'red' to 'yellow' over the last academic year, reflecting a significant decrease in the number of students missing 10 percent or more of instructional days.
3. Our suspension rate increased from the year before.

School and Student Performance Data

Academic Performance English Language Arts

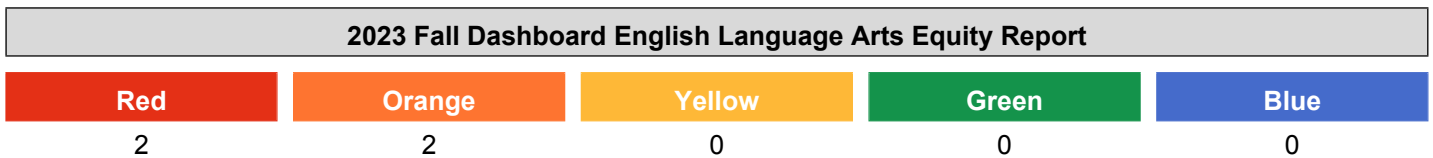
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This section provides number of student groups in each level.



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 | | |
|---|--|---|
| All Students  Orange 64.8 points below standard Decreased -7.3 points 246 Students | English Learners  Red 79.7 points below standard Decreased -9.2 points 123 Students | Foster Youth Less than 11 Students 1 Student |
| Homeless Less than 11 Students 9 Students | Socioeconomically Disadvantaged  Orange 67.8 points below standard Decreased -7.3 points 227 Students | Students with Disabilities  Red 106.2 points below standard Decreased Significantly -24.5 points 43 Students |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|---|
| Less than 11 Students 0 Students | Less than 11 Students 2 Students | Less than 11 Students 2 Students | Less than 11 Students 4 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 69.1 points below standard Decreased -7.9 points 226 Students | Less than 11 Students 2 Students |  No Performance Color 0 Students | Less than 11 Students 9 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 |
|--|--|--|
| 111.9 points below standard Decreased Significantly -20.3 points 88 Students | 1.3 points above standard Maintained -0.2 points 35 Students | 60.5 points below standard Decreased -5.8 points 96 Students |

Conclusions based on this data:

1. Our top-performing students consistently include those who have been reclassified from English learners to Fluent English Proficient, with scores averaging 1.3 points above the standard.
2. Our lowest-performing students were our students with disabilities, scoring 106.2 points below the standard.
3. We had two subgroups performing in the red zone: our English learners and our students with disabilities.

School and Student Performance Data

Academic Performance Mathematics

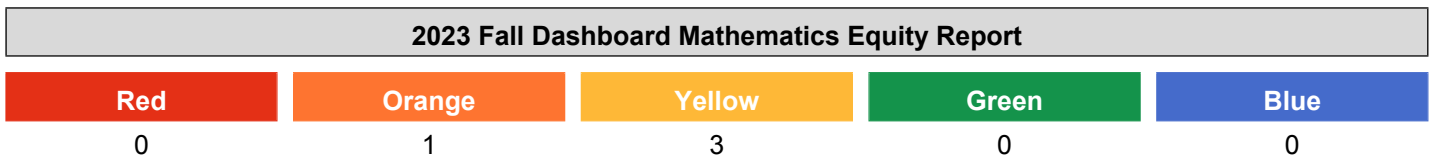
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 | | |
|--|--|--|
| All Students  Yellow 77.1 points below standard Increased +10.4 points 245 Students | English Learners  Yellow 87.2 points below standard Increased +10.2 points 122 Students | Foster Youth Less than 11 Students 1 Student |
| Homeless Less than 11 Students 9 Students | Socioeconomically Disadvantaged  Yellow 80.9 points below standard Increased +9.2 points 226 Students | Students with Disabilities  Orange 104.7 points below standard Increased +10.4 points 42 Students |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|---|
| Less than 11 Students 0 Students | Less than 11 Students 2 Students | Less than 11 Students 2 Students | Less than 11 Students 4 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 81.1 points below standard Increased +9.3 points 225 Students | Less than 11 Students 2 Students |  No Performance Color 0 Students | Less than 11 Students 9 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 |
|---|--|--|
| 111.2 points below standard Increased +4.1 points 87 Students | 27.4 points below standard Increased +8.9 points 35 Students | 75.5 points below standard Increased +7.1 points 97 Students |

Conclusions based on this data:

1. Our best-performing group in math was our reclassified English learners, scoring 27.4 points below the standard.
2. Current English learners were our lowest performing subgroup in math, scoring 104.7 points below the standard.
3. No subgroup performed at a very low level.

School and Student Performance Data

Academic Performance English Learner Progress

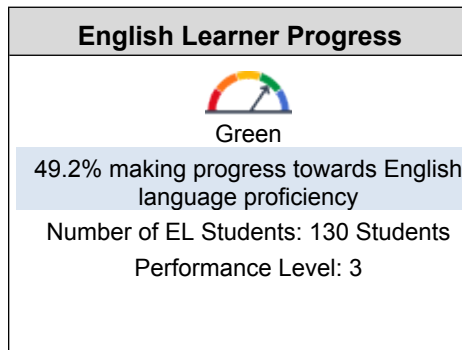
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

This section provides 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 19 | 46 | 0 | 63 |

Conclusions based on this data:

1. Sixty-three students made progress by advancing at least one level.
2. Nineteen students regressed one level.
3. We had 130 English learner students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

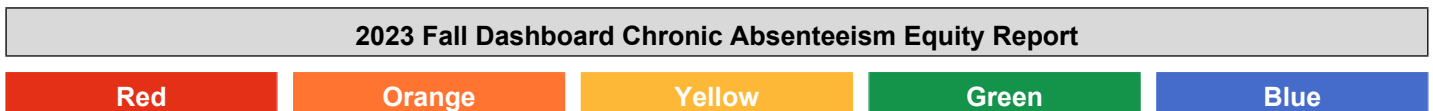
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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 Yellow 37.2% Chronically Absent Declined Significantly -13.9 546 Students | English Learners Yellow 29.2% Chronically Absent Declined Significantly -11.8 202 Students | Foster Youth Less than 11 Students 3 Students |
| Homeless 45.5% Chronically Absent Declined -13.4 22 Students | Socioeconomically Disadvantaged Yellow 36.8% Chronically Absent Declined Significantly -14.3 473 Students | Students with Disabilities Orange 53.3% Chronically Absent Declined -2.1 92 Students |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|---|
| Less than 11 Students 3 Students | Less than 11 Students 2 Students | Less than 11 Students 6 Students | Less than 11 Students 6 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 35.9% Chronically Absent Declined Significantly -13.6 496 Students | 66.7% Chronically Absent Declined -3.9 15 Students |  No Performance Color 0 Students | 50% Chronically Absent Declined -25 18 Students |

Conclusions based on this data:

1. The chronic absenteeism rate for all our subgroups has decreased.
2. The socioeconomically disadvantaged student population experienced the most significant reduction in chronic absenteeism, with a decrease of 14.3%.
3. Among our largest subgroups, students with disabilities had the highest rate of absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

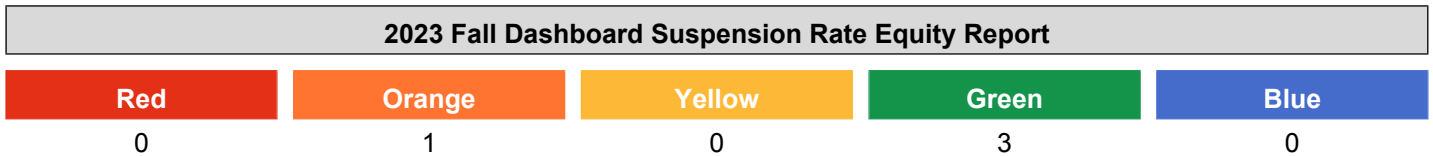
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 | | |
|---|--|---|
| All Students | English Learners | Foster Youth |
|  Yellow |  Green | Less than 11 Students 4 Students |
| 1.1% suspended at least one day | 1% suspended at least one day | |
| Maintained 0.1 558 Students | Maintained -0.1 205 Students | |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| 4% suspended at least one day |  Green |  Orange |
| Increased 4 25 Students | 1% suspended at least one day | 1.1% suspended at least one day |
| | Maintained -0.1 480 Students | Increased 1.1 92 Students |

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|---|
| Less than 11 Students 3 Students | Less than 11 Students 2 Students | Less than 11 Students 6 Students | Less than 11 Students 6 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 1% suspended at least one day Maintained 0.1 506 Students | 0% suspended at least one day Maintained 0 17 Students |  No Performance Color 0 Students | 5.6% suspended at least one day Declined -0.7 18 Students |

Conclusions based on this data:

1. Our overall suspension rate remained stable at 1.1% from the previous year, categorizing us in the yellow.
2. Three subgroups were in the green zone.
3. The largest increase in suspensions occurred within our students with disabilities subgroup.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Language Arts and Math Progress

Goal 1

By June 2024, all students, including all significant subgroups, will demonstrate an increase in scoring at or above grade level proficiency in the following assessments: California Assessment of Student Performance and Progress (CAASPP) interim and formative assessment tools, performance tasks, District benchmarks, running records, and local reading assessments (iReady, STAR).

ELA

1. The percentage of students that "Meet or Exceed Standards" will increase 5%.
2. The percentage of students scoring "Standards Not Met" will decrease 5%.

MATH

1. The percentage of students that "Met or Exceeded Standards" will increase 5%.
2. The percentage of students scoring "Standards Not Met" will decrease 5%.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|---|---|
| MATH Based on 2021-2022 SBAC Math Data | MATH: Based on SBAC Data: <ol style="list-style-type: none">1. The proficiency percentage for all students and each subgroup is projected to increase by 3-5 percentage points annually.2. The percentage of students scoring 'Standards Not Met' is expected to decrease by 3-5 percentage points annually. | In Math, we improved from 26% proficient or advanced on the iReady assessment in 2023 to 27% in 2024. On the SBAC, we increased from 12.35% proficient in 2022 to 19.60% proficient or advanced in 2023. |
| ELA Based on 2022-2023 District Assessment iReady Data: | Reading Inventory: Based on the Reading Inventory Data: <ol style="list-style-type: none">1. The proficiency percentage for all students is projected to increase by 3-5 percentage points annually.2. The percentage of all students scoring 'Standards Not Met' is expected to decrease by 3-5 percentage points annually. | The percentage of students scoring proficient or advanced on the iReady assessment increased from 27% in 2023 to 32% in 2024. On the SBAC, the proficiency rate improved from 21.08% in 2022 to 21.77% in 2023. |

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

There were two major changes from the previous year: the amount of money that was allocated to support teachers with substitute times to allow them to successfully plan and develop their SEAL units, and the use of this time for one-on-one testing of students. In addition, there was the return of parent engagement nights at our schools with a focus on our dual immersion program. These changes were very effective in our ability to obtain up-to-date assessment data on our students. They also helped increase our parent engagement scores in YouthTruth. Lastly, it allowed teachers to more fully implement SEAL strategies.

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

The implementation of our plan closely matched the original intentions. There were no notable differences.

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.

The plan for next year will be similar, as teachers enjoy engaging with our families. In terms of professional development, the major change will be the integration of writing into our teacher professional development to better support and extend our implementation of SEAL strategies.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Learner Progress

Goal 2

By June 2024, there will be evidence of increased academic language development and achievement among English learners, as indicated by the following measures:

- * The reclassification rate will increase.
- * The number of long-term English Learners (LTELs) or students at risk of becoming long-term English learners will decrease.

ELA:

Based on District Assessment data:

1. The percentage of EL students who scored proficient overall will increase.
2. The percentage of EL students who scored "Standards Not Met" overall will decrease.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|--|--|
| iReady: Based on the 2022-2023 District Assessment iReady | ELA: Based on the 2022-2023 iReady proficiency: 1. The proficiency percentage for EL students is projected to increase by 3-5 percentage points annually. 2. The percentage of EL students scoring 'Standards Not Met' is expected to decrease by 3-5 percentage points annually. | In Math, we improved from 8% proficient or advanced on the iReady assessment in 2023 to 17% in 2024. On the SBAC, we increased from 4.31% proficient in 2022 to 8.79% proficient or advanced in 2023. |
| SBAC Math: Based on the 2021-2022 SBAC Data: | MATH: Based on the 2021-2022 SBAC Data: The proficiency percentage for EL students is projected to increase by 3-5 percentage points annually. The percentage of EL students scoring 'Standards Not Met' is expected to decrease by 3-5 percentage points annually. | The percentage of students scoring proficient or advanced on the iReady assessment increased from 5% in 2023 to 13% in English Language Arts in 2024. On the SBAC, the proficiency rate decreased from 8.70% in 2022 to 3.33% in 2023. |

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

There were one major changes from the previous year: the amount of money that was allocated to support our English Learners through tutoring increased with the integration of our instructional aides involvement in both tutoring and also extra hours during the school day to support those same learners. After school tutoring continues to be a strength with teachers being able to tutor their own students which encourages people to participate in that tutoring. Our scores increased significantly this year in iReady and all the extra help students received was a factor in that increase along with the implementation of SEAL strategies.

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

The implementation of our plan closely matched the original intentions. There were no notable differences.

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.

The plan for next year will be similar, as we have staff who are willing to put in the time to assist our students. They understand the students and their needs and are able to work on those needs for most of the school year.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

Learning Environment and School Climate

Goal 5

By June 2024, there is an expectation for the learning environment and school climate to improve for all students. This improvement will be evidenced by a reduction in the chronic absenteeism rate, as students will be more motivated to attend school. The goal is to achieve a minimum 5% reduction from the initial rate recorded in June 2023.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--------------------------|---|--|
| Chronic Absenteeism Rate | By June 2024 our rate will be 28.6% or lower. | As of May 10, 2024 our chronic absenteeism rate was 24.6%. |

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

As of May 10, 2024, our chronic absenteeism rate was 24.6%.

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

The major difference here is that our lack of a Title I community liaison for most of the year hampered our ability to reach our chronically absent families.

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

We hope to have our Title I community liaison ready to go for the 2024-25 school year. This will enable us to further reduce our chronic absenteeism rate to the teens.

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.

Proficiency in ELA and mathematics

By June 2025, all students, including all significant subgroups, will demonstrate an increase in scoring at or above grade level proficiency in the following assessments: California Assessment of Student Performance and Progress (CAASPP) interim and formative assessment tools, performance tasks, District benchmarks, running records, and local reading assessments (iReady, STAR).

ELA

1. The percentage of students that "Meet or Exceed Standards" will increase 4%.
2. The percentage of students scoring "Standards Not Met" will decrease 4%.

MATH

1. The percentage of students that "Met or Exceeded Standards" will increase 4%.
2. The percentage of students scoring "Standards Not Met" will decrease 4%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1- AUSD will ensure growth and achievement for all students on California State Standards.

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.

ELA

Based on 2023-2024 iReady proficiency:

1. 31% of all students are meeting or exceeding standards
2. 34% of all students are not meeting standards
3. 35% are near meeting standards.
4. The EL subgroup was at 13% proficiency

SBAC ELA

Based on 2022-2023 SBAC Data

1. The proficiency percentage for all students was 21.77%
2. The percentage of students scoring standards not met was 48.79%
3. The EL subgroup proficiency was 3.33%

MATH

Based on 2023-2024 District Assessment iReady data:

1. 27% of all students are meeting or exceeding standards
2. 19% of all student are not meeting standards
3. 54% are near meeting standards
4. The EL subgroup was 17% proficiency

SBAC Math

Based on 2022-2023 SBAC Data

1. The proficiency percentage for all students was 19.60%
2. The percentage of students scoring standards not met was 55.20%
3. The EL subgroup proficiency was 8.79%

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>ELA 2022-2023 SBAC ELA Data</p> | <p>SBAC ELA: Based on the 2022-2023 SBAC Data:</p> <ol style="list-style-type: none"> 1. The proficiency percentage for all students was 21.77% 2. The percentage of students scoring "Standards Not Met" was 48.79%. 3. The proficiency of the EL subgroup was 3.33%. | <p>ELA: Based on SBAC Data:</p> <ol style="list-style-type: none"> 1. The proficiency percentage for all students and each subgroup is projected to increase by 3-5 percentage points annually. 2. The percentage of subgroups scoring "Standards Not Met" is expected to decrease by 3-5 percentage points annually. |
| <p>MATH 2022-2023 SBAC Math Data:</p> | <p>SBAC Math: Based on the 2022-2023 SBAC Data:</p> <ol style="list-style-type: none"> 1. The proficiency percentage for all students was 19.60%. 2. The percentage of students scoring "Standards Not Met" was 55.20%. 3. The proficiency of the EL subgroup was 8.79%. | <p>MATH: Based on SBAC Data:</p> <ol style="list-style-type: none"> 1. The proficiency percentage for all students and each subgroup is projected to increase by 3-5 percentage points annually. 2. The percentage of students scoring "Standards Not Met" is expected to decrease by 3-5 percentage points annually. |
| <p>ELA 2024-2025 District Assessment iReady Data:</p> | <p>ELA: Based on the 2023-2024 iReady proficiency:</p> <ol style="list-style-type: none"> 1. 31% of all students are "Meeting or Exceeding Standards." 2. 34% of all students are not meeting standards. 3. 35% are near meeting standards. 4. The EL subgroup had a proficiency of 13%. | <p>ELA Based on iReady Data:</p> <ol style="list-style-type: none"> 1. The proficiency percentage for all students is projected to increase by 3-5 percentage points annually. 2. The percentage of all students scoring "Standards Not Met" is expected to decrease by 3-5 percentage points annually. |
| <p>Math 2024-2025 District Assessment iReady Data:</p> | <p>Math: Based on the 2023-2024 iReady proficiency:</p> <ol style="list-style-type: none"> 1. 27% of all students are "Meeting or Exceeding Standards." 2. 19% of all students are not meeting standards. 3. 54% are near meeting standards. 4. The EL subgroup had a proficiency of 17%. | <p>Math Based on iReady Data:</p> <ol style="list-style-type: none"> 1. The proficiency percentage for all students is projected to increase by 3-5 percentage points annually. 2. The percentage of all students scoring "Standards Not Met" is expected to decrease by 3-5 percentage points annually. |

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 | Time will be set aside for professional learning and collaboration to support effective instruction across content areas, aimed at increasing student engagement and achievement. Funds will be allocated to support this professional learning through the provision of substitutes, extra duty hours, and training. Additionally, more funds will be directed toward the procurement of professional development materials, supplies, and resources. Our professional development will focus on both SEAL strategies and writing which will help both our English learners and students with disabilities improve their achievement. | All students with an emphasis on our English learners and students with disabilities | 6501 Title I 4000-4999: Books And Supplies Materials and Supplies 1000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Consistent Analysis of data at Staff Meetings and PLC 200 LCFF Supplemental 3000-3999: Employee Benefits Benefits tied to extra hours |
| 1.3 | Valleydale will provide targeted intervention and differentiated support to identified students. The resource teacher and intervention teacher will deliver strategic interventions to students in need of support. Instructional aides will support small groups of students through targeted interventions throughout the day. Additional hours will be allocated for both classified and certificated staff to provide support through interventions, tutoring, assessments, homework clubs, etc., as a means to increase student achievement. Funds will be set aside for materials, supplies, licenses, and technologies to support these efforts. | Students in need of targeted intervention and differentiated support. | 15000 Title I 2000-2999: Classified Personnel Salaries Salary for one instructional aide 1540 Title I 3000-3999: Employee Benefits Benefits for one instructional aide 85604 Title I 1000-1999: Certificated Personnel Salaries Salary for Resource Teacher-70% 26075 Title I 3000-3999: Employee Benefits Benefits for Resource Teacher - 70% |

| | | | |
|------------|---|--------------|--|
| | | | <p>6000 LCFF Supplemental 4000-4999: Books And Supplies materials and supplies to support instruction and intervention</p> <p>35989 Title I 1000-1999: Certificated Personnel Salaries Salary for 40% of Intervention Teacher</p> <p>9248 Title I 3000-3999: Employee Benefits Benefits for salary of 40% Intervention Teacher</p> <p>16158.33 Title I 1000-1999: Certificated Personnel Salaries Extra hours for teachers and substitute support for assessment and interventions</p> <p>3231.67 Title I 3000-3999: Employee Benefits Benefits for teachers and substitute support for assessment and interventions</p> |
| 1.6 | <p>Additional personnel will provide support to students to enhance student achievement. The library aide will assist students and their families in selecting books and periodicals to foster motivation towards fluency and comprehension goals. Additional books will be purchased to support students' literacy development. A Parent Center will be established to strengthen the home-school connection and promote collaboration. The community liaison will offer support to parents, encouraging their involvement and fostering student achievement. Funds will be allocated for materials and supplies for parent workshops and engagement activities. Moreover, additional hours will be provided for classified personnel to offer support to families in improving student achievement.</p> | All students | <p>16652 Title I 2000-2999: Classified Personnel Salaries Salary library aide</p> <p>1540 Title I 3000-3999: Employee Benefits Benefits for library aide salary</p> <p>2103 LCFF Supplemental 2000-2999: Classified Personnel Salaries</p> |

| | | | |
|-----|--|--------------|--|
| | | | <p>Extra hours for classified personnel</p> <p>250 LCFF Supplemental 3000-3999: Employee Benefits Benefits for extra classified hours</p> <p>6000 Title I 1000-1999: Certificated Personnel Salaries Extra hours to support family engagement and events</p> <p>15110 Title I 2000-2999: Classified Personnel Salaries Salary for community liaison</p> <p>1465 Title I 3000-3999: Employee Benefits Benefits for community liaison salary</p> <p>1800 Title I 4000-4999: Books And Supplies Materials and supplies to support parent engagement</p> <p>1200 Title I 3000-3999: Employee Benefits Benefits to support family engagement and events</p> |
| 1.7 | Students will have access to supplemental instructional materials and computer software/hardware to enhance the adopted curriculum and implement the CCSS. Allocated funds for technology, licenses, and additional materials and supplies will support student achievement. | All students | <p>24000 Title I 5000-5999: Services And Other Operating Expenditures CCSS aligned technology programs to support implementation (EPIC, Reading Eggs, Math Seeds, Renaissance, iStation)</p> |

| | | | |
|--|--|--|---|
| | | | 7000 Title I 4000-4999: Books And Supplies Technology to support instruction and intervention 2000 LCFF Supplemental 4000-4999: Books And Supplies Replacement/Repair |
|--|--|--|---|

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.

English Learner Progress

By June 2025, there will be evidence of increased academic language development and achievement among English learners, as indicated by the following measures:

- * The reclassification rate will increase.
- * The number of long-term English learners (LTELs) or students at risk of becoming long-term English learners will decrease.

ELA:

Based on District Assessment data:

1. The percentage of EL students who scored proficient overall will increase.
2. The percentage of EL students who scored "Standards Not Met" overall will decrease.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2- AUSD will meet the diverse needs of English learner students and accelerate the academic achievement and English proficiency through an assets-oriented, culturally responsive approach.

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.

ELA:

Based on the 2023-2024 iReady proficiency data:

1. The EL subgroup demonstrated a proficiency rate of 13%.

Math:

Based on the 2023-2024 iReady proficiency data:

1. The EL subgroup demonstrated a proficiency rate of 17%.

SBAC ELA:

Based on the 2022-2023 SBAC Data:

1. The EL subgroup had a proficiency rate of 3.33%.
2. 70.00% of EL students scored at the "Standards Not Met" level.

SBAC Math:

Based on the 2022-2023 SBAC Data:

1. The EL subgroup achieved a proficiency rate of 8.79%.
2. 71.43% of EL students tested at the "Standards Not Met" level.

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 |
|---|--|---|
| ELA: 2022-2023 SBAC Data (EL subgroup): | SBAC ELA: Based on the 2022-2023 SBAC Data: 1. The proficiency of the EL subgroup was 3.33%. 2. The percentage of EL students at the "Standards Not Met" level was 70%. | SBAC ELA: Based on the 2022-2023 SBAC Data: 1. The proficiency percentage for all EL students is projected to increase by 3-5 percentage points annually. 2. The percentage of EL students scoring "Standards Not Met" is expected to decrease by 3-5 percentage points annually. |
| ELA: 2023-2024 District Assessment iReady Data (EL subgroup): | ELA: Based on the 2023-2024 iReady proficiency data: 1. The proficiency of the EL subgroup was 13%. | ELA: Based on the 2023-2024 iReady proficiency: 1. The proficiency percentage for EL students is projected to increase by 3-5 percentage points annually. 2. The percentage of EL students scoring "Standards Not Met" is expected to decrease by 3-5 percentage points annually. |
| Math: 2022-2023 SBAC Data (EL subgroup): | SBAC Math: Based on the 2022-2023 SBAC Data: 1. The proficiency of the EL subgroup was 8.79%. 2. 71.43% of EL students tested at the "Standards Not Met" level. | MATH: Based on the 2022-2023 SBAC Data: The proficiency percentage for EL students is projected to increase by 3-5 percentage points annually. The percentage of EL students scoring "Standards Not Met" is expected to decrease by 3-5 percentage points annually. |
| Math: 2023-2024 District Assessment iReady Data (EL subgroup): | Math: Based on the 2023-2024 iReady proficiency data: 1. The proficiency of the EL subgroup was 17%. | Math: Based on the 2023-2024 iReady proficiency: 1. The proficiency percentage for EL students is projected to increase by 3-5 percentage points annually. 2. The percentage of EL students scoring "Standards Not Met" is expected to decrease by 3-5 percentage points annually. |

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 |
|---------------------|-------------|-----------------------|-----------------------|
| | | | |

| | | | |
|-------------------|--|--------------------|---|
| <p>1.1</p> | <p>Provide professional development to empower teachers in implementing research-based instructional strategies to enhance the academic performance and reclassification rate of English learners. Ensure that English learners receive integrated and designated English Language Development instruction on a daily basis, aligning instructional practices with Principle 2 of the EL Roadmap. Additional funds will be allocated for substitutes, professional development, extra hours for both classified and certificated staff, as well as materials and supplies.</p> | <p>EL Students</p> | <p>1400 LCFF Supplemental 2000-2999: Classified Personnel Salaries Extra hours for classified</p> <p>600 LCFF Supplemental 3000-3999: Employee Benefits Benefits for extra hours for classified</p> <p>1000 LCFF Supplemental 4000-4999: Books And Supplies Materials and supplies</p> |
| <p>1.8</p> | <p>Staff will provide targeted support for English learners through various opportunities, including interventions, tutoring, writing clinics, extended day programs, and more. Funds will be allocated to support both classified and certificated personnel in providing assistance in this area. Bilingual instructional aides will offer support in delivering comprehensible input and ensuring English learners have access to the curriculum. Additionally, materials and supplies will be purchased to provide supplemental support for English learners.</p> | <p>EL Students</p> | <p>4447 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Extra hours for teachers to provide intervention</p> <p>15672 Title I 2000-2999: Classified Personnel Salaries Extra hours for classified</p> <p>3134 Title I 3000-3999: Employee Benefits Benefits for extra hours for classified</p> <p>1000 LCFF Supplemental 4000-4999: Books And Supplies Materials and Supplies</p> <p>34178 Title I 2000-2999: Classified Personnel Salaries Salaries for two bilingual aides</p> <p>3081 Title I</p> |

| | | | |
|--|--|--|--|
| | | | <p>3000-3999: Employee Benefits Benefits for two bilingual aides</p> <p>15672 Title I 1000-1999: Certificated Personnel Salaries Teacher extra hours for targeted support</p> <p>3134 Title I 3000-3999: Employee Benefits Teacher benefits for extra hours for targeted support</p> |
|--|--|--|--|

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Learning Environment and School Climate

By June 2025, there is an expectation for the learning environment and school climate to improve for all students. This improvement will be evidenced by a reduction in the chronic absenteeism rate, as students will be more motivated to attend school. The goal is to achieve a minimum 5% reduction from the initial rate recorded in June 2023.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5- AUSD will ensure safe and restorative school climates.

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.

The chronic absenteeism rate for our school during the 2021-2022 school year was 51.1%. In 2022-23, it decreased to 33.6%. This year it has dropped to 24.6%. While there has been significant improvement, we recognize that there is still ample room for further growth. Additionally, Valleydale entered Assisted Targeted Support and Intervention (ATSI) due to chronic absenteeism in the subgroup of special education. While Valleydale exited ATSI this year, an intentional plan of action will support a reduction in the area of chronic absenteeism.

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 |
|--------------------------|--|---|
| Chronic Absenteeism Rate | Our chronic absenteeism rate as of May 10, 2024 is 24.6% | By June 2025 our rate will be 19.6% or lower. |

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 |
|---------------------|--|---|--|
| 1.2 | The community liaison will collaborate with the principal to identify both chronically absent students and those who are at risk of chronic absenteeism. Their role will involve reaching out to families to provide support and establish contact especially or EL and Students with Disabilities | All Students with an emphasis on EL students and Students with Disabilities | 2000 Title I 2000-2999: Classified Personnel Salaries Extra hours for community liaison 400 Title I 3000-3999: Employee Benefits |

| | | | |
|--|--|--|--|
| | | | Benefits for extra hours for community liaison |
|--|--|--|--|

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 | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$371,385.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |

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 | \$351,385.00 |
| rCalc_TotbyFSGrpFederal_50_FundSrc} | \$ |

Subtotal of additional federal funds included for this school: **\$351,385.00**

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 (\$) |
|--|-----------------|
| | |
| LCFF Supplemental | \$20,000.00 |
| rCalc_TotbyFSGrpStateLocal_50_FundSrc} | \$ |

Subtotal of state or local funds included for this school: **\$20,000.00**

Total of federal, state, and/or local funds for this school: **\$371,385.00**

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|-------------------|------------|---------|
| Title I | 351,385.00 | 0.00 |
| LCFF Supplemental | 20,000.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-------------------|------------|
| LCFF Supplemental | 20,000.00 |
| Title I | 351,385.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|------------|
| 1000-1999: Certificated Personnel Salaries | 164,870.33 |
| 2000-2999: Classified Personnel Salaries | 102,115.00 |
| 3000-3999: Employee Benefits | 55,098.67 |
| 4000-4999: Books And Supplies | 25,301.00 |
| 5000-5999: Services And Other Operating Expenditures | 24,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|-------------------|------------|
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental | 5,447.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental | 3,503.00 |
| 3000-3999: Employee Benefits | LCFF Supplemental | 1,050.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental | 10,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 159,423.33 |

| | | |
|--|---------|-----------|
| 2000-2999: Classified Personnel Salaries | Title I | 98,612.00 |
| 3000-3999: Employee Benefits | Title I | 54,048.67 |
| 4000-4999: Books And Supplies | Title I | 15,301.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 24,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 285,667.00 |
| Goal 2 | 83,318.00 |
| Goal 5 | 2,400.00 |

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