

School Year: **2024-25**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Louis J. Villalovoz Elementary School	39-75499-6106488	April 23, 2024	May 14, 2024

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

Villalovoz Elementary School's SPSA has been created with input from all appropriate educational partners. We engaged with School Site Council, ELAC, Instructional Leadership Team, and staff. These groups meet regularly throughout the school year where there are opportunities to engage in dialogue and input. The goals in our Single Plan for Student Achievement are linked to the Tracy Unified School District LCAP goals. The LCAP goals support the ESSA requirements.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP Stakeholder Survey Results: 2023 -2024
Villalovoz School Climate

CLIMATE

Number of responses

Parents - Climate Str Agr Agree Total Percent

Q8 22.00 22.00 45.00 97.78% This school's staff motivates students to learn

Q14 17.00 21.00 43.00 88.37% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q26 17.00 21.00 40.00 95.00% The buildings and grounds at this school are clean and well maintained

Q30 12.00 20.00 36.00 88.89% This school communicates the importance of respecting all cultural beliefs and practices

Q34 31.00 4.00 38.00 92.11% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q34 18.00 10.00 31.00 90.32% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q34 17.00 10.00 33.00 81.82% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q34 0.00 0.00 0.00 0.00% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)

Q35 22.00 18.00 41.00 97.56% The school staff responds to me in a timely manner

Q36 23.00 17.00 41.00 97.56% The school office staff is friendly and professional

179.00 143.00 348.00 92.53%

Students - Climate Str Agr Agree Total Percent

Q6 22.00 37.00 66.00 89.39% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q30 19.00 32.00 62.00 82.26% This school communicates the importance of respecting all cultural beliefs and practices

Q33 23.00 42.00 70.00 92.86% My teachers recognize the good work I am doing and provide timely feedback

Q34 32.00 26.00 71.00 81.69% This school motivates students to learn

Q35 13.00 27.00 69.00 57.97% The buildings and grounds at this school are clean and well maintained

Q42 31.00 34.00 76.00 85.53% I feel comfortable working with classmates and participating in class

Q43 33.00 29.00 72.00 86.11% I feel safe, secure and supported at this school

173.00 227.00 486.00 82.30%

Staff - Climate Str Agr Agree Total Percent

Q6 3.00 7.00 10.00 100.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q18 0.00 8.00 8.00 100.00% Members of the school/department collaborate to achieve our school goals

Q21 1.00 5.00 11.00 54.55% The buildings and grounds at this school are clean and well maintained

Q22 1.00 7.00 10.00 80.00% This school/department communicates the importance of respecting all cultural beliefs and practices

Q23 1.00 7.00 11.00 72.73% I am treated with respect by my colleagues at work

Q24 1.00 6.00 10.00 70.00% Staff members at this school are recognized appropriately for their efforts and accomplishments

Q25 0.00 5.00 11.00 45.45% Our district ensures effective communication across the organization

7.00 45.00 71.00 73.24%

SAFETY

Number of responses

Parents - Safety Str Agr Agree Total Percent

Q26 17.00 21.00 40.00 95.00% The buildings and grounds at this school are well maintained
Q28 17.00 15.00 34.00 94.12% My child is safe on school grounds before school
Q28 18.00 18.00 36.00 100.00% My child is safe on school grounds during the day
Q28 19.00 16.00 35.00 100.00% My child is safe on school grounds in the classroom
Q28 16.00 18.00 36.00 94.44% My child is safe on school grounds after school
Q29 18.00 19.00 41.00 90.24% The rules of this school are clearly communicated to parents
105.00 107.00 222.00 95.50%

Students - Safety Str Agr Agree Total Percent

Q35 13.00 27.00 69.00 57.97% The buildings and grounds at this school are clean and well maintained
Q38 33.00 29.00 74.00 83.78% I feel safe while attending class
Q39 25.00 27.00 68.00 76.47% I feel safe from gang activity and gang violence at school
Q41 35.00 37.00 75.00 96.00% I know the school rules
106.00 120.00 286.00 79.02%

Staff - Safety Str Agr Agree Total Percent

Q19 5.00 6.00 11.00 100.00% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20 2.00 7.00 10.00 90.00% My workplace is safe
Q21 1.00 5.00 11.00 54.55% The buildings and grounds at this school are well maintained
8.00 18.00 32.00 81.25%

Our feedback from parents, students, and staff averages 82.69% regarding school climate. This is an 8.1% decrease from 2022-2023. Our parents had the highest overall rating with 92.53% for school climate. The feedback from parents, students, and staff averages 85.25% regarding school safety. Our parents had the highest overall rating with 95.50% for school safety. A schoolwide climate and safety concern is the the maintenance and cleanliness of buildings and grounds with ratings from students being 57.97% and from staff 54.55%.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed through the formal and informal evaluation process every other year, or twice in 5 years depending upon their prior evaluations and their time in the district. The principal has done informal walkthroughs in many classrooms every month. In addition to and formal and informal classroom observations, class observations include; informal walk through observations with the Instructional Leadership Team, the Center for Model Schools coach, and teachers who volunteer. With the Center for Model Schools rubrics we collected data on classroom visits with a focus on Rigor. In the fall and in the spring, the principal completed three AdvanceSTEM walkthroughs per teacher using the Rigor rubric. Throughout the year, our walkthroughs indicate there are many positive teaching practices taking place. Villalovoz had a Center for Model Schools leadership/academic coach on site. Two days; 8/21/23 and 5/3/24 were used for leadership coaching with the administrative team. On these days, administration would engage in classroom visits using both the Rigor rubric and the Center for Model Schools Rigor Verb lists. Teachers were provided immediate feedback and this information was used during ERM staff trainings. The remaining six days; 9/5/23, 10/3/23, 11/2/23, 1/17/24, 3/19/24, and 4/5/24 our Center for Model Schools Coach worked with specific grade level teams. On these days grade level teams would be coached on how to bump up the rigor in their lessons by using intentional strategies and high-level questioning or participated in lesson studies. Throughout the year the Rigor Rubric was used during CIR Advance STEM walkthroughs. Each teacher received specific feedback from three walkthroughs in the Fall and three walkthroughs in the Spring. Overall scores were averaged at the end of the year and showed the following information. 88% of walkthroughs scored at Developed or Well Developed in Thoughtful Work, 85% of walkthroughs scored at Developed or Well Developed in High Level Questioning, and 82% of walkthroughs scored at Developed or Well Developed in Academic Discussion. Teachers scoring at the Beginning and Emerging levels were provided with

administrative coaching, additional coaching from the Instructional Leadership Team grade level representative, and additional coaching from the Center for Models Schools coach.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers meet throughout the year on designated ERMs for grade level collaboration time to plan units and analyze student data. Villalovoz teachers use formative and summative assessments to determine the needs of students. We have engaged in professional development with our Center for Model Schools coach as a staff and by grade level teams to modify instruction to meet the needs of students. A San Joaquin County Office of Education TOSA was contracted to provide professional development to improve conceptual understanding of math concepts and support lesson design and implementation. We use assessment results from CAASPP, ELPAC, FastBridge, DnA Illuminate results, and local standard based assessments to drive instruction. We have implemented intervention groups, during the school day as well as before and after school. We have aligned our STEM/ELA units of study in ELA and Math, through the RCD process.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

- End of unit DnA summative assessments
- Common formative assessments
- SBAC data to monitor student progress
- * FastBridge assessments
- * ELPAC data to monitor student progress
 - Teachers used SBAC interim assessments data to monitor student progress
- * Corrective Reading assessment to place students in appropriate intervention levels and monitor progress
- * MyPath Reading and Math formative assessments

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

* We have 16 credentialed teachers, and 4 intern teachers. We also have a 0.33 Music teacher and a 0.33 Physical Education Teacher

* New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.

Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process.

* Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

At Villalovoz Elementary School, all staff have access to instructional materials that are aligned to standards. We comply with the William's Act.

We use:

- For English Language Arts, Wonders (K-5) textbook which was adopted in 2017
- For mathematics, My Math, McGraw –Hill (K-5 traditional) which was adopted in 2014
- For science, HMH California Science Dimension (K-5) which was adopted 2022. We also use our integrated STEM/ELA Units of Study based on NGSS.
- For History/ Social Science we use My World Interactive (K-5) which was adopted in 2019.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

At Villalovoz Elementary:

- Teacher collaboration
- Staff development provided by our District Staff Development team and TUSD Continuous Improvement Department
- Early Release Monday staff development

* Advance STEM Instructional Leadership Team

* Center for Model Schools Coaching Days

- Teacher-led staff development based on district committee representation, (TSA)

Teacher-led staff development based on teacher need during ERM (TSA)

* On site support from district Teacher on Special Assignment (TOSA)

* On site math support from San Joaquin County Office of Education Teacher on Special Assignment (TOSA)

- TUSD Buy-Back days (Optional professional development)
- Collaboration on Rigor rubrics
- ELD- using high -leverage strategies to support our ELs and language acquisition
- Social- Emotional Support – Second Step Curriculum to help monitor student Social –Emotional Learning (SEL) and development

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At Villalovoz Elementary, we have ongoing instructional assistance and support from teachers on site, district, and instructional coaches:

- Collaborative support from Center for Model Schools coach, Derek Pitts, with a focus on the Rigor rubric
 - Instructional Coaches – Teachers on Special Assignments (TOSA) (We have received support from TOSAs to support intern teachers with lesson planning and classroom management)
 - EL Coordinator (We have received support from Jose Jimenez, from the Continuous Improvement Department, to support guidance and best instructional practices aligned with language acquisition)
 - Instructional Leadership Team - The ILT provides professional development at least twice a semester STEM and high leveraging instructional strategies
 - Teacher- led staff development on district committee representation
 - Paraprofessionals to provide intervention
 - Paraprofessionals to provide Kindergarten support
 - SBAC Coordinators –provided assistance with interim assessments
- * Teacher -led staff development on using Focused Interim Assessment Blocks effectively to drive instruction
- TSA –provided assistance with technology to support continued use of technology based on teacher needs.
- * Instructional Leadership Team members each support particular grade levels in STEM implementation.
- * A SPED Curriculum Specialist and SPED Program Specialist support 2 intern Special Day Class teachers with IEP process, assessments, and curriculum planning and implementation

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

- PLC (Professional Learning Communities)
- * 3 grade level planning days per year.
- After school planning time with other teachers
 - Advance STEM classroom visits, using the Rigor rubric and debriefing afterwards- focused on rigorous learning
- * Center for Model Schools classroom visits and grade level planning with Center for Model Schools coach focused on Rigor rubric, high leveraging strategies and intentional rigorous lesson design
- Instructional Leadership Team - 1 release day per month for planning and to provide teacher/grade level support

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

- Staff use district adopted and aligned material to plan and deliver curriculum which is aligned to the California’s content standards, CCSS, and NGSS frameworks
 - RCD Units for ELA and Math
- * STEM Units
- Staff use common formative assessments or rigorous curriculum and instruction
 - Teachers presented STEM at ERWs
- * Instructional Leadership Team presented Advance STEM Modules at ERMs
- Grade level collaboration
 - District pacing guides

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Villalovoz Elementary provides all the mandated instructional minutes for EL designated support.

- Designated ELD- 30 minutes of ELD instruction each day. The intent of designated ELD as a core subject area is to accelerate English learning in strategic ways and learning about how English works, through robust and contextualized instruction
- For Physical Education- students receive a total of 200 minutes of physical education instruction every 2 weeks. This is a mixture of instruction provided by the classroom teachers and the Physical Education Specialist who is on campus 2 1/2 days per week.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

- Pacing guides are reviewed with grade level/ PLC team
- RCD units pacing guide
- Reconfigured intervention time to include EL push in support, push in intervention support for 1st - 5th grade classrooms, pullout for additional level 1 newcomer English Language Development and pull out Corrective Reading support for 3rd - 5th grade where each grade level is pulled out at the same time to eliminate multiple interruptions to Tier I instruction.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards based materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned courses and materials. All students have intervention/enrichment opportunities built into our school day with teachers and paraprofessionals to support student's needs. There are 2 half hour before school and 4 half hour after school intervention opportunities consistently scheduled throughout the year.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- Intervention during the day based on our MTSS menu of services
- * 4 hour paraprofessional dedicated to each kindergarten classroom
 - Push in paraprofessional support for grades 1 - 5
- * Corrective Reading Instruction is offered 4 days per week for 35 -40 minutes for 3rd - 5th grade students who are underperforming in reading

Evidence-based educational practices to raise student achievement

- Professional Learning Communities (PLC)- analyzing formal and informal data to drive instruction and determine students in need of intervention
- Multi-Tiered System of Support (MTSS)
- Social Emotional Supports- counseling
- * Social Emotional/Behavior Supports - FACES paraprofessional
- * Social Emotional/Behavior Supports - Boys and Girls Club during lunch
 - Attendance based accountability (SARB)
 - Proactive discipline practices

Parental Engagement

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

- Parent Liaison
- * Latino Family Literacy
 - Paraprofessionals
 - SST, 504, IEP procedures
 - Counseling services
 - District Coordinator of Prevention & Intervention Services and Homeless/Foster Youth Liaison
 - City of Tracy after school program- Boys and Girls Club

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

- Parent Liaison (support, education, and outreach)
- Title 1 Parent Reps
- School Site Council
- * ELAC
 - DELAC Parent Reps
 - SST - Student Study Team
 - Back to School Night
 - Parent Teacher Conferences
 - Boys and Girls Club
- * Open House
 - Book Fair

Funding

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

- 9 Paraprofessionals to assist teacher led interventions
- 5 days of counseling/therapy services available
- * FACES paraprofessional to support SEL
 - Renaissance Learning
 - Professional development
 - Parent communication
 - Translator services
 - Student Study Team
 - Sense making notebooks

Fiscal support (EPC)

- Title 1
- Targeted (SES/EL/FY)
- Targeted EL

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our plan has been developed by all appropriate educational partners. We engaged with School Site Council (SSC), English Language Advisory Committee (ELAC), Instructional Leadership Team, and staff. These groups meet regularly throughout the school year where there are opportunities to engage in dialogue and input.

SSC: 10/23/23, 11/28/23, 1/23/24, 2/27/24, 3/26/24, 4/23/24

ELAC: 9/12/23, 11/14/23, 1/23/24, 3/26/24

Staff Meetings: Every Monday after school

Instructional Leadership Team: 8/24/23, 9/15/23, 10/24/23, 11/30/23, 12/13/23, 1/11/24, 2/9/24, 3/7/24, 4/12/24, 5/10/24

Resource Inequities

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

After reviewing the California Data Dashboard information, it was observed that overall achievement in English Language Arts and Math is in the very low range for Students with Disabilities for the 2022-2023 school year. In addition, based on the California Data Dashboard information, Chronic absenteeism was very high for the Homeless and Students with Disabilities subgroups. Villalovoz qualifies for ATSI in these areas under the new accountability system, with the Dashboard Indicator and subgroup data.

School and Student Performance Data

Student Enrollment 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	0.2%	%	0.24%	1	0	1
African American	3.9%	3.90%	2.42%	17	17	10
Asian	6.2%	6.19%	7.02%	27	27	29
Filipino	4.1%	3.44%	3.15%	18	15	13
Hispanic/Latino	66.1%	66.51%	65.13%	288	290	269
Pacific Islander	0.2%	%	0%	1	0	0
White	16.1%	15.83%	16.22%	70	69	67
Multiple/No Response	3.2%	4.13%	5.81%	14	18	24
Total Enrollment				436	436	413

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	57	68	54
Grade 1	62	61	65
Grade 2	78	69	72
Grade3	79	74	69
Grade 4	79	74	79
Grade 5	81	90	74
Total Enrollment	436	436	413

Conclusions based on this data:

1. Student enrollment increased from 2021-2022 to 2022-2023 for the subgroups American Indian, Asian and Multiple/No Response. African American, Filipino and Hispanic/Latino and White subgroups decreased.
2. Student enrollment stayed at 436 in both 2020-2021 and 2021-2022 and decreased from 2020-2021 to 2022-2023 by 23 students
3. Our largest subgroup is Hispanic/Latino students followed by White and Asian.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	145	143	134	33.3%	32.8%	32.4%
Fluent English Proficient (FEP)	47	49	37	10.8%	11.2%	9.0%
Reclassified Fluent English Proficient (RFEP)	18	33	21	12.4%	7.6%	5.1%

Conclusions based on this data:

- 2020-2021
Number of English Learners was 145 students, 18 students were reclassified

Our number of English Learners has decreased by 11 students over the last three years. 32.4% of our students are English Learners.
- Our number of FEP (Fluent English Proficient) decreased 2.2% going from 11.2% in 2021-2022 to 9.0% in 2022-2023
- Our RFEP (Reclassified Fluent English Proficient) decreased by 12 students going from 33 students in 2021-2022 to 21 students in 2022-2023

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	78	72	70	74	68	70	74	68	98.6	94.9	94.4
Grade 4	80	81	84	80	80	80	80	80	80	100.0	98.8	95.2
Grade 5	81	90	70	80	89	70	80	89	70	98.8	98.9	100.0
All Grades	232	249	226	230	243	218	230	243	218	99.1	97.6	96.5

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	2373.	2401.	2399.	8.57	21.62	23.53	10.00	20.27	19.12	32.86	16.22	19.12	48.57	41.89	38.24
Grade 4	2438.	2436.	2424.	16.25	15.00	13.75	21.25	20.00	15.00	28.75	30.00	26.25	33.75	35.00	45.00
Grade 5	2466.	2480.	2456.	10.00	15.73	10.00	25.00	30.34	25.71	22.50	21.35	24.29	42.50	32.58	40.00
All Grades	N/A	N/A	N/A	11.74	17.28	15.60	19.13	23.87	19.72	27.83	22.63	23.39	41.30	36.21	41.28

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	4.29	14.86	16.18	50.00	54.05	55.88	45.71	31.08	27.94	
Grade 4	16.25	17.50	12.50	62.50	55.00	60.00	21.25	27.50	27.50	
Grade 5	11.25	15.73	7.14	61.25	59.55	65.71	27.50	24.72	27.14	
All Grades	10.87	16.05	11.93	58.26	56.38	60.55	30.87	27.57	27.52	

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	1.43	16.22	14.71	55.71	48.65	51.47	42.86	35.14	33.82
Grade 4	10.00	15.00	11.25	63.75	55.00	51.25	26.25	30.00	37.50
Grade 5	13.75	20.22	15.71	57.50	51.69	50.00	28.75	28.09	34.29
All Grades	8.70	17.28	13.76	59.13	51.85	50.92	32.17	30.86	35.32

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	5.71	12.16	11.76	71.43	66.22	69.12	22.86	21.62	19.12
Grade 4	5.00	6.25	2.50	73.75	70.00	75.00	21.25	23.75	22.50
Grade 5	6.25	4.49	5.71	75.00	80.90	72.86	18.75	14.61	21.43
All Grades	5.65	7.41	6.42	73.48	72.84	72.48	20.87	19.75	21.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.57	16.22	13.24	62.86	52.70	60.29	28.57	31.08	26.47
Grade 4	17.50	10.00	8.75	60.00	63.75	58.75	22.50	26.25	32.50
Grade 5	11.25	10.11	4.29	60.00	64.04	68.57	28.75	25.84	27.14
All Grades	12.61	11.93	8.72	60.87	60.49	62.39	26.52	27.57	28.90

Conclusions based on this data:

- Third grade showed an overall increase of 0.76% in meeting or exceeding the standard from 2021 - 2022 to 2022 - 2023
 Fourth grade showed an overall decrease of 6.25% in meeting or exceeding the standard from 2021 - 2022 to 2022 - 2023
 Fifth grade showed an overall decrease of 10.36% in meeting or exceeding the standard from 2021 - 2022 to 2022 - 2023
- In 2021-2022 41.15% of the students scored meeting or exceeding the overall standards. In 2022-2023 35.32% of the students scored meeting or exceeding the overall standards. This was a 5.83% decrease.
- 3rd grade showed a decrease of 2.5% students scoring Below Standard in Listening from 2021 - 2022 to 2022-2023
 3rd grade showed a decrease of 3.14% students scoring Below Standard in Reading from 2021 - 2022 to 2022-2023
 3rd grade showed a decrease of 4.611% students scoring Below Standard in Research and Inquiry from 2021 - 2022 to 2022-2023

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	78	72	70	76	72	70	76	72	98.6	97.4	100.0
Grade 4	80	81	84	80	81	83	80	81	83	100.0	100.0	98.8
Grade 5	81	90	70	80	89	70	80	89	70	98.8	98.9	100.0
All Grades	232	249	226	230	246	225	230	246	225	99.1	98.8	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	2383.	2416.	2396.	11.43	21.05	15.28	15.71	30.26	22.22	25.71	14.47	20.83	47.14	34.21	41.67
Grade 4	2427.	2444.	2416.	5.00	9.88	6.02	16.25	22.22	21.69	42.50	32.10	22.89	36.25	35.80	49.40
Grade 5	2442.	2460.	2457.	6.25	6.74	7.14	12.50	14.61	18.57	25.00	37.08	24.29	56.25	41.57	50.00
All Grades	N/A	N/A	N/A	7.39	12.20	9.33	14.78	21.95	20.89	31.30	28.46	22.67	46.52	37.40	47.11

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	14.29	36.84	27.78	38.57	31.58	31.94	47.14	31.58	40.28	
Grade 4	6.25	19.75	10.84	43.75	35.80	36.14	50.00	44.44	53.01	
Grade 5	6.25	11.24	8.57	36.25	42.70	38.57	57.50	46.07	52.86	
All Grades	8.70	21.95	15.56	39.57	36.99	35.56	51.74	41.06	48.89	

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	14.29	22.37	16.67	34.29	39.47	37.50	51.43	38.16	45.83
Grade 4	6.25	12.35	8.43	55.00	49.38	44.58	38.75	38.27	46.99
Grade 5	5.00	10.11	5.71	46.25	52.81	61.43	48.75	37.08	32.86
All Grades	8.26	14.63	10.22	45.65	47.56	47.56	46.09	37.80	42.22

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	12.86	15.79	22.22	61.43	64.47	55.56	25.71	19.74	22.22
Grade 4	5.00	11.11	13.25	67.50	60.49	44.58	27.50	28.40	42.17
Grade 5	2.50	4.49	1.43	62.50	59.55	68.57	35.00	35.96	30.00
All Grades	6.52	10.16	12.44	63.91	61.38	55.56	29.57	28.46	32.00

Conclusions based on this data:

1. Third grade showed an overall decrease of 13.8% in meeting or exceeding the standard from 2021 - 2022 to 2022-2023
Fourth grade showed an overall decrease of 4.39% in meeting or exceeding the standard from 2021 - 2022 to 2022-2023
Fifth grade showed an overall increase of 4.36% in meeting or exceeding the standard from 2021 - 2022 to 2022-2023
2. In 2021 - 2022 34% of students in all grades scored meeting or exceeding the overall standards. In 2022 - 2023 30.19% of students in all grades scored meeting or exceeding the overall standards. This was a 3.96% decrease.
3. All grade levels showed an increase of at least 6.5% of students scoring Below Standards in the areas of Concepts & Procedures

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.35	21.43	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. In 2021 - 2022 21.35% of 5th grade students scored meeting or exceeding standards on the CAST. In 2022-2023 21.43% of 5th grade students scored meeting or exceeding standards. This was an 0.08% increase.
2. In all areas of the CAST; Life Science Physical Science, and Earth & Space Science, at least 31% of students scored above or near standard, which is a 13% decrease from 44% in 2021-2022
3. Both Earth & Space Science and Life Science showed an increase % of students scoring Below Standard. Physical Sciences showed a 7.1% decrease in students scoring Below Standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1371.1	1389.8	1397.8	1391.4	1406.4	1409.6	1323.9	1351.2	1369.6	16	23	17
1	1422.2	1411.9	1436.6	1437.6	1418.1	1449.0	1406.3	1405.2	1423.6	18	21	21
2	1461.8	1456.2	1444.1	1462.0	1461.8	1443.5	1461.1	1450.0	1444.2	27	24	27
3	1463.3	1468.1	1460.7	1463.8	1454.9	1458.2	1462.2	1480.9	1462.8	23	27	27
4	1503.3	1486.6	1479.6	1513.2	1475.4	1485.4	1492.9	1497.3	1473.3	26	20	32
5	1526.3	1513.1	1554.5	1531.8	1513.7	1555.9	1520.3	1512.0	1552.5	26	23	15
All Grades										136	138	139

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	0.00	4.35	0.00	6.25	17.39	17.65	62.50	56.52	70.59	31.25	21.74	11.76	16	23	17
1	5.56	0.00	0.00	22.22	9.52	38.10	38.89	47.62	38.10	33.33	42.86	23.81	18	21	21
2	0.00	8.33	3.70	48.15	37.50	14.81	44.44	33.33	59.26	7.41	20.83	22.22	27	24	27
3	4.35	3.70	3.70	13.04	18.52	29.63	52.17	48.15	29.63	30.43	29.63	37.04	23	27	27
4	19.23	0.00	12.50	38.46	55.00	25.00	23.08	20.00	40.63	19.23	25.00	21.88	26	20	32
5	23.08	13.04	46.67	38.46	43.48	26.67	30.77	34.78	26.67	7.69	8.70	0.00	26	23	15
All Grades	9.56	5.07	9.35	30.15	29.71	25.18	40.44	40.58	43.88	19.85	24.64	21.58	136	138	139

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	6.25	8.70	0.00	25.00	13.04	17.65	37.50	60.87	58.82	31.25	17.39	23.53	16	23	17
1	11.11	0.00	0.00	27.78	19.05	42.86	38.89	57.14	47.62	22.22	23.81	9.52	18	21	21
2	3.70	16.67	0.00	70.37	20.83	37.04	18.52	45.83	40.74	7.41	16.67	22.22	27	24	27
3	17.39	3.70	18.52	34.78	22.22	33.33	21.74	55.56	14.81	26.09	18.52	33.33	23	27	27
4	46.15	15.00	25.00	26.92	50.00	43.75	15.38	15.00	18.75	11.54	20.00	12.50	26	20	32
5	53.85	21.74	53.33	34.62	73.91	33.33	7.69	0.00	13.33	3.85	4.35	0.00	26	23	15
All Grades	25.00	10.87	15.11	38.24	32.61	35.97	21.32	39.86	30.94	15.44	16.67	17.99	136	138	139

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	0.00	0.00	0.00	6.25	21.74	5.88	25.00	34.78	64.71	68.75	43.48	29.41	16	23	17
1	0.00	0.00	4.76	27.78	14.29	23.81	38.89	23.81	28.57	33.33	61.90	42.86	18	21	21
2	7.41	0.00	3.70	33.33	41.67	14.81	33.33	33.33	44.44	25.93	25.00	37.04	27	24	27
3	0.00	3.70	3.70	13.04	14.81	22.22	43.48	44.44	25.93	43.48	37.04	48.15	23	27	27
4	3.85	0.00	3.13	26.92	30.00	12.50	30.77	35.00	28.13	38.46	35.00	56.25	26	20	32
5	7.69	0.00	6.67	11.54	17.39	53.33	50.00	56.52	26.67	30.77	26.09	13.33	26	23	15
All Grades	3.68	0.72	3.60	20.59	23.19	20.14	37.50	38.41	35.25	38.24	37.68	41.01	136	138	139

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	0.00	13.04	5.88	75.00	73.91	82.35	25.00	13.04	11.76	16	23	17
1	33.33	19.05	28.57	44.44	61.90	61.90	22.22	19.05	9.52	18	21	21
2	11.11	16.67	3.70	77.78	62.50	62.96	11.11	20.83	33.33	27	24	27
3	0.00	18.52	0.00	73.91	62.96	55.56	26.09	18.52	44.44	23	27	27
4	38.46	40.00	21.88	50.00	45.00	59.38	11.54	15.00	18.75	26	20	32
5	15.38	0.00	46.67	76.92	86.96	53.33	7.69	13.04	0.00	26	23	15
All Grades	16.91	17.39	15.83	66.91	65.94	61.87	16.18	16.67	22.30	136	138	139

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	6.25	4.35	0.00	50.00	60.87	70.59	43.75	34.78	29.41	16	23	17
1	5.56	0.00	0.00	50.00	38.10	85.71	44.44	61.90	14.29	18	21	21
2	14.81	12.50	25.93	74.07	66.67	55.56	11.11	20.83	18.52	27	24	27
3	40.91	7.41	29.63	31.82	55.56	33.33	27.27	37.04	37.04	22	27	27
4	57.69	5.00	37.50	30.77	60.00	46.88	11.54	35.00	15.63	26	20	32
5	73.08	65.22	80.00	23.08	34.78	13.33	3.85	0.00	6.67	26	23	15
All Grades	36.30	15.94	28.06	42.96	52.90	51.08	20.74	31.16	20.86	135	138	139

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	0.00	0.00	0.00	56.25	60.87	82.35	43.75	39.13	17.65	16	23	17
1	5.56	0.00	4.76	44.44	38.10	42.86	50.00	61.90	52.38	18	21	21
2	7.41	8.33	7.41	59.26	70.83	37.04	33.33	20.83	55.56	27	24	27
3	0.00	0.00	3.70	26.09	48.15	40.74	73.91	51.85	55.56	23	27	27
4	7.69	0.00	0.00	53.85	60.00	28.13	38.46	40.00	71.88	26	20	32
5	11.54	0.00	20.00	57.69	69.57	60.00	30.77	30.43	20.00	26	23	15
All Grades	5.88	1.45	5.04	50.00	57.97	44.60	44.12	40.58	50.36	136	138	139

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	6.25	17.39	23.53	31.25	34.78	41.18	62.50	47.83	35.29	16	23	17
1	0.00	4.76	4.76	77.78	66.67	80.95	22.22	28.57	14.29	18	21	21
2	14.81	16.67	14.81	62.96	54.17	62.96	22.22	29.17	22.22	27	24	27
3	0.00	14.81	11.11	69.57	74.07	44.44	30.43	11.11	44.44	23	27	27
4	7.69	10.00	15.63	65.38	60.00	59.38	26.92	30.00	25.00	26	20	32
5	0.00	13.04	26.67	88.46	73.91	73.33	11.54	13.04	0.00	26	23	15
All Grades	5.15	13.04	15.11	67.65	60.87	59.71	27.21	26.09	25.18	136	138	139

Conclusions based on this data:

- Overall, we had the highest number of EL students performing at Level 2 with 43.88% for the 2022-2023 school year. The percentage of EL students in level 4 increased 4.28% from 2021-2022 to 2022 -2023
- For Oral Language we had the highest % of EL students performing at Level 3 with 35.97% for the 2022-2023 school year compared to the highest % at Level 2 with 39.86% for the 2021-2022 school year.
For Written Language we had the highest % of EL students performing at Level 1 with 41.01% for the 2022 - 20223 school year compared to the highest % at Level 2 with 38.41% for the 2021-2022school year.
For Listening Domain we had the highest % of EL students performing at Somewhat/ Moderately with 61.87% for the 2022-2023 school year.
For Speaking Domain we had the highest % of EL students performing at Somewhat/ Moderately with 51.80% for the 2022-2023 school year.
For Reading Domain we had the highest %of EL students performing at Beginning with 50.36% for the 2022-2023 school year.
For Writing Domain we had the highest % of EL students performing at Somewhat/ Moderately with 59.71% for the 2022-2023 school year.
- The % of students scoring Well Developed in the Writing Domain increased by 7.89% from 5.15 % in 2020- 2021 to 13.04% in 2021 -2022 and additional 2.07% to 15.11% in 2022-2023.

School and Student Performance Data

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
413	72.2	32.4	0.2
Total Number of Students enrolled in Louis J. Villalovoz 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	134	32.4
Foster Youth	1	0.2
Homeless	27	6.5
Socioeconomically Disadvantaged	298	72.2
Students with Disabilities	89	21.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.4
American Indian	1	0.2
Asian	29	7
Filipino	13	3.1
Hispanic	269	65.1
Two or More Races	24	5.8
White	67	16.2

Conclusions based on this data:

1. Our socioeconomically disadvantaged students increased from 62.6% of our student population in 2021 - 2022 to 72.2% of our student population in 2022-2023 which is a 9.6% increase.

2. Our English Learners comprise 32.4% of our student population.
3. Students with disabilities comprise 21.5% of our student population.

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.

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In 2022 - 2023 English Language Arts and Math were in the Orange range for the Academic Performance category. English Learner Progress was in the Green range.
2. In 2022 - 2023 Chronic Absenteeism was in the Red range. The California Data Dashboard shows chronic absenteeism at 29.2%, an increase of 3.7% from the 2021-2022 school year.

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3. In 2022 - 2023 the suspension rate was in the Orange range. The California Data Dashboard shows the suspension rate at 3.1%.

School and Student Performance Data

Academic Performance English Language Arts

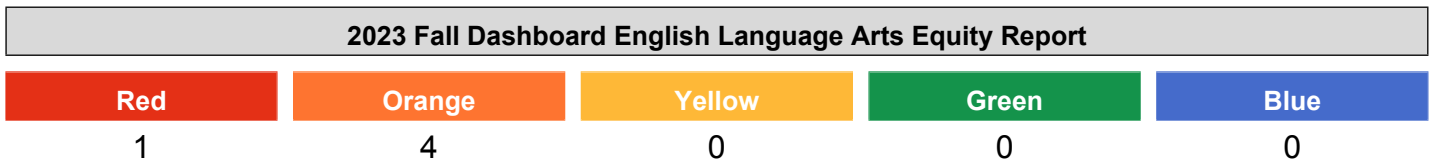
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>41.9 points below standard</p> <p>Decreased -14.1 points</p> <p>213 Students</p>	<p>English Learners</p> <p>Orange</p> <p>56.1 points below standard</p> <p>Decreased -12.4 points</p> <p>84 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>83.1 points below standard</p> <p>Decreased Significantly -67.4 points</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>44.7 points below standard</p> <p>Decreased -10.9 points</p> <p>152 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>128.5 points below standard</p> <p>Decreased -9.4 points</p> <p>56 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	4.2 points below standard Increased Significantly +20.8 points 18 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 42 points below standard Decreased -10.2 points 140 Students	19.5 points below standard 12 Students	 No Performance Color 0 Students	 Orange 61.1 points below standard Decreased Significantly - 54.7 points 30 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
75.5 points below standard Increased +8 points 64 Students	6 points above standard Decreased Significantly -18 points 20 Students	38.4 points below standard Decreased Significantly -20.7 points 115 Students

Conclusions based on this data:

1. In 2022 -2023 All Students, English Learners and Low SES subgroups scored in the Orange range with All students scoring 41.9 points below standard, English Learners scoring 56.1 points below standard and low SES scoring 33.7 points below standard. Students with disabilities scored 128.5 points below standard, placing them in the Red range.
2. In 2022 - 2023 both the Hispanic and White scored in the Orange range with the Hispanic subgroup scoring 42 points below standard and the White subgroup scoring 61.1 points below standard.
3. In 2022 - 2023 in English Language Arts our Reclassified English Learners scored 6 points above standard, a significant decrease of 18 points from 2021-2022

School and Student Performance Data

Academic Performance Mathematics

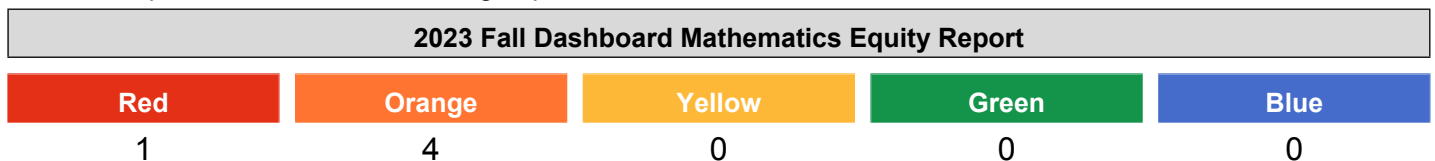
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides 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		
<p>All Students</p> <p>Orange</p> <p>55.6 points below standard</p> <p>Decreased -12.8 points</p> <p>213 Students</p>	<p>English Learners</p> <p>Orange</p> <p>73.3 points below standard</p> <p>Decreased -12.2 points</p> <p>84 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>80.8 points below standard</p> <p>Decreased Significantly -28.6 points</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>60.1 points below standard</p> <p>Decreased -11.2 points</p> <p>152 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>138.9 points below standard</p> <p>Decreased Significantly -16 points</p> <p>56 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	18.4 points below standard Increased Significantly +16.5 points 18 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 58.3 points below standard Decreased -7.7 points 140 Students	45.7 points below standard 12 Students	 No Performance Color 0 Students	 Orange 59.4 points below standard Decreased Significantly - 57.9 points 30 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
84.1 points below standard Increased +9.6 points 64 Students	38.7 points below standard Decreased Significantly -33.2 points 20 Students	48.3 points below standard Decreased Significantly -17 points 115 Students

Conclusions based on this data:

1. In 2022 -2023 mathematics performance for all students was in the orange range scoring 55.6 points below standard which is a 12.8 decline from 42.8 in 2021 -2022
2. In 2022- 2023 White subgroup scored 59.4 points below standard. This was a significant decrease of 57.9 points from 2021 - 2022.
3. In 2022 -2023 Reclassified English Learners and English Only students showed a significant decrease of 33.2 points below standards and 17 points below standard respectively.

School and Student Performance Data

Academic Performance English Learner Progress

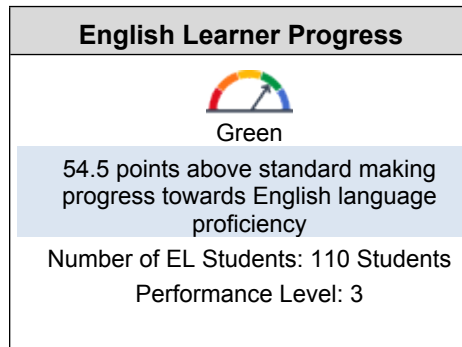
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16	34	0	60

Conclusions based on this data:

1. In 2022 - 2023 our English Learner Progress was in the green grange with and overall score of 54.5 points above standard making progress towards English language proficiency.
2. In 2022 - 2023 16% of our English Learners decreased one ELPI level.
3. In 2022 - 2023 60% of our English Learners increased at least one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

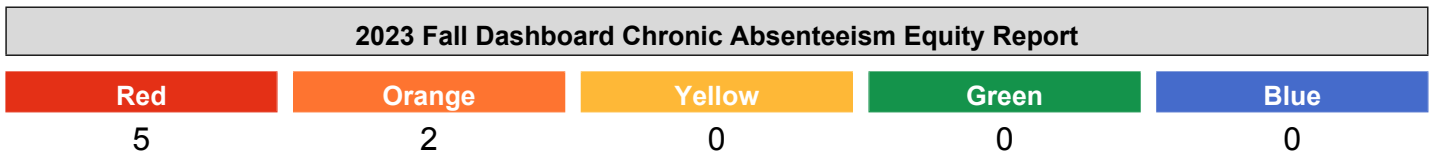
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<p>All Students</p> <p>Red</p> <p>29.2% Chronically Absent</p> <p>Increased Significantly 3.7</p> <p>435 Students</p>	<p>English Learners</p> <p>Red</p> <p>28.5% Chronically Absent</p> <p>Increased 1.4</p> <p>144 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Orange</p> <p>46.9% Chronically Absent</p> <p>Declined -1.7</p> <p>32 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>32% Chronically Absent</p> <p>Increased Significantly 3.7</p> <p>319 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>34.7% Chronically Absent</p> <p>Maintained -0.3</p> <p>101 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 1 Student	 Red 22.6% Chronically Absent Increased 10.8 31 Students	30.8% Chronically Absent Increased 19 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 26.9% Chronically Absent Declined -2.2 283 Students	33.3% Chronically Absent Increased 3.3 24 Students	Less than 11 Students 2 Students	 Red 32.4% Chronically Absent Increased 11.6 71 Students

Conclusions based on this data:

1. In 2022 - 2023 Chronic Absenteeism for all students was rated in the red range with 29.2% students chronically absent. This was a 3.7% increase from 25.5% in 2021 - 2022.
2. In 2022 - 2023 the student groups of English Learner, Socioeconomically Disadvantaged, and Students with Disabilities were all rated in the red range.
3. In 2022 - 2023 the only ethnic group rated in the orange range for chronic absenteeism was the Hispanic subgroup with 26.9%. The Asian and White subgroups were rated in the red range with the Asian subgroup having 22.6% chronic absenteeism and the White subgroup having 32.4% chronic absenteeism.

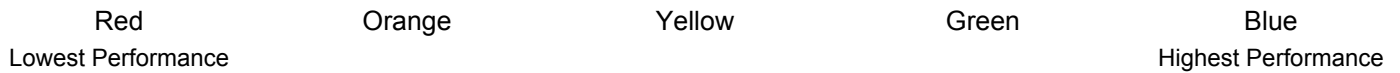
School and Student Performance Data

Academic Engagement Graduation Rate

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

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

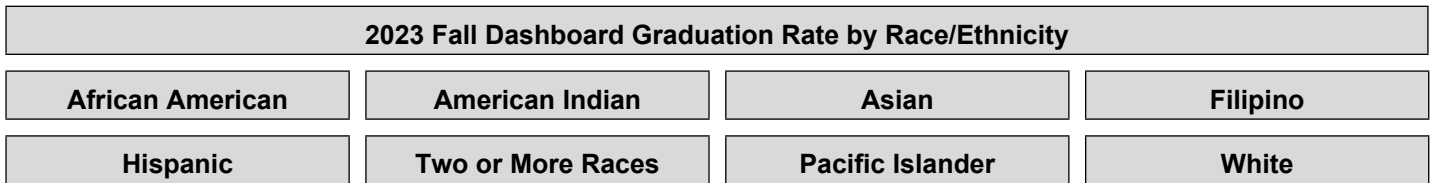
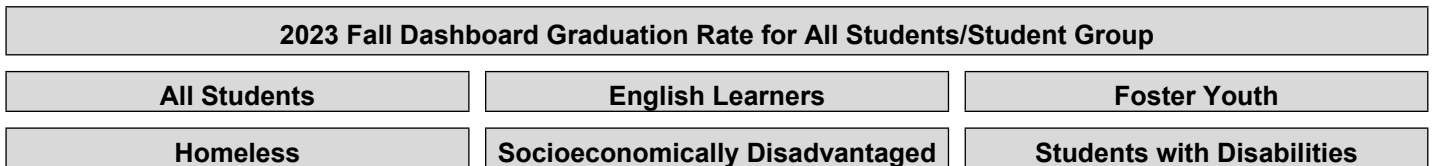
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. Louis J. Villalovoz Elementary School is a pre-school - 5th grade school, therefore there is no data for the Academic Graduation Rate category.

School and Student Performance Data

Conditions & Climate Suspension Rate

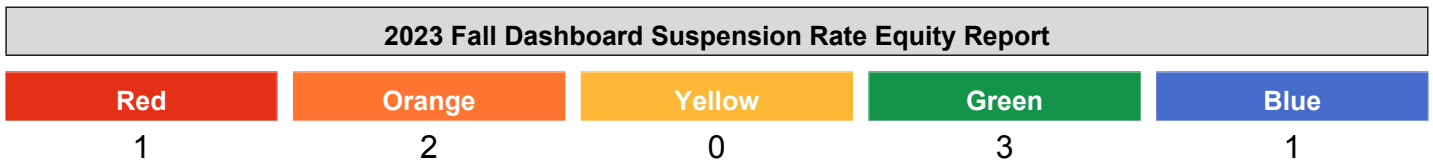
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<p>All Students</p> <p>Orange</p> <p>3.1% suspended at least one day</p> <p>Maintained -0.2 450 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 0.8 150 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 3 Students</p>
<p>Homeless</p> <p>Orange</p> <p>5.7% suspended at least one day</p> <p>Increased 2.9 35 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined -0.4 331 Students</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined -2.9 102 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>7.1% suspended at least one day</p> <p>Declined -2.4</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p align="center"></p> <p align="center">Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0</p> <p>34 Students</p>	<p>7.7% suspended at least one day</p> <p>Increased 7.7</p> <p>13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Green</p> <p>2.1% suspended at least one day</p> <p>Declined Significantly -1.1</p> <p>289 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0</p> <p>24 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p align="center"></p> <p align="center">Red</p> <p>6.8% suspended at least one day</p> <p>Increased 2.8</p> <p>73 Students</p>

Conclusions based on this data:

1. In 2022 -2023 the suspension rate was in the orange range. The California Data Dashboard shows the suspension rate at 3.1%. This is a 0.2% decrease from 2021 -2022
2. In 2022 -2023 the Students with Disabilities and socioeconomically disadvantaged subgroups were rated in the green range with 2.9% 8 and 2.7% students suspended at least 1 day respectively.
3. In 2022 -2023 6.8% of White students compared to 2.1% of Hispanic students suspended at least 1 day. This is a 4.7% difference.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Identified Need

Only 38.85% of the 3-5 grade students scored in met or exceeded standards on the English Language Arts portion of the SBAC assessment.

69.78% of 3-5 grade students did not meet or exceed standards on the Mathematics portion of the SBAC.

Students with disabilities scored in the Red range on the California Data Dashboard in both ELA and Math on SBAC.

21.43% of 5th grade students scored exceeded or met CAST Science standards on SBAC, this is below the district at 24.15% and the state at 30.18%

The number of students who have reclassified dropped from 30 students in 2021-2022, to 21 students in 2022-2023.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the % of Standard Exceeded and Standard Met on Overall ELA achievement for all grades by at least 5% on SBAC	38.35% of students exceeded or met ELA standards on SBAC	43.85% of students will exceed or meet ELA standards on SBAC
Increase the % of Standard Exceeded and Standard Met for English Learners on Overall ELA achievement for all grades by at least 5% on SBAC	21.54% of English Learner students exceeded or met ELA standards on SBAC	26.54% of English Learner students will exceed or meet ELA standards on SBAC
Increase the % of Standard Exceeded and Standard Met on Overall Math achievement for all grades by at least 6% on SBAC	30.22% of students exceeded or met Math standards on SBAC	36.22% of students will exceed or meet Math standards on SBAC

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the % of Standard Exceeded and Standard Met on CAST Science by at least 5% on SBAC	21.43% of students exceeded or met CAST Science standards on SBAC	26.43% of students will exceed or meet CAST Science standards on SBAC
AdvanceSTEM CIR walkthrough with the Rigor Rubric -Increase the average rating of Thoughtful Work ratings by 0.5%	Based on announced CIR walkthrough data entered September 2023 - March 2024, Thoughtful Work had an average rating of 3.10	The average rating of Thoughtful Work for AdvanceSTEM CIR walkthroughs on the Rigor Rubric will be 3.6
AdvanceSTEM CIR walkthrough with the Rigor Rubric -Increase the average rating of Higher Level Questioning ratings by 0.5%	Based on announced CIR walkthrough data entered September 2023 - March 2024, Higher Level Questioning had an average rating of 2.94	The average rating of Higher Level Questioning for AdvanceSTEM CIR walkthroughs on the Rigor Rubric will be 3.3
AdvanceSTEM CIR walkthrough with the Rigor Rubric -Increase the average rating of Academic Discussion Questioning ratings by 0.5%	Based on announced CIR walkthrough data entered September 2023 - March 2024, Academic Discussion had an average rating of 3.10	The average rating of Academic Discussion for AdvanceSTEM CIR walkthroughs on the Rigor Rubric will be 3.6

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Additional classroom materials/STEM Materials/ELD supplies. A supply closet will be available for teachers in addition to their start of classroom money as students are continually moving in and out of Villalovoz. Teachers will continue to use sense making notebooks for scientific drawings, labeling, line of learning and CER (Claims, Evidence, and Reasoning) notes during science. While STEM supplies are provided for the specific grade level STEM units, the district will be changing the order of units based on the ELA and Science adopted curriculum scope and sequence. The extra STEM supplies can be used by teachers to supplement the current units of instruction and to keep the STEM lab supplied with consumable items as the classes use them during exploration and design challenges. Additional ELD supplies can be used to support designated ELD and our newcomer second dose of ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4000	Title I
500	LCFF
931	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional Development- Villalovoz staff can take advantage of professional learning opportunities such as CAFE outside of the school district in addition professional learning opportunities on campus to improve instructional strategies to meet the needs of all students in all academic areas Teachers/paraprofessional/admin that attend trainings will share the information learned at staff meetings and with grade level colleagues.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3264	Title I
3500	LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Timesheets for Book Fair/ Library supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF
750	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase recess, PE and Music supplies that are utilized by all students on the campus. This funding will allow for the replacement of worn or broken equipment and for new supplies as our programs change and improve.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

750

LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

4th and 5th graders

Strategy/Activity

4th and 5th grade agendas and VES folders - All students in 4th and 5th grade are provided with an agenda to teach organizational skills and time management. All students on the campus are provided with a VES folder which has the school handbook printed on it. This folder is used to send home corrected work and for communication between school and home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1100

Title I

775

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

On or off site educational field trips - Real life experiences are crucial to make subject matter more relevant and meaningful for students. This averages out to approximately \$450 per teacher

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8550

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

K-1 Students

Strategy/Activity

Additional assessment substitutes -In order to maintain consistency in instruction during assessments times for each trimester, K/1 teachers will have specified class times covered by a substitute in order to administer individual assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1680

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Ink for printers to support differentiated instruction and ELD

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1400

Title I

1000

LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Paraprofessionals to support intervention / ELD- Two 3 hour paraprofessionals and one 2 hour paraprofessional to support classrooms with English Learners who are at the beginning or intermediate level. These paraprofessional can provide additional English Language Development

outside of the designated ELD time, as well as preview/review lessons, or just in time extra support in class content.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
36938	LCFF - Supplemental
12831	LCFF - Supplemental
286	Title I
128	LCFF - Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Subs for PD/PLC meetings and professional learning for targeted MTSS planning for intervention and support for at risk and EL students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16,000	Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

EL / at risk students

Strategy/Activity

Two three hour paraprofessionals to assist teacher led intervention for at risk and ELD students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
28607	Title I
369	LCFF - Supplemental

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Subs for SST/ 504 meetings to support students and provide parent communication and student progress

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Counseling - In addition to the 2 days of VCC counseling funded by the district, Villalovoz will pay for 1 additional day to have a total of 3 days of VCC counseling

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

18720

Source(s)

Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Unforeseen expenses related to adding professional development, behavior and academic support, and mental health service

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology support / Technology - The TSA teachers will have 2 sub-release days to support teachers with technology. As technology on-site wears down and/or becomes obsolete, it will need to be replaced. Additional technology may need to be purchased to support the needs of classroom instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

560

LCFF

300

LCFF

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

This year the overall implementation of the strategies started right where we left off in the Spring of 2023 in spite of staffing vacancies. All students received a STEM sense making notebook and teachers used these on a regular basis. The staff received professional development from the Director of IMC which provided information showing that the AR program did not have data to support positive outcomes in student reading. During a needs assessment discussion, staff agreed that with all of the other assessment occurring in their classrooms, AR was no longer a priority and teachers had stopped using the program. With the district providing continued funding of two 8 hour paras to support interventions, we were able to serve a large number of students before and after school with targeted reading, math, and English language development instruction. Starting in August, struggling readers in 3rd - 5th grade were assessed and placed in specific Corrective Reading levels. These students received Corrective Reading for 35-40 minutes five days a week. Each grade level was given a specific time for two levels of Corrective Reading intervention to eliminate disruptions of whole class instruction. These students were reassessed at the end of each Trimester and were moved up in levels as needed, and in some cases, moved out of the intervention program due to great improvement in reading. There was significant progress shown by the majority of these students in their reading fluency and comprehension, especially those who

were referred to the SST process. This year, Villalovoz had 2 three hour paraprofessionals to support English learners. We continued our newcomer group as we continue to have non-English students enrolling. Villalovoz also has 3 district funded paraprofessional who serve in kindergarten classes for four hours. The kindergarten paraprofessionals are instrumental in running small groups along with the teacher which allows differentiated instruction to occur on a regular basis. We were fortunate this year to have 5 days of counseling/therapy available to students. Our counselor/therapist caseloads increased dramatically and they were at capacity by April. Student receiving these services showed a decrease in behavioral issues and an increase in classroom engagement and social skills throughout the day. After Thanksgiving, Villalovoz opened a TK class with 5 students. By April, this class was up to 20 students.

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

There was a classified staff and classified/certificated sub shortage and so many class lesson plans were changed as grade level peers covered classes, or administration covered classes. Many paraprofessional positions were vacant throughout the year and took an exceptional amount of time to fill. The majority of our vacancies have occurred in our Special Day Classes. Our K-2 SDC class started the year with multiple substitutes. A full time TUSD teacher was not hired until October. Our 3/4 SDC teacher started as a long term sub, and became a full time TUSD hire at the end of August. Both of these teachers, along with a new kindergarten teacher, and our TK teacher were Interns and required additional sub days for coaching support. With the continuation of the AdvanceSTEM grant, there was an emphasis during professional development and planning days on helping teachers understand the changing STEM units along with looking at the Dimensions adopted science curriculum and implementing high leveraging strategies. Classroom management and student behaviors seemed to be improved overall from last year allowing for more rigorous instruction. The district funded MyPath for reading and math intervention using Title I carryover funds. Teachers K-5 were able to use this program within the instructional day, allowing differentiated interventions to occur during the day rather than needing to provide teacher paid after school interventions.

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.

Changes to the goals for the 2024-2025 school year include:

- * Eliminated the AR program and AR assemblies based on a teacher needs assessment.
- * Fieldtrips and WOW will be combined to provide on and off site real life experiences and relevance to instruction
- * Artist in Residence will not be paid through the SPSA
- * The number of days of counseling services from VCC paid for by the district will drop from 5 to 2. Through Title I funds Villalovoz will contract for an additional day.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

Villalovoz Elementary School needs to work to decrease suspension rates and chronic absenteeism. Villa needs to continue to support students with mental health counseling services and resources.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard- Chronic Absenteeism All students K-5	29.2% Chronically absent Increased 3.7% from Fall 2022 435 students	10% decrease to no more than 19% chronic absenteeism
CA Dashboard - Chronic Absenteeism Homeless	46.9% Chronically absent decreased 1.7% from Fall 2022 32 students	10% decrease to no more than 36.9% chronic absenteeism
CA Dashboard - Chronic Absenteeism Students with Disabilities	34.7% Chronically absent maintained from Fall 2022 100 students	10% decrease to no more than 16% chronic absenteeism
CA Dashboard - Chronic Absenteeism Socioeconomically Disadvantaged	32% Chronically Absent significant increase of 3.7% from Fall 2022	10% decrease to no more than 22% chronic absenteeism
ADA Monthly Reports	Average ADA (August 2023- March 2024) 93% Increased by 1.2% from 2022- 2023	5% increase to 96%
CA Dashboard - Suspension Rate All students K-5	3.1% suspended Decreased .2% 450 students	Decrease by .5% to 2.6%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will receive a budget of \$1 per student + an additional \$100 to purchase classroom supplies and resources for students to support instruction. Classroom supplies such as crayons, scissors, glue, pencils, paper, notebooks, etc that are determined as necessary will be provided to all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4750

Title I

2300

LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Ricoh- copy machine lease and toner

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,500

LCFF

1,500

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

FedEx - Teacher copies to support communication, family outreach, and student learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Postage fees for mailing parent communication

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Character/Student of the Trimester awards for each assembly/Provide trimester incentives for good attendance and classroom incentives for whole class attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Promote Student Safety (Nurses supplies)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

100

Source(s)

LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional development and support for lunch/ recess supervision. We have seen an increase in student behaviors and we have had a turnover in lunch supervision. The assistant principal will hold 5 meetings with the 4 lunch supervisors to address needs and provide training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

360

Source(s)

LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Boys and Girls Club to support SEL needs and offer organized activities during lunch recess. The Boys and Girls Club will be on campus for the 2024-2025 school year 5 days per week during lunch. They will provide structured activities and games to support the SEL needs of our students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

13500

LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Interpreters for meetings, parent teacher conferences, and communication

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

600

Source(s)

LCFF - Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Office budget to purchase supplies to support our school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase visitor stickers for identification before heading onto campus (Raptor System)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Office support to promote involvement and communication

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

LCFF

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

FedEx (monthly newsletters, school events, and communication)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Title I

Strategy/Activity 14**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Notify parents through letters and phone calls on attendance concerns. Conduct School Attendance Review Meetings (SART) to develop a plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

Homeless and Foster Youth Students

Strategy/Activity

Continue to provide support from the Office of Prevention Services for Homeless and Foster Youth to match community resources with individuals' needs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Host family education nights

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

Title I

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Host parent group meetings such as parent volunteers, PIQE, and Cafecito and offer child care

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

This school year we held student of the trimester and character awards assemblies. Attendance was not incentivized this year as we did not have an attendance clerk until the end of February. We did however, continue with the pre-SARB letter notifications and parent meetings. Our third Assistant Principal in three years started at the beginning of the school year. We developed a Polite Pandas program for the cafeteria to incentivize good behavior with Panda Points. Professional development with supervision staff was provided every other month. A new lunch supervision assistant was hired in January, and one resigned at the end of March. Lunch supervision employees had frequent absences. Villalovo continued to team up with the Boys and Girls Club this year to have mentors provide organized activities, such as basketball and soccer tournaments outdoors and art activities indoors. We had a FACES behavior paraprofessional from August through March to help with some of our extreme behaviors on campus. Our parent liaison held parent workshops including parenting, ELPAC and English Learner information and worked with the library team to implement Latino Family Literacy. Villalovo worked closely with the Boys and Girls Club to offer many family evenings including, Bingo, Holiday Crafts, Minute to Win It, Physical Education, and STEM Family Night.

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

Due to limited Title I Carryover Funds our FACES behavioral paraprofessional was only contracted until March 8th. Our Parent Club folded at the end of last year, however we did not receive the funds from their bank account until the end of November. In November, the process of opening an ASB account was started. Items for the Panda Store and attendance incentives that were typically paid for by the PFC were paid out of the school budget.

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.

Changes that will be made to this goal include:

Individual and classroom attendance plan is being developed to incentivize attendance in order to increase our average ADA.

There will be an increase in funds to include childcare for parent involvement opportunities

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Prepare students with the skills needed to read at grade level by the end of third grade

Identified Need

64.67% of our 3rd - 5th grade students did not meet the standard in overall achievement of English Language Arts/Literacy on the CAASPP. On the Winter 2024 FastBridge aReading Assessment 43.25% of students are considered at or above benchmark.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Overall Achievement in ELA/Literacy	35.32% of students met or exceeded standard	Increase to 45% or more met or exceeded standard
CAASPP Reading 3rd Grade	16.18% of students scored above standard	Increase above standard to 26%
CAASPP Reading 4th Grade	12.5% of students scored above standard	Increase above standard to 22%
CAASPP Reading 5th Grade	7.14% of students scored above standard	Increase above standard to 17%
2023 - 2024 Winter FastBridge - aReading 2nd - 5th Grade	56.75% of students scored below benchmark (high risk/some risk)	Decrease to 46% of students scoring below benchmark (high risk/some risk)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

TK-3rd Grade Students

Strategy/Activity

TUSD will contract with Houghton Mifflin to provide Tier 1 early literacy training to all TK-3rd grade teachers to ensure early reading foundations and instructional routines are implemented within each classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At risk 3rd - 5th Grade Students

Strategy/Activity

Corrective Reading Groups run by paraprofessionals for Tier 2 Intervention - Students reading below grade level in 3rd, 4th, and 5th grade will be assessed and placed into the appropriate Corrective Reading intervention group. Each of the grade levels will have a designated time slot for 2 levels of Corrective Reading to be taught simultaneously to limit disruption of whole class instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Books to promote schoolwide culture of reading

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1800

Source(s)

Title I

89

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Subs for PD/ PLC meetings and professional learning - funding allocated in goal 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

2 eight hour paras to support intervention during the school day

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

MyPath

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Throughout the 2023-2024 school year, TUSD contracted with Houghton Mifflin to provide Tier 1 literacy routines and professional development on strategies and use of the teachers manuals for reading instruction. At Villalovoz two Corrective Reading interventions groups were put in place for 3rd, 4th, and 5th grade. At the beginning of the year, all of the Corrective Reading groups were at capacity. Students in these intervention groups were reassessed at the end of Trimester 1 and 2 to monitor growth and move students to more appropriate levels of the program as necessary. By the beginning of the third trimesters, several students had tested out of Corrective Reading intervention and most students had moved up at least one level in the Corrective Reading program. All students were provided with a book of their choice on their birthday to add to their own home libraries. The district replaced iRead at the K-2 level with Imagine Learning My Path Reading and Math K-5. At Villalovoz, K-3 teachers committed to using My Path Reading 30 minutes at least four times per week. 4th and 5th grade teachers were given the option of using either My Path Reading or Math four times per week. In December it was found that the Title I schools were actually not using the intended reading program called Language and Literacy. Teachers were trained and began implementing Language and Literacy, which proved to be more engaging to students.

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 Imagine Learning My Path Reading was changed in December to Imagine Learning Language and Literacy. This change began right before Winter break creating a lag time in a mid-year assessment to determine the effectiveness. The intention of the strategy/activity 3 was to work with the Teacher Librarian and Library Technician to order books to provide to students at each grade level at least one time during the year in addition to the Birthday book give away. A Teacher Librarian was not hired for Villalovoz which prevented book orders from taking place as the office staff was also working without an attendance clerk and parent liaison for most of the school year. When adjunct duties were assigned, no one had taken on the job of ordering and organizing AR incentives. In September, staff also received professional development on Instruction in Reading vs. Independent Reading from the Director of IMC. From this professional development, the staff determined that there was no data to support AR as an effective program, most teachers stopped using this in their classrooms.

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.

Changes made to this goal include:

After analyzing formal and informal data the staff determined through a needs assessment that our site specific goal of reading needed to be continued. Through discussion, wording was changed from "All students will read at grade level by 3rd Grade" to "Prepare students with the skills needed to read at grade level by the end of third grade". Teachers at all grade levels noted that state testing results in all subject areas were reflective of poor fluency and decoding which greatly effects comprehension. AR will no longer be used at Villalovoz, eliminating the need for AR incentives listed in strategy/activity 7. The birthday book giveaway in strategy/activity 8 will be incorporated

into strategy/activity 3. Teachers will use the reports from FastBridge and DNA to determine growth in reading.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$204,008.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$117,852.00

Subtotal of additional federal funds included for this school: \$117,852.00

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 (\$)
	\$0.00
District Funded	\$0.00
LCFF	\$16,359.00
LCFF - Supplemental	\$69,797.00

Subtotal of state or local funds included for this school: \$86,156.00

Total of federal, state, and/or local funds for this school: \$204,008.00

School Site Council Membership

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

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

Name of Members	Role
Marji Baumann	Principal
Duane Voller	Classroom Teacher
Sharon Williams	Classroom Teacher
Debbie Patterson	Classroom Teacher
Montanna Braun	Parent or Community Member
Cassandra Chaves	Parent or Community Member
Victor Quintanilla	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

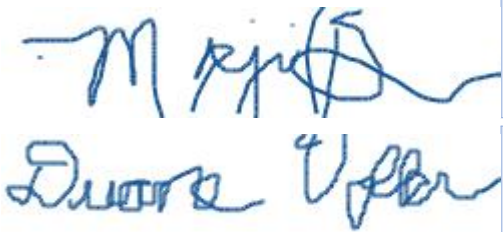
Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on 4-18-2023.

Attested:



Principal, Marji Baumann on 4-23-24

SSC Chairperson, Duane Voller on 4-23-2024

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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