



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the School Plan for Student Achievement (SPSA), as well as the planning requirements for a school identified for Additional Targeted Support and Improvement or Comprehensive Support and Improvement, may be found in the SPSA Template Instructions.

This school plan, developed by the Valinda School of Academics School Site Council, describes the strategies for improving student academic achievement.

For additional information regarding the school’s programs and how you may become involved locally, please contact:

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School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Board of Education Approval Date
Valinda School of Academics	19734456068811	May 8, 2024	

Plan Description

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

Schoolwide Program

Met ATSI Exit Criteria but there will still be a focus on the following subgroups: SWD (ELA) and EL students (Mathematics, ELA, Chronic Absenteeism)

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements, including for ATSI or CSI as identified, in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The purpose of the plan is to address the needs of all students with emphasis on identified student groups based upon the 2023 CA Dashboard. The dashboard indicated that our students fall below the state average in Reading (ELA) and Mathematics. Data also indicates that specific student groups are in need of academic support. These student groups include students with disabilities (ELA) and English Language Learners with a focused need in ELA, Math and improvement in attendance (Chronic absenteeism).

There is an achievement gap between those identified groups and the overall school student population. Valinda School of Academics plans to increase academic achievement of these student groups through the use of monthly Professional Learning Community (PLC) meetings in order to monitor student learning. There will also be initiatives on revisiting Tier 1 evidence-based instructional strategies including differentiated instruction, and focused interventions. Tutoring will be available for students to access the additional assistance needed. Teachers will receive professional development in the areas of EL (designated and integrated services). Other professional development will include the use of modification and accommodations for teachers to use in the general classrooms for students with disabilities. With the use of evidence-based instructional strategies, analysis of common assessments, MAP trimester assessments, online programs (Lexia, Dreambox, Accelerated Reader), and the disaggregation of CAASPP and ELPAC data we will be able to assess student needs and will be able to revise our school plan to effectively deliver the needed supports to our students.

School Profile

Valinda School of Academics is a School Wide Title 1 school, located in the community of Valinda, an unincorporated section of the City of La Puente. Due to the 2023-24 district reconfiguration, Valinda will serve approximately 320 students, grades TK through fifth grade in 2024-2025.

Valinda provides our students with the highest academic standards, we also provide our students an array of extracurricular activities that help nurture the whole child. In the fall, of 2013 we started a Spanish Dual Immersion Program. The 2023-2024 marks our eleventh year of implementation, providing Dual Immersion classes at every grade level. We have full implementation of Academic and Behavioral MTSS (TK-5th). Mental health and academic services are available to all of our students.

Band, school sponsored sports program that offers cross country and basketball. Our extracurricular school activities/clubs/ programs will include: ASB, Band, Robotics, Science Olympiad, Art, Dance, Theatre, Choir, Speech/ Debate, Code Campus, FIRST Lego League Robotics and an Afterschool Program. In TK-5th Grade, Valinda is also a school where parent and community participation are valued and encouraged. We have a great partnership with our parent groups. We offer the Parent Passport Program and The Latino Family Literacy Project. We value the partnerships with parents and encourage them to volunteer in our school. This year we had a large group of parents who

assisted in mentoring and coaching our elementary students in robotics. Due to their help, students had a very positive experience. Parents have an opportunity to provide feedback regarding our school programs and student needs at Valinda by taking part in the following: ELAC, Coffee with the Principal, Dual Immersion Parent Advisory Committee and School Site Council. Valinda understands the importance of having all stakeholders work together to make sure that students are meeting their academic goals.

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District Adopted Core Curriculum 2024-25

District Adopted Core Curriculum 2024-25

Curricular Area	Publisher	Grade Level
<u>Language Arts/Literacy</u>	McGraw Hill Education, <i>Wonders</i>	K-5
	McGraw Hill Education, <i>Study Sync</i>	6-12
	ERWC	12
<u>English Language Development</u>	McGraw Hill Education, <i>Wonders ELD</i>	K-5
	McGraw Hill Education, <i>Study Sync with Designated ELD</i>	6-12
<u>Supplementary</u>	National Geographic, <i>Inside</i>	6-8
	National Geographic, <i>Edge</i>	9-12
<u>Mathematics</u>	Houghton Mifflin Harcourt, <i>Go Math!</i>	K-8
	Houghton Mifflin Harcourt, <i>Integrated 1,2,3</i>	9-12
	McDougal Littell, <i>Algebra 2</i>	
	Larson/Hostetler/Edwards, <i>Precalculus with Limits</i>	
	Larson/Hostetler/Edwards - <i>Calculus</i>	
<u>History/Social Science</u>	McGraw Hill Education, <i>IMPACT</i>	K-8
	Pearson, <i>World History-The Modern World</i>	10-12
	Pearson, <i>US History-The 20th Century</i>	
	Pearson, <i>American Government</i>	
	Pearson, <i>Economics Principles in Action</i>	
<u>Science</u>	Twig Education, <i>Twig Science</i>	TK-5
	Discovery Education, <i>Discovery Science</i>	6-8
	Savvas Learning, <i>Savvas Science</i>	9-12

School and Student Performance Data

Student Enrollment Enrollment By Student Race/Ethnicity

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.32%	1.37%	1.59%	7	7	8
Asian	1.32%	0.78%	0.99%	7	4	5
Filipino	3.40%	3.52%	3.57%	18	18	18
Hispanic/Latino	89.43%	89.45%	88.89%	474	458	448
Pacific Islander	0.19%	0.2%	0.20%	1	1	1
White	1.13%	1.37%	1.98%	6	7	10
Multiple/No Response	1.13%	1.17%	0.60%	6	6	3
Total Enrollment				530	512	504

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	48	49	40
Grade 1	49	53	48
Grade 2	49	48	50
Grade3	62	48	51
Grade 4	44	58	47
Grade 5	75	45	62
Grade 6	71	72	52
Grade 7	66	71	77
Grade 8	66	68	77
Total Enrollment	530	512	504

Conclusions based on this data:

1. For the 2023-24 school year, Valinda had a high percentage of 89.45% Hispanic/Latino students enrolled.
2. For the past three school years, overall enrollment numbers have been declining. Enrollment K-5 numbers from 2021-2022 to 2022-2023 have decreased from 356 to 301.
3. Fourth and fifth grade students have shown a large percentage of decrease within the 20-21 to 22-23 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	138	109	78	25.30%	26.0%	15.5%
Fluent English Proficient (FEP)	88	107	103	18.90%	16.6%	20.4%
Reclassified Fluent English Proficient (RFEP)	32	109		5.0%	18.80%	

Student Enrollment “At-Risk” and Long Term English Learner (LTEL) Enrollment

2020-21

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	9	0	0	0	9	0	9
01	14	0	0	0	14	0	14
02	28	0	0	0	28	2	30
03	8	5	0	0	13	3	16
04	1	22	0	0	23	11	34
05	2	9	0	4	15	15	30
06	0	3	21	0	24	18	42
07	0	0	7	0	7	14	21
08	0	2	4	0	6	20	26

2021-22

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	9	0	0	0	9	0	9
01	11	0	0	0	11	0	11
02	13	0	0	0	13	0	13
03	20	3	0	0	23	5	28
04	2	10	0	0	12	3	15
05	3	17	0	4	24	10	34
06	0	1	14	0	15	16	31
07	0	1	21	0	22	17	39
08	1	0	8	0	9	16	25

2022-23

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	10	0	0	0	10	0	10
01	12	0	0	0	12	0	12
02	7	0	0	0	7	2	9
03	8	5	0	0	13	1	14
04	1	7	0	4	12	14	26
05	0	4	0	5	9	7	16
06	2	1	8	9	20	12	32
07	0	0	2	6	8	25	33
08	2	0	7	9	18	22	40

Conclusions based on this data:

1. EL enrollment numbers have decreased from 2021 to 2023 by 30.
2. There is a substantial increase in the numbers of RFEP students from 2021-2023 by 102 students. Numbers may be off as the 20-21 numbers occurred during COVID.
3. There is a decrease in the K-5 student numbers in the At-Risk (4-5 years) category. 2021- 2023 from 36 to 16.

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
512	73%	21.3%	0.6%
Total Number of Students enrolled in Valinda School of Academics.	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	109	21.3%
Foster Youth	3	0.6%
Homeless	15	2.9
Socioeconomically Disadvantaged	374	73%
Students with Disabilities	67	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.4
Asian	4	0.8
Filipino	18	3.5
Hispanic	458	89.5
Two or More Races	6	1.2
Pacific Islander	1	0.2
White	7	1.4

Conclusions based on this data:

1. For the 2023-24 school year, Valinda had a high percentage of 89.45% Hispanic/Latino students enrolled.

2. 21.3% of our students are ELs- This student group needs to be monitored for, math, ELA and chronic absenteeism, according to the CA Dashboard.
3. 13% of our students are SWD- This is a student group that needs to be monitored in the areas of ELA according to the CA Dashboard.
4. More than half of our school population qualifies for free and reduced lunch. This is based on our SED percentage of 73%.

School and Student Performance Data






1. Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

- Our students perform better on ELA assessments than Math
- Chronic Absenteeism is an area of weakness
- Math performance is below standards.

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.

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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 38.9 points below standard Declined -3.2 points 353 Students	English Learners Red 71.5 points below standard Declined -8.2 points 115 Students	Foster Youth Less than 11 Students 3 Students
Homeless 78 points below standard Declined -6.7 points 14 Students	Socioeconomically Disadvantaged Orange 48.1 points below standard Declined -8.9 points 307 Students	Students with Disabilities Red 114.4 points below standard Declined -6.9 points 68 Students

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 3 Students	12.2 points above standard Decreased -11.1 points 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 41.8 points below standard Maintained -2.4 points 315 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 4 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
99.8 points below standard Decreased -21.7 points 60 Students	40.7 points below standard Maintained 1.7 points 55 Students	35.9 points below standard Decreased -4.3 points 185 Students

Conclusions based on this data:

1. A decline is evident across a majority of student groups.
2. English Language Learners and Students with Disabilities are performing far below standards when compared to other student groups.
3. Homeless student group (14 student population) is also significantly performing below grade level.
4. Hispanic student group has maintained with a 2.7 point drop.
5. Reclassified English Learners have maintained with a 1.7 point gain.

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.

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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.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 77.3 points below standard Increased 3.4 points 353 Students	 Red 99.3 points below standard Maintained 2.5 points 115 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
100.3 points below standard Maintained 2.6 points 14 Students	 Orange 86.2 points below standard Decreased -3.7 points 307 Students	 Orange 154.6 points below standard Increased 4 points 68 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	44.1 points below standard Decreased -11.3 points 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 78.6 points below standard Increased 4.7 points 315 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 4 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
125.6 points below standard Maintained -2.9 points 60 Students	70.7 points below standard Maintained 1.9 points 55 Students	71.7 points below standard Increased 4.7 points 185 Students

Conclusions based on this data:

1. Gains are evident across many student groups.
2. Overall all student groups have made a 3.4 point gain improvement.
3. Students with Disabilities and Hispanic student group have shown to have made the most gains.
4. English Learner student group has maintained with a 2.5 point gain.
5. Reclassified English Learners show constant improvement as compared to last year with a 1.9 point gain.

School and Student Performance Data

Academic Performance English Learner Progress

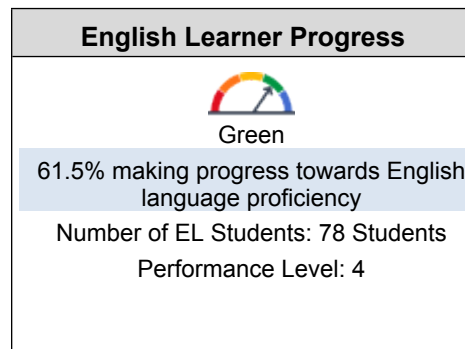
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
11	19	3	45

Conclusions based on this data:

1. Overall, over 60% of student are above standard and making progress towards English Language Proficiency.
2. 86% of English Language Learners progressed or maintained their ELPI level.
3. 58% of students progressed at least one ELPI level.
4. 4% of students maintained ELPI Level 4.
5. 24% of students maintained ELPI levels 1-3H.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

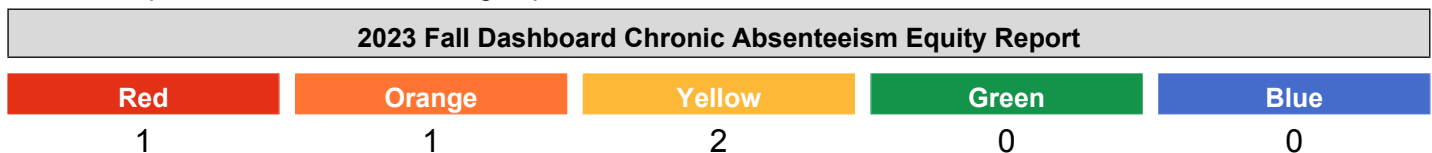
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  <p>Yellow</p> <p>24% Chronically Absent</p> <p>Declined Significantly -3.9%</p> <p>534 Students</p>	English Learners  <p>Red</p> <p>28.1% Chronically Absent</p> <p>Maintained -0.1%</p> <p>121 Students</p>	Foster Youth <p>Less than 11 Students</p> <p>7 Students</p>
Homeless <p>42.1% Chronically Absent</p> <p>Increased 2.1%</p> <p>19 Students</p>	Socioeconomically Disadvantaged  <p>Yellow</p> <p>23.8% Chronically Absent</p> <p>Declined Significantly -5%</p> <p>454 Students</p>	Students with Disabilities  <p>Orange</p> <p>23.8% Chronically Absent</p> <p>Declined -13.7%</p> <p>84 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students		Less than 11 Students 4 Students	11.1% Chronically Absent Increased 1.1 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.2% Chronically Absent Declined Significantly -4.2% 477 Students	21.1% Chronically Absent Declined -14.2% 19 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students

Conclusions based on this data:

1. Overall there has been a decline of chronic absenteeism of 3.9%.
2. Student with Disabilities have shown the most improvement when compared to other student groups.
3. English Learner student group has made the least improvement as compared to other student groups.
4. Hispanic student group has decline in chronic absenteeism by 4.2% when compared to last year.
5. Socioeconomic Student group has had a significant decline in chronic absenteeism by 5%.

School and Student Performance Data

Conditions & Climate Suspension Rate

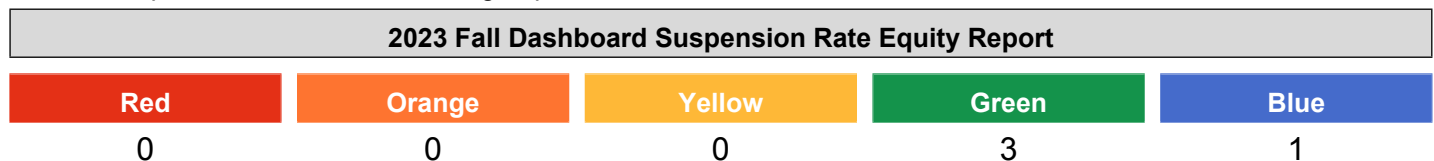
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 0.7% suspended at least one day Declined -0.5% 541 Students	English Learners Green 1.6% suspended at least one day Declined -0.5% 125 Students	Foster Youth Less than 11 Students 7 Students
Homeless 0% suspended at least one day Declined -5% 19 Students	Socioeconomically Disadvantaged Green 0.9% suspended at least one day Declined 0.7% 458 Students	Students with Disabilities Blue 0% suspended at least one day Declined -1.2% 86 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 8 Students	American Indian  No Performance Color 0 Students	Asian Less than 11 Students 5 Students	Filipino 0% suspended at least one day Maintained 0% 18 Students
Hispanic  Green 0.8% suspended at least one day Declined -0.4% 482 Students	Two or More Races 0% suspended at least one day Declined -5.9% 20 Students	Pacific Islander Less than 11 Students 1 Student	White Less than 11 Students 7 Students

Conclusions based on this data:

1. An improvement is evident across all students groups in suspension rates.
2. Students with disabilities show to have the least suspensions with a decline of -1.2%.
3. English Learner student group shows a 50% decline in suspension rates as compared to the previous year.
4. Homeless student group (19 student population) significantly has a decline in its suspension by 5% as compared to the previous year.
5. Declining suspension rates support the progressive alternative disciplinary policy implemented school wide.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy

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	49	62	49	0	62	48	0	62	48	0.0	100.0	98.0
Grade 4	74	45	60	0	45	60	0	45	60	0.0	100.0	100.0
Grade 5	72	73	45	0	71	45	0	71	45	0.0	97.3	100.0
Grade 6	68	71	73	0	71	73	0	71	73	0.0	100.0	100.0
Grade 7	64	66	73	0	65	73	0	65	73	0.0	98.5	100.0
Grade 8	55	67	67	0	67	67	0	67	67	0.0	100.0	100.0
All Grades	382	384	367	0	381	366	0	381	366	0.0	99.2	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2347.	2403.		9.68	22.92		8.06	14.58		22.58	20.83		59.68	41.67
Grade 4		2472.	2398.		33.33	8.33		8.89	15.00		28.89	21.67		28.89	55.00
Grade 5		2460.	2493.		7.04	24.44		30.99	15.56		21.13	22.22		40.85	37.78
Grade 6		2496.	2478.		12.68	6.85		25.35	19.18		28.17	32.88		33.80	41.10
Grade 7		2522.	2536.		4.62	17.81		38.46	30.14		23.08	16.44		33.85	35.62
Grade 8		2540.	2517.		13.43	4.48		25.37	25.37		32.84	28.36		28.36	41.79
All Grades	N/A	N/A	N/A		12.34	13.11		23.88	20.77		25.98	24.04		37.80	42.08

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		4.84	22.92		58.06	52.08		37.10	25.00
Grade 4		24.44	3.33		57.78	68.33		17.78	28.33
Grade 5		9.86	15.56		70.42	62.22		19.72	22.22
Grade 6		15.49	9.59		53.52	47.95		30.99	42.47
Grade 7		10.77	20.55		61.54	52.05		27.69	27.40
Grade 8		13.43	8.96		55.22	50.75		31.34	40.30
All Grades		12.60	13.11		59.58	54.92		27.82	31.97

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		6.45	14.58		32.26	43.75		61.29	41.67
Grade 4		28.89	8.33		42.22	38.33		28.89	53.33
Grade 5		9.86	33.33		64.79	42.22		25.35	24.44
Grade 6		8.45	8.22		54.93	54.79		36.62	36.99
Grade 7		18.46	17.81		55.38	53.42		26.15	28.77
Grade 8		11.94	7.46		62.69	56.72		25.37	35.82
All Grades		13.12	13.93		53.02	49.18		33.86	36.89

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		4.84	14.58		64.52	60.42		30.65	25.00
Grade 4		6.67	8.33		88.89	58.33		4.44	33.33
Grade 5		4.23	11.11		74.65	68.89		21.13	20.00
Grade 6		14.08	8.22		70.42	68.49		15.49	23.29
Grade 7		4.62	10.96		80.00	80.82		15.38	8.22
Grade 8		10.45	5.97		77.61	73.13		11.94	20.90
All Grades		7.61	9.56		75.33	69.13		17.06	21.31

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		6.45	16.67		48.39	50.00		45.16	33.33
Grade 4		22.22	3.33		57.78	65.00		20.00	31.67
Grade 5		7.04	17.78		64.79	51.11		28.17	31.11
Grade 6		12.68	9.59		63.38	72.60		23.94	17.81
Grade 7		15.38	15.07		52.31	67.12		32.31	17.81
Grade 8		16.42	5.97		64.18	76.12		19.40	17.91
All Grades		12.86	10.93		58.79	65.30		28.35	23.77

Conclusions based on this data:

1. Participation rate for ELA /Literacy was met for the 22-23 school year.
2. An overall increase of 4.28% change is evident in students not meeting standards as compared to last year.
3. Reading and Listening show an increase of 4% or more in students not meeting standards.
4. Fourth grade level overall across all testing sections show a significant increase of at least 10% or more in students not meeting standards. With the most need in Listening.

5. Research/Inquiry data shows a decrease of student percentage in the below standard group increasing the percentage of students in the at or near standard group.

School and Student Performance Data

CAASPP Results Mathematics

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	49	62	49	0	61	48	0	61	48	0.0	98.4	98.0
Grade 4	74	45	60	0	45	60	0	45	60	0.0	100.0	100.0
Grade 5	72	73	45	0	71	45	0	71	45	0.0	97.3	100.0
Grade 6	68	71	73	0	71	73	0	71	73	0.0	100.0	100.0
Grade 7	64	66	73	0	65	73	0	65	73	0.0	98.5	100.0
Grade 8	55	67	67	0	67	67	0	67	67	0.0	100.0	100.0
All Grades	382	384	367	0	380	366	0	380	366	0.0	99.0	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2358.	2398.		4.92	10.42		13.11	22.92		24.59	27.08		57.38	39.58
Grade 4		2438.	2409.		11.11	0.00		20.00	13.33		33.33	33.33		35.56	53.33
Grade 5		2450.	2464.		5.63	11.11		11.27	24.44		33.80	20.00		49.30	44.44
Grade 6		2478.	2465.		7.04	5.48		22.54	9.59		21.13	34.25		49.30	50.68
Grade 7		2448.	2481.		6.15	6.85		4.62	17.81		26.15	23.29		63.08	52.05
Grade 8		2497.	2478.		10.45	2.99		16.42	8.96		19.40	29.85		53.73	58.21
All Grades	N/A	N/A	N/A		7.37	5.74		14.47	15.30		26.05	28.42		52.11	50.55

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		4.92	12.50		39.34	54.17		55.74	33.33
Grade 4		15.56	1.67		46.67	51.67		37.78	46.67
Grade 5		5.63	6.67		46.48	48.89		47.89	44.44
Grade 6		8.45	5.48		49.30	45.21		42.25	49.32
Grade 7		4.62	6.85		38.46	41.10		56.92	52.05
Grade 8		10.45	7.46		46.27	43.28		43.28	49.25
All Grades		7.89	6.56		44.47	46.72		47.63	46.72

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		4.92	16.67		42.62	37.50		52.46	45.83
Grade 4		15.56	5.00		40.00	35.00		44.44	60.00
Grade 5		5.63	15.56		46.48	46.67		47.89	37.78
Grade 6		2.82	5.48		49.30	47.95		47.89	46.58
Grade 7		6.15	10.96		40.00	42.47		53.85	46.58
Grade 8		8.96	2.99		47.76	46.27		43.28	50.75
All Grades		6.84	8.74		44.74	42.90		48.42	48.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.20	8.33		45.90	77.08		45.90	14.58
Grade 4		8.89	8.33		64.44	55.00		26.67	36.67
Grade 5		5.63	13.33		56.34	53.33		38.03	33.33
Grade 6		5.63	6.85		66.20	60.27		28.17	32.88
Grade 7		3.08	6.85		55.38	67.12		41.54	26.03
Grade 8		8.96	2.99		55.22	56.72		35.82	40.30
All Grades		6.58	7.38		57.11	61.48		36.32	31.15

Conclusions based on this data:

1. Participation rate for mathematics was meet for the 22-23 school year.
2. An overall decrease of 1.56% change is evident in students not meeting standards, increasing student groups in met and nearly met standards.
3. Communication Reasoning shows the greatest improvement with an overall 5.17% decrease in students below standards.
4. Problem Solving/Modeling/Data Analysis showed a small decrease of .06% with students at below standards, maintaining current level as compared to last year.
5. 3rd grade level across all testing sections show a significant decrease overall of at least 7% or more in students not meeting standards, increasing student groups in met and nearly met standards.

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	1440.5	*	*	1448.7	*	*	1420.9	*	*	11	9	10
1	1439.6	*	1424.1	1459.5	*	1434.7	1419.5	*	1413.0	14	8	11
2	1456.9	1489.8	*	1464.9	1476.8	*	1448.4	1501.9	*	25	12	6
3	1489.5	1480.1	*	1480.9	1476.5	*	1497.7	1483.0	*	13	20	10
4	1508.1	*	1508.2	1500.8	*	1501.5	1514.9	*	1514.5	23	10	12
5	1513.0	1521.5	*	1507.1	1512.2	*	1518.6	1530.2	*	14	21	7
6	1524.8	*	1558.1	1529.4	*	1570.7	1519.8	*	1545.1	22	9	16
7	*	1569.3	*	*	1580.9	*	*	1557.2	*	7	17	7
8	*	*	1572.2	*	*	1577.5	*	*	1566.6	5	8	15
All Grades										134	114	94

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	27.27	*	*	45.45	*	*	9.09	*	*	18.18	*	*	11	*	*
1	7.69	*	9.09	38.46	*	18.18	23.08	*	36.36	30.77	*	36.36	13	*	11
2	8.00	16.67	*	32.00	66.67	*	40.00	8.33	*	20.00	8.33	*	25	12	*
3	8.33	10.00	*	41.67	40.00	*	41.67	25.00	*	8.33	25.00	*	12	20	*
4	21.74	*	25.00	43.48	*	33.33	26.09	*	25.00	8.70	*	16.67	23	*	12
5	21.43	15.00	*	21.43	50.00	*	35.71	20.00	*	21.43	15.00	*	14	20	*
6	13.64	*	50.00	40.91	*	31.25	40.91	*	0.00	4.55	*	18.75	22	*	16
7	*	31.25	*	*	56.25	*	*	12.50	*	*	0.00	*	*	16	*
8	*	*	53.33	*	*	33.33	*	*	0.00	*	*	13.33	*	*	15
All Grades	14.39	21.43	34.04	38.64	50.00	31.91	33.33	14.29	19.15	13.64	14.29	14.89	132	112	94

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	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11	*	*
1	15.38	*	18.18	38.46	*	18.18	38.46	*	27.27	7.69	*	36.36	13	*	11
2	24.00	33.33	*	40.00	50.00	*	32.00	8.33	*	4.00	8.33	*	25	12	*
3	16.67	25.00	*	41.67	45.00	*	33.33	5.00	*	8.33	25.00	*	12	20	*
4	30.43	*	33.33	47.83	*	41.67	13.04	*	8.33	8.70	*	16.67	23	*	12
5	42.86	35.00	*	35.71	45.00	*	7.14	0.00	*	14.29	20.00	*	14	20	*
6	22.73	*	62.50	63.64	*	18.75	9.09	*	0.00	4.55	*	18.75	22	*	16
7	*	43.75	*	*	56.25	*	*	0.00	*	*	0.00	*	*	16	*
8	*	*	73.33	*	*	13.33	*	*	0.00	*	*	13.33	*	*	15
All Grades	26.52	38.39	47.87	46.21	43.75	26.60	18.94	6.25	10.64	8.33	11.61	14.89	132	112	94

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	18.18	*	*	36.36	*	*	27.27	*	*	18.18	*	*	11	*	*
1	0.00	*	9.09	46.15	*	0.00	15.38	*	54.55	38.46	*	36.36	13	*	11
2	4.00	8.33	*	20.00	66.67	*	32.00	8.33	*	44.00	16.67	*	25	12	*
3	8.33	0.00	*	25.00	25.00	*	50.00	45.00	*	16.67	30.00	*	12	20	*
4	8.70	*	16.67	21.74	*	25.00	52.17	*	33.33	17.39	*	25.00	23	*	12
5	7.14	10.00	*	28.57	40.00	*	35.71	30.00	*	28.57	20.00	*	14	20	*
6	4.55	*	18.75	13.64	*	43.75	50.00	*	18.75	31.82	*	18.75	22	*	16
7	*	6.25	*	*	56.25	*	*	31.25	*	*	6.25	*	*	16	*
8	*	*	13.33	*	*	46.67	*	*	26.67	*	*	13.33	*	*	15
All Grades	6.06	8.93	11.70	25.76	33.93	34.04	40.91	39.29	36.17	27.27	17.86	18.09	132	112	94

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	36.36	*	*	45.45	*	*	18.18	*	*	11	*	*
1	30.77	*	18.18	61.54	*	45.45	7.69	*	36.36	13	*	11
2	20.00	33.33	*	68.00	58.33	*	12.00	8.33	*	25	12	*
3	16.67	30.00	*	50.00	55.00	*	33.33	15.00	*	12	20	*
4	47.83	*	33.33	43.48	*	58.33	8.70	*	8.33	23	*	12
5	28.57	25.00	*	50.00	65.00	*	21.43	10.00	*	14	20	*
6	13.64	*	31.25	81.82	*	50.00	4.55	*	18.75	22	*	16
7	*	6.25	*	*	93.75	*	*	0.00	*	*	16	*
8	*	*	13.33	*	*	80.00	*	*	6.67	*	*	15
All Grades	25.76	26.79	25.53	61.36	66.07	60.64	12.88	7.14	13.83	132	112	94

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	18.18	*	*	72.73	*	*	9.09	*	*	11	*	*
1	15.38	*	9.09	61.54	*	72.73	23.08	*	18.18	13	*	11
2	28.00	41.67	*	64.00	50.00	*	8.00	8.33	*	25	12	*
3	50.00	38.89	*	50.00	44.44	*	0.00	16.67	*	12	18	*
4	52.17	*	33.33	39.13	*	50.00	8.70	*	16.67	23	*	12
5	50.00	47.37	*	35.71	36.84	*	14.29	15.79	*	14	19	*
6	54.55	*	73.33	40.91	*	6.67	4.55	*	20.00	22	*	15
7	*	87.50	*	*	12.50	*	*	0.00	*	*	16	*
8	*	*	86.67	*	*	0.00	*	*	13.33	*	*	15
All Grades	43.94	52.78	58.06	46.97	38.89	27.96	9.09	8.33	13.98	132	108	93

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	36.36	*	*	45.45	*	*	18.18	*	*	11	*	*
1	15.38	*	9.09	46.15	*	27.27	38.46	*	63.64	13	*	11
2	12.00	16.67	*	44.00	75.00	*	44.00	8.33	*	25	12	*
3	16.67	0.00	*	33.33	55.56	*	50.00	44.44	*	12	18	*
4	8.70	*	16.67	69.57	*	50.00	21.74	*	33.33	23	*	12
5	14.29	10.00	*	50.00	60.00	*	35.71	30.00	*	14	20	*
6	4.55	*	18.75	31.82	*	56.25	63.64	*	25.00	22	*	16
7	*	25.00	*	*	50.00	*	*	25.00	*	*	16	*
8	*	*	26.67	*	*	53.33	*	*	20.00	*	*	15
All Grades	12.12	13.64	17.02	46.97	54.55	56.38	40.91	31.82	26.60	132	110	94

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	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*
1	7.69	*	0.00	53.85	*	63.64	38.46	*	36.36	13	*	11
2	8.00	25.00	*	44.00	58.33	*	48.00	16.67	*	25	12	*
3	25.00	25.00	*	66.67	70.00	*	8.33	5.00	*	12	20	*
4	13.04	*	33.33	69.57	*	41.67	17.39	*	25.00	23	*	12
5	14.29	25.00	*	71.43	55.00	*	14.29	20.00	*	14	20	*
6	18.18	*	31.25	72.73	*	50.00	9.09	*	18.75	22	*	16
7	*	12.50	*	*	87.50	*	*	0.00	*	*	16	*
8	*	*	13.33	*	*	73.33	*	*	13.33	*	*	15
All Grades	13.64	20.54	23.40	64.39	67.86	61.70	21.97	11.61	14.89	132	112	94

Conclusions based on this data:

1. Overall, the percentage of students at the performance Levels of 3 and 4 are at 65.95%.
2. Schoolwide, Speaking Domain is Well Developed for 58.06%.
3. Oral Language percentage of students performing at Levels 3 and 4, 74.47%.
4. Written Language percentage of students performing at Levels 3 and 4, 45.74%
5. Written Domain has a higher percentage well developed performance in comparison to the reading domain.

School and Student Performance Data

Reclassification Rate

2021-22

(from Aeries 7/1/2021 - 6/30/2022)

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Valinda	27	119	18.49%
HLPUSD	335	3342	9.11%

2022-23

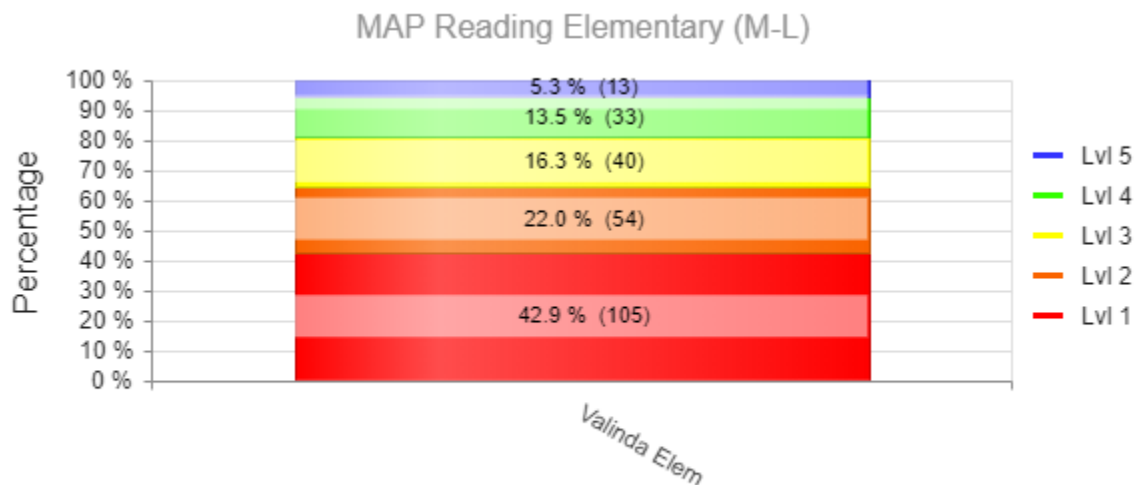
(from Aeries 7/1/2022 - 6/30/2023)

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Valinda	27	98	21.60%
HLPUSD	545	3216	14.49%

Conclusions based on this data:

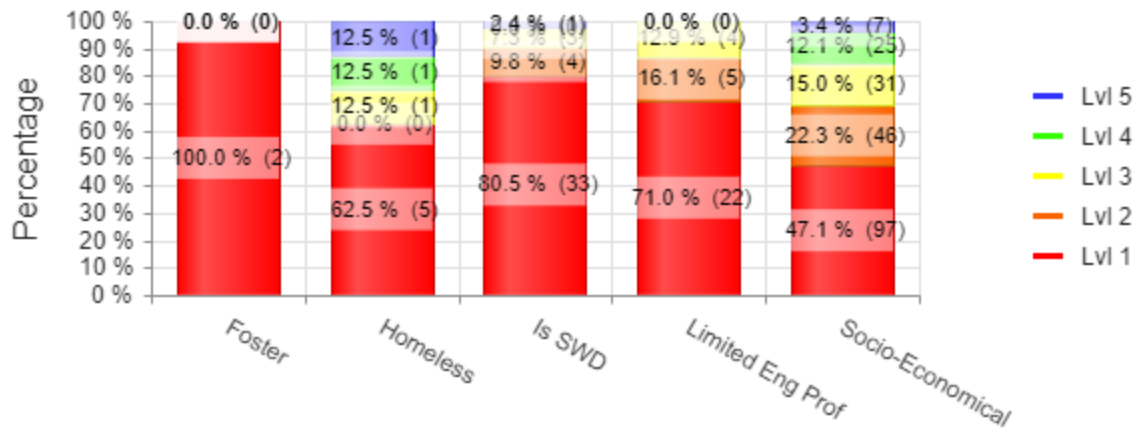
1. Reclassification rate increased for the 2022-2023 school year from 18.49% to 21.60%
2. For the 21-22 and 22-23 school year, Valinda has surpassed the districts reclassification rate.
3. The number of ELs are decreasing from 119 to 98. (-21 students).
4. The number of RFEP students from 21-22 to 22-23 remained the same for our site.
5. For the district, the number of RFEP's increased and the number of ELs decreased.

K-12 Reading MAP Results for 2023-24



Grades: K, 1, 2, 3, 4, 5

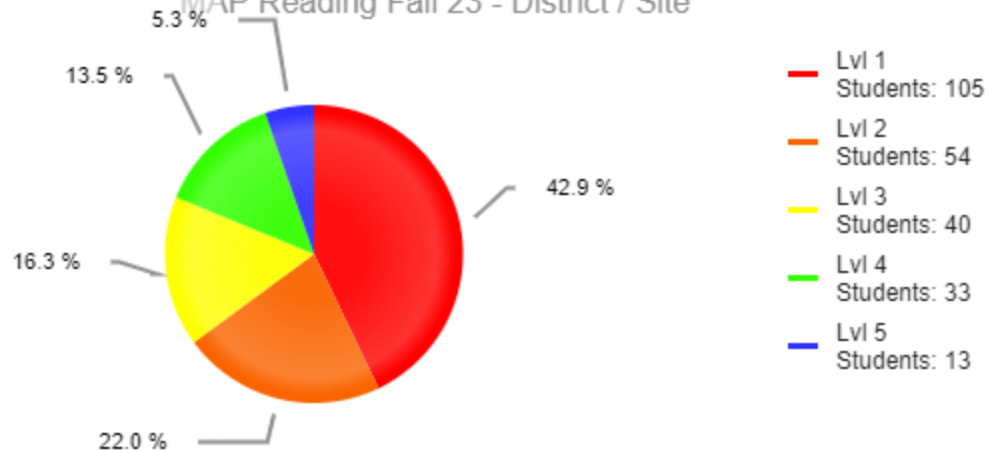
MAP Reading Fall 23 - Student Groups



Schools: Valinda Elem

Grades: K, 1, 2, 3, 4, 5

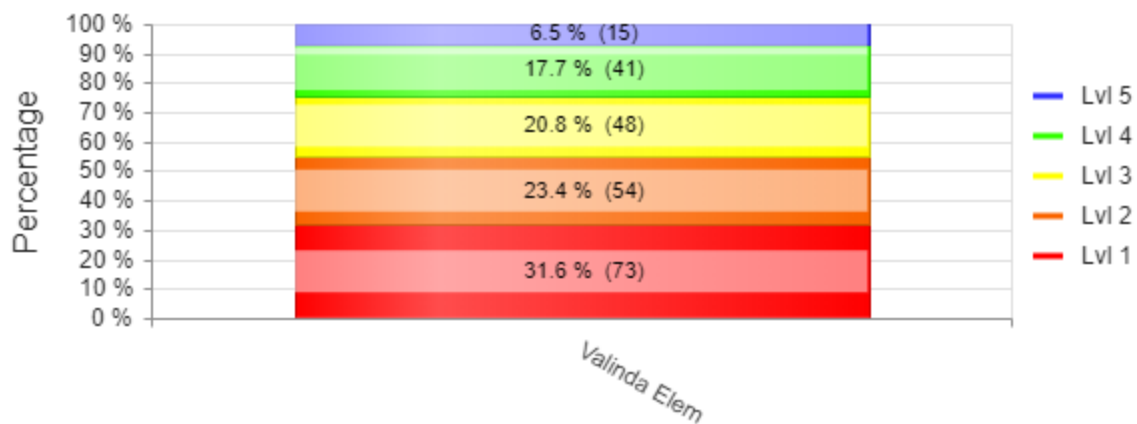
MAP Reading Fall 23 - District / Site



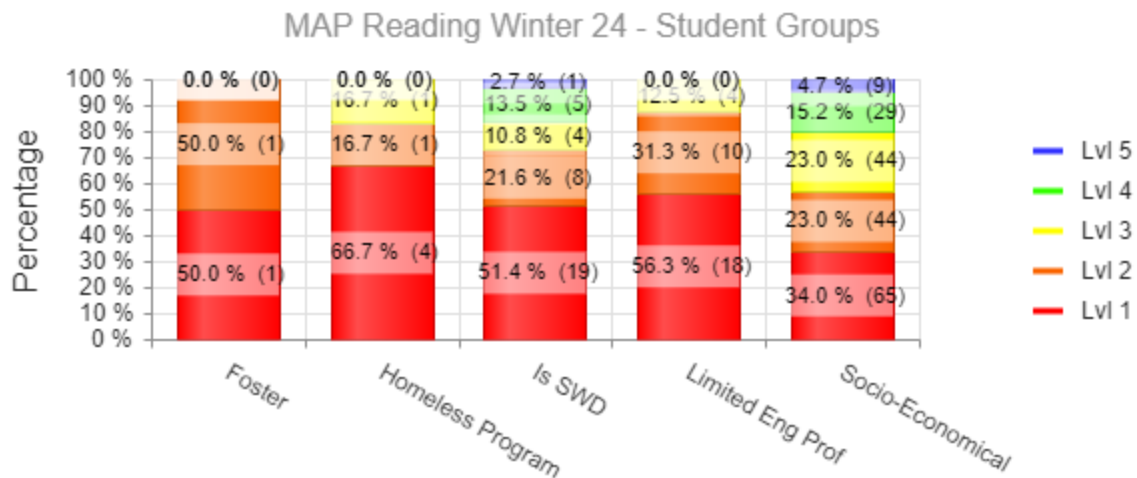
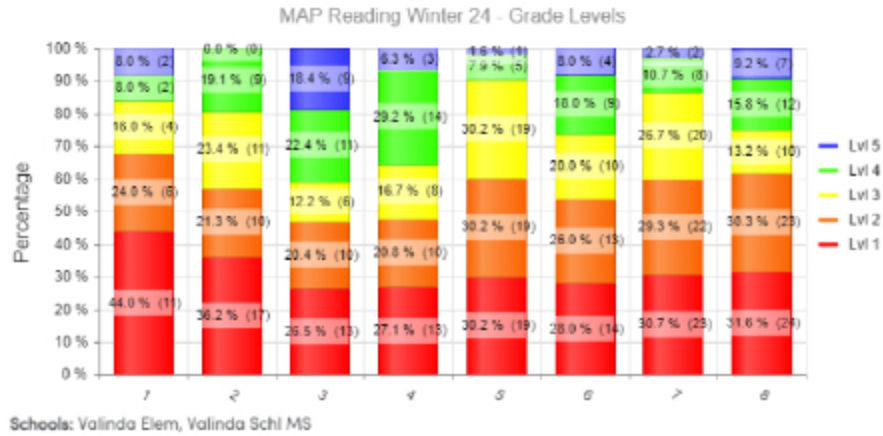
Schools: Valinda Elem

Grades: K, 1, 2, 3, 4, 5

MAP Reading Winter Elementary M-Z



Grades: 1, 2, 3, 4, 5



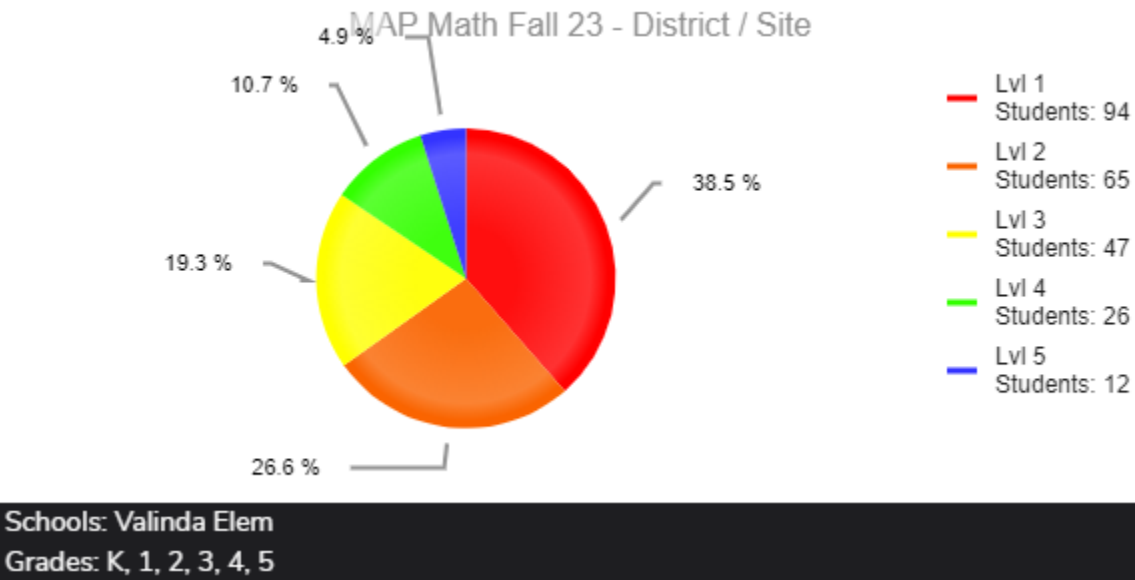
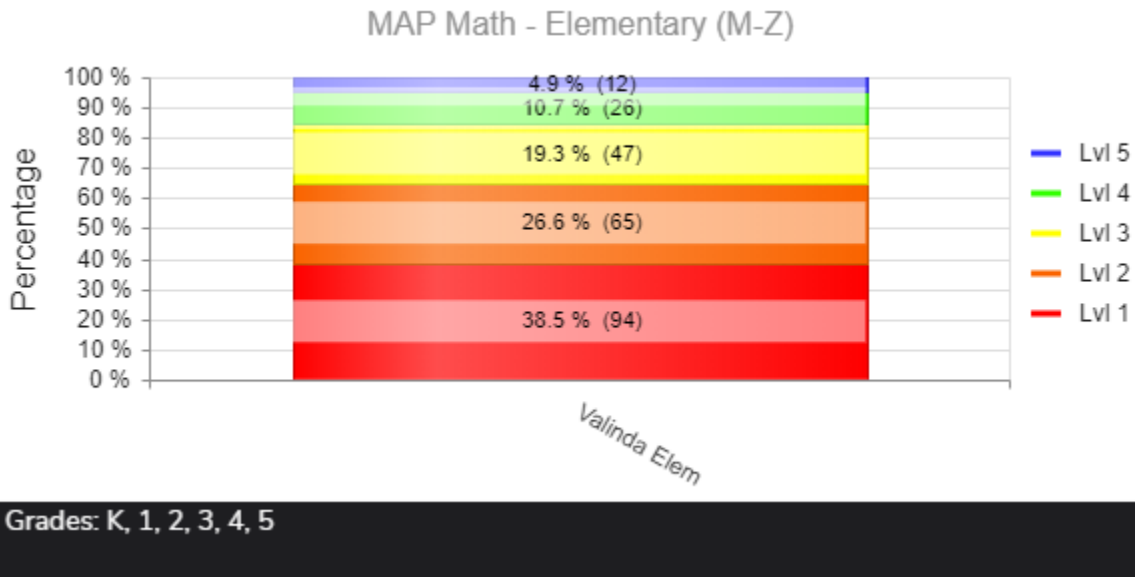
Schools: Valinda Elem
Grades: 1, 2, 3, 4, 5

Conclusions based on this data:

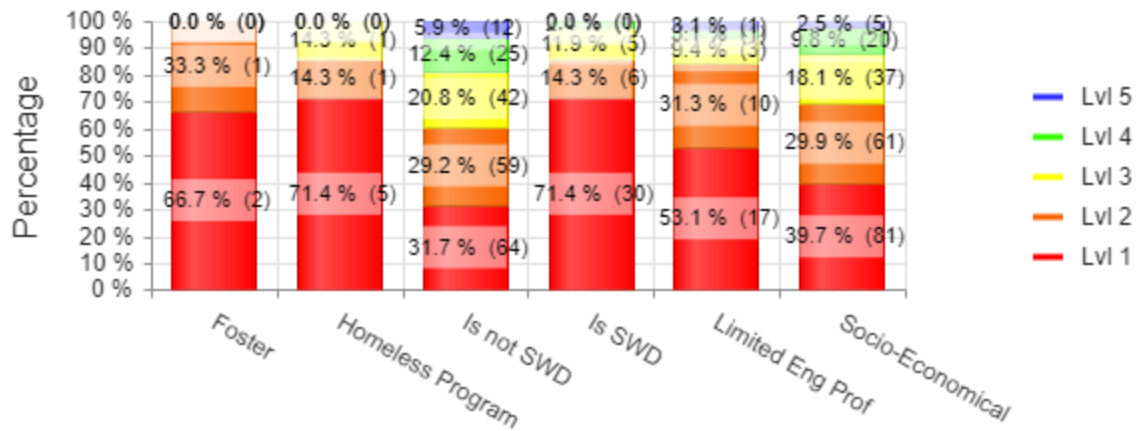
1. When analyzing K-5 grade level ELA (reading data) we concluded the following: Fall to Winter scores increased from 18.8% to 24.2%
2. Winter scores indicate that 16.2% of SWD met or exceeded a score of 61%+.
3. Winter scores also indicate that 0% of ELs did not meet or exceed 61%+.

4. Winter scores also indicate that 20% of SED students met or exceeded 61%+.
5. Winter Data: Third had highest level 4/5 (40.8%); First had the 44% Level 1; Fifth grade had 30.2% Level 3

K-12 Math MAP Results for 2023-24



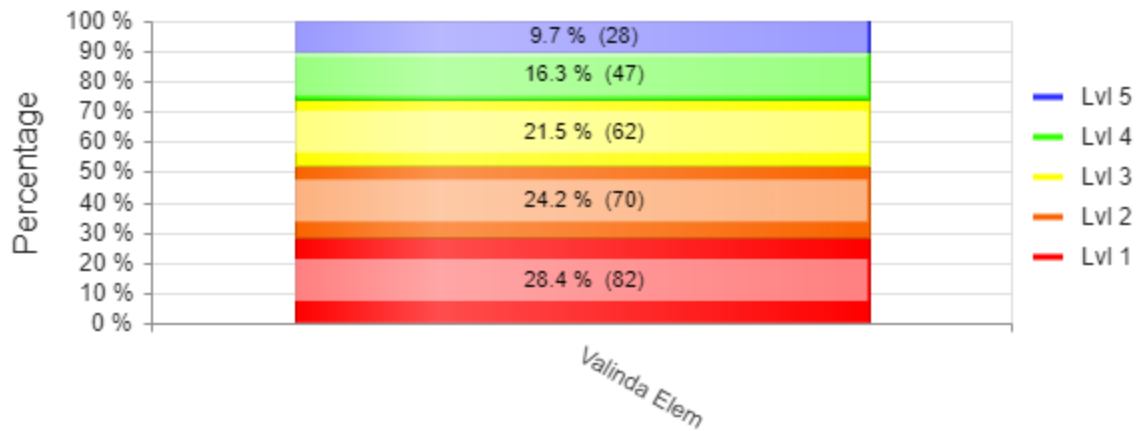
MAP Math Fall 23 - Student Groups



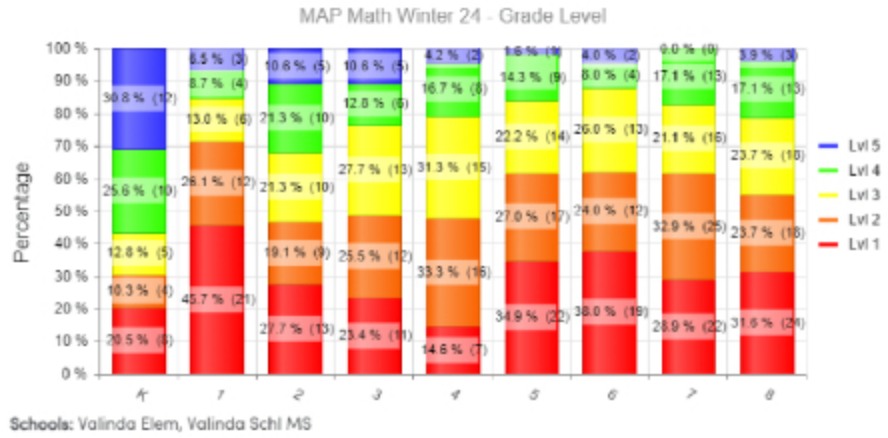
Schools: Valinda Elem

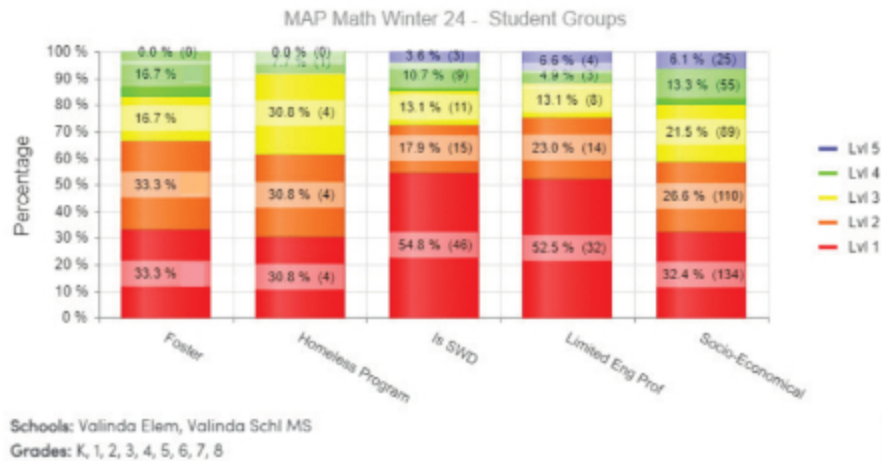
Grades: K, 1, 2, 3, 4, 5

MAP Math Winter Elementary M-Z



Grades: K, 1, 2, 3, 4, 5





Conclusions based on this data:

1. Schoolwide- There was increase in Level 4/5 from fall to winter (15.6% to 26.01%)
2. SWD- There was an increase in Level 4/5 from fall to winter (11.9% to 23.04%)
3. ELs - There was an increase in Level 4/5 from fall to winter (6.2% to 14.3%)
4. Winter Data indicates that kinder had 56.4% of students scoring in Level 4/5
5. Winter data indicates that first grade has 71.8% of students scoring Level 1/2.

RFEP Monitoring Report

School	Grade Level	EL Status	IEP	SBAC ELA Achievement Level	SBAC ELA Test Date	SBAC ELA Achievement Level/Test Date	NWEA MAP Reading Percentile				
Valinda Elem	3	RFEF (Monitored)	Yes				1 (4/25/2023)	1 (2022/2023 - Trimester 3)			
Valinda Elem	4	RFEF (Monitored)	Yes	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	1 (1/24/2023)	D (2022/2023 Trimester 3)	F (2022/2023 - Trimester 3)		
Valinda Elem	4	RFEF (Monitored)	Yes	1 - Not Met	4/24/2023	1 - Not Met 04/24/2023	4 (5/1/2023)	D (2022/2023 Trimester 3)			
Valinda Elem	5	RFEF (Monitored)	Yes	1 - Not Met	4/21/2023	1 - Not Met 04/21/2023	25 (1/17/2023)	D (2022/2023 Trimester 3)			
Valinda Elem	5	RFEF (Monitored)	Yes	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	6 (1/24/2023)	C (2023/2024 Trimester 2)	D (2023/2024 - Trimester 2)	B (2023/2024 - Trimester 2)	D (2023/2024 - Trimester 1)
Valinda Elem	5	RFEF (Monitored)	Yes	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	1 (1/19/2023)	D (2022/2023 Trimester 3)			
Valinda Elem	5	RFEF (Monitored)	Yes	1 - Not Met	4/21/2023	1 - Not Met 04/21/2023	2 (1/17/2023)	D (2022/2023 Trimester 3)			
Valinda Elem	5	RFEF (Monitored)	Yes	1 - Not Met	4/17/2023	1 - Not Met 04/17/2023	17 (1/17/2023)	F (2022/2023 - Trimester 3)	D (2022/2023 - Trimester 3)		
Valinda Elem	5	RFEF (Monitored)	Yes	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	1 (1/19/2023)	F (2022/2023 - Trimester 3)			
Valinda Elem	5	RFEF (Monitored)	Yes	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	3 (1/24/2023)	D (2022/2023 Trimester 3)			

Valinda Elem	5	RFEF (Monitored)	Yes	1 - Not Met	4/13/2023	1 - Not Met 04/13/2023	1 (5/4/2023)	D (2022/2023 Trimester 3)			
Valinda School MS	6	RFEF (Monitored)	Yes	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	1 (1/19/2023)	D (2022/2023 Trimester 3)			
Valinda School MS	6	RFEF (Monitored)	No	2 - Nearly Met	4/21/2023	2 - Nearly Met 04/21/2023	32 (1/17/2023)	D (2022/2023 Trimester 3)			
Valinda School MS	6	RFEF (Monitored)	No	2 - Nearly Met	4/21/2023	2 - Nearly Met 04/21/2023	37 (1/17/2023)	D (2022/2023 Trimester 3)			
Valinda School MS	6	RFEF (Monitored)	No	2 - Nearly Met	4/21/2023	2 - Nearly Met 04/21/2023	24 (1/17/2023)	D (2022/2023 Trimester 3)			
Valinda School MS	6	RFEF (Monitored)	Yes	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	1 (1/23/2023)	D (2022/2023 Trimester 3)			
Valinda School MS	7	RFEF (Monitored)	No	1 - Not Met	4/20/2023	1 - Not Met 04/20/2023	11 (1/11/2023)	A (2023/2024 Semester 1)	B+ (2022/2023 - Semester 2)	B (2022/2023 - Semester 1)	
Valinda School MS	7	RFEF (Monitored)	No	2 - Nearly Met	4/19/2023	2 - Nearly Met 04/19/2023	27 (1/12/2023)	D+ (2022/2023 - Semester 2)			
Valinda School MS	7	RFEF (Monitored)	No	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	38 (1/12/2023)	D (2022/2023 Semester 2)			
Valinda School MS	7	RFEF (Monitored)	Yes	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	6 (1/17/2023)	D+ (2022/2023 - Semester 1)	A+ (2022/2023 - Semester 1)		
Valinda School MS	8	RFEF (Monitored)	Yes	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	12 (1/17/2023)	F (2022/2023 - Semester 1)			
Valinda School MS	8	RFEF (Monitored)	No	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	14 (1/26/2023)	B+ (2023/2024 - Semester 1)	A (2022/2023 - Semester 2)	A (2022/2023 - Semester 1)	

Valinda School MS	8	RFEF (Monitored)	Yes	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	5 (1/17/2023)	A- (2022/2023 - Semester 1)			
Valinda School MS	8	RFEF (Monitored)	No	5 - Met	4/18/2023	3 - Met 04/18/2023	28 (1/24/2023)	D- (2022/2023 - Semester 2)			
Valinda School MS	8	RFEF (Monitored)	No	1 - Not Met	4/19/2023	1 - Not Met 04/19/2023	12 (1/17/2023)	B (2023/2024 - Semester 1)	A- (2022/2023 - Semester 2)	A- (2022/2023 - Semester 1)	
Valinda School MS	8	RFEF (Monitored)	Yes	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	2 (1/17/2023)	B- (2022/2023 - Semester 1)			
Valinda School MS	8	RFEF (Monitored)	Yes	1 - Not Met	4/19/2023	1 - Not Met 04/19/2023	1 (1/17/2023)	B (2023/2024 - Semester 1)	C- (2022/2023 - Semester 2)	D+ (2022/2023 - Semester 1)	

Conclusions based on this data:

1. 20 of our current 5th graders have been reclassified and are monitored.
2. 4 of our current 5th graders have been reclassified and have fully exited the monitoring process.
3. 37 students have been reclassified and are being monitored.

Comprehensive Needs Assessment Components

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

Please refer to Instructions for additional guidance.

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 survey activities were given to all educational partners as part of the LCAP input process.

We started of the process with our current middle school students in December 2023. Students participated in providing input on what helps them succeed in school, what do they need, what would they like to have available, etc... Results were submitted at the district level.

Parent LCAP survey meetings were held the months of March and April 2024. The survey addressed the CA School Dashboard results and LCAP Goals. Input was collected and analyzed by administration during the Parent, /Teacher LCAP meetings.

On 3/12/2024 staff was given an opportunity to provide input and choose the top 3 needs for each section during our staff meeting. The activity included the review of CA School Dashboard results, how we exited ATSI and the needs of the school. Data was analyzed by staff and administration at the March staff meeting.

Parents also participated in the LCAP process on April 12th, 2024 during Coffee with the Principal.

ELAC (Parents) March 27th, 2024 - LCAP strategies were discussed, and parents were encouraged to provide input and participate in the school wide needs assessments since our focus subgroup is ELs (Math, ELA, Chronic Absenteeism).

SSC (All Stakeholders) March 20th, 2024 -LCAP strategies were discussed, and parents, teachers and students were encouraged to participate and provide input.

Summary of results indicate the following:

- Staff- Updated and modernized classrooms
- SEL services and programs for students
- Professional Development (Math Focus on ELLs and SWD)
- Intervention services/ Tutoring (Focus: Math)
- Teacher planning time
- Schoolwide initiatives (Writing and Math)
- Attendance Programs to increase ADA
- Parent Support Personnel
- Hiring of Bilingual Staff

Classroom Observations

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

School administration visit classrooms throughout the week. Findings revealed that students and teachers were engaging by using books and technology side by side. During instruction and learning, some teachers are providing additional support through small group instruction, reteaching concepts, allowing for retakes of test or quizzes and providing tutoring/intervention for our low performing students.

Summary of findings: Not all teachers are using evidenced based Tier 1 instructional strategies (ELA/Math). Revisiting and monitoring these strategies by means of PD's and focused classroom observations, we will be able to strengthen our Tier 1 academic program. (Focus on ELA and Math)

Analysis of Current Instructional Program

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

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

Completing this section fully addresses all relevant federal planning requirements for SWP, ATSI and/or CSI.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

There is a continuing need to routinely access and analyze required state (CAASPP, Summative ELPAC) and district (ELA and Math MAP) assessments to identify and monitor student needs of specific student groups. Our school has exited out of ATSI but there is still a need continue the work with the following subgroups: EL's (ELA, Math, Chronic Absenteeism) and SWDs (ELA) as they are needing the most assistance. Based on the data results, targeted differentiated instruction will be planned and facilitated to support improving student achievement in ELA and Mathematics.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Valinda School of Academics uses a variety of common assessments to monitor student progress on curriculum-embedded assessments. Beside the district's MAP assessments (Spanish and English), there are others that include Wonders Curriculum assessments, ELA STAR Diagnostic/Accelerated Reader (Provided in Spanish and English). Lexia and Dreambox will also be used monitor student progress. Student needs are increasing reading practice at the appropriate reading levels. Math improvement schoolwide and with ELs is also a need that was addressed when analyzing the data. There is an on-going need to provide time for teachers to disaggregate data regularly to identify student strengths and areas of growth to inform teacher practice particularly for ELs and SWDs.

Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Based on the performance of SWD/ELs in ELA and Math, there is need to provide professional development to general education teachers to understand and utilize the list of Accommodations and Modifications in the IEP for each SWD's. As well as revisiting the ELL standards, strategies and designated ELD instructional time.

There is also a need to revisit the Tier 1 research-based strategies for math instruction. This will not only assist the target subgroups with an achievement gap, but these best practices will also assist all students as well.

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

In order to support best general education teachers to increase the achievement of their ELs, there is a need for PD in revisiting the EL standards, research-based strategies for ELs and intentional designated ELD instructional time.

In order to support best general education teachers to increase the achievement of their SWD's, there is a need to coordinate with Special Education Department to plan and facilitate professional development re: how to understand and utilize the list of Accommodations and Modifications in the IEP of SWDs. There is an additional need to collaborate with Special Education Department, school administration and support staff to monitor and support implementation of the PD in the classroom.

Teacher collaboration by grade level (K–8) and department (grades 9-12)

There is a need to provide teachers time to plan during and after the school day with their grade level teams (TK- 5). TK-5 teachers will plan with their grade level teams during the school day at least 3x's a year (Fall, Winter, Spring). Funding will be allotted to pay for subs.

Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Budgetary allocations are provided for teacher collaboration for transitioning grade levels. This planning allows teachers to vertically plan, collaborate, and determine needs of students matriculating from kinder, elementary, and middle school. This year, Pre-School /Headstart created a calendar of events throughout the year that allowed both PreK and Kinder students to work together. This was to assist with PreK transition into TK/Kindergarten.

Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified.

Implementation of designated ELD for ELs depends on their language proficiency. TK-5 grade levels have a designated 30-minute time for ELD. Depending on student language proficiency and their levels, they will be provided with the necessary instruction.

Students are closely monitored through: ELPAC results, grades, reclassification criteria, EL data chats, CAASPP and MAP district assessments.

Extended learning activities

Extended learning opportunities are provided through participation in Robotics, Code Campus, Science Olympiad, Speech and Debate, Extracurricular sports, Band, TK-5 music program, ASB. We provide these activities to build student engagement so students can be connected to the school community and want to come to school every day to learn. Attendance incentives will also be provided/recognized throughout the year to motivate students to come to school ready to learn.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards

Interventionists are used to assist underperforming students. Additional funding is allotted for paid hours for teachers to provide intervention to the students with the largest gaps in learning compared to their peers. Small group instruction is also provided during the school day. Student groups with the lowest indicators, who were identified from the CA school Dashboard will be provided additional instructional assistance.

The bilingual aide also provides additional services for ELs (LTEL).

Evidence-based educational practices to raise student achievement of identified student groups

There is a need for the following:

Explicit Instruction: Such as first best practices that may include connecting new content to prior knowledge, establishing and maintaining clear learning goals and expectations for each lesson, immediate and reflective feedback, modeling concepts and processes step by step and scaffolding.

Guided instruction in small groups that includes background knowledge prompts, procedural or process prompts, reflective knowledge prompts, scaffolding instruction and cues (physical, verbal, visual)

Tutoring

Assigning Homework Buddies/Partners

Increased Opportunities to respond

Alternative modes of completing assignments

Frontloading and Re-teaching

Use of Anchor Charts for students to reference

Parental Engagement

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

District Resources include technology programs such as Dreambox, Lexia, SORA, Tutor.com, Parent Square and AERIES.

Site resources include an interventionist, Accelerated Reader, School Climate Support Personnel and translating services. Tutoring hours after school are also provided by teachers and classified staff.

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of categorical programs

SSC develops, implements, monitors and evaluates the SPSA based on student achievement. ELAC provides input to SSC on the needs of ELs and the EL Planned Improvement section of the SPSA. In addition, CA Dashboard information is shared with parents at Coffee with the Principal. Classroom teachers also give input during staff meetings, teacher workshop planning hours, and leadership team meetings. These practices are ongoing.

Funding

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

Title I allows site to provide intervention services. Allocated funds allow students to receive tutoring. Both services support the identified learning needs of students to close the achievement gaps.

Educational Partners' Involvement

Comprehensive Needs Assessment Process

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

1. Date that the activity occurred
2. Group(s) involved (e.g., SSC, ELAC, Leadership Team, teachers, grade-level teams, parents, vertical teams, departments, etc.)
3. Activities related to the collection and analysis of data (e.g., SBAC results, student group results, discussing grade-level assessment reports, charting areas of strength and areas for growth on SMAP or common assessments, using an analysis protocol to analyze academic performance data, organizing district benchmark assessment data, collecting department data, reviewing trend data, conducting focus groups or interviews, tallying surveys, filling out a self-assessment survey, conducting classroom observations, etc.)

1. Date	2. Group(s)	3. Description of Activities Related to Collection and Analysis of Data
12/15/2023	Middle School Students	ASB students collaborated together to answer the LCAP guided questions that were provided by the SFS Department. There was open discussion of the process. Students engaged in asking questions and discussing important aspects to improve student learning. Responses were recorded and further input was given and noted to identify the highest priorities. Outcomes were reviewed with students. Responses were then submitted on the SFS Google Drive document and access to the information was provided to students.
April 12, 2024	Parents	During Coffee with the Principal Meetings, parents engaged in answering LCAP guiding questions that were provided by the multilingual department. A discussion on the process was held and parents were encouraged to engage in discussion and sharing. Parents had the opportunity to respond to the guiding questions giving input in or to assist in the alignment of the SPSA and the LCAP priorities. Participants also asked clarifying questions; questions about regarding the current needs, and what was most effective for their own children when it came to academic growth.
3/20/24	School Site Council	SSC engaged in answering LCAP guided questions that were provided after the ATSI information was provide. Parents, staff, teachers, and middle school students were invited to join in on voicing their input, wishes, and perspectives about the successes and challenges for Valinda and student success. Members held discussions and asked clarifying questions; questions regarding the data presented and held dialogues on what has worked well and what is needed to make further improvements to align the LCAP priorities and the SPSA.
3/24/24	ELAC Members	ELAC members engaged in a discussion regarding the SPSA/LCAP input process. ELAC members reviewed and discussed Long-Term English Learner (LTEL), At- Risk of LTEL (ISPELs), Summative ELPAC, S-MAP Assessments (ELA #1 and 2) data, and advice on the development of the school's needs using ELL data progress. ELAC members answered the guided questions that were provided by the multilingual department on areas of priorities. Members were invited to join in voicing their experiences,

		perspectives, and input. Members gave input for every priority area and were able to ask clarifying questions, share the needs of their children to assist with academic growth, and what has been most effective for them. A list of the needs presented by other stakeholders were also shared with the group to discuss and provide input on the needs that have been identified.
3/12/24	Valinda Staff	Staff actively participated in the discussion of the current goals and evaluated the current program, as LCAP/SPSA input was given in determining.. Staff had the opportunity to discuss areas of need and discuss other areas such as technology, professional development, safety/security, and parent involvement. Staff kept in mind previous shared data on intervention, attendance, technology, and school culture. All staff had the opportunity to give input and participate. Guiding questions were explained and teachers were able to write down their input on the needs of the school as they rotated to each section giving input addressing high priorities. They were then given additional markers so that they can choose their top 4 needs as a way to identify highest priorities.
4/24/2024	School Site Council 5A	Members reviewed and provided input on sections of the SPSA (Needs assessment, goals and action plans). Reviewed the budget allocations for specialized programs, personnel costs, etc... and how funds are related in regards to the SPSA. SPSA approval took place at the end of the meeting.
5/8/2024	School Site Council 5B	. SSC members reviewed school goals based on school priorities. They also reviewed the budget. The SPSA was approved by School Site Council.

Description of Plan Development Process and Educational Partner Involvement

1. SPSA Life Cycle Timeline:

SPSA Timeline	
Timeline	SPSA Life Cycle
January/ February 2024	<ul style="list-style-type: none"> Review current status of 2023-24 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Conduct 2024-25 Needs Assessment & summarize conclusions for all students & student groups Based on needs, develop priorities and goals, aligned to Title I, LCFF/LCAP, & WASC for HS Budget development for 2024-25 SPSA (preliminary budget estimates) Engage educational partners in the process – SSC, ELAC, staff, LT, PLCs, students, community
March	<ul style="list-style-type: none"> Continue to review 2023-24 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Alignment of 2024-25 SPSA and LCAP priorities via educational partner engagement process to inform SPSA and LCAP development Align 2024-25 Title I and LCFF S&C fiscal resources to address priorities, goals and actions Develop 2024-25 SPSA Planned Improvements/Goals to address identified needs with evidence-based actions/strategies ELAC advisement to SSC regarding development of the EL Plan in 2024-25 SPSA
April	<ul style="list-style-type: none"> Continue to review 2023-24 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Continue March activities to write/update 2024-25 SPSA to ensure educational partners' engagement and legal SSC approval SSC to approve 2024-25 SPSA 2024-25 SPSA completed in DTS and SPSA Synopsis emailed to MESBP by Friday, April 26, 2024
May	<ul style="list-style-type: none"> MESBP feedback on SPSAs - LEA reviews & monitors SPSAs to ensure FPM compliance
June	<ul style="list-style-type: none"> Recommend 2024-25 SPSAs for Board of Education Approval – June 13, 2024
August/ Sept	<ul style="list-style-type: none"> Conduct Title I Annual Meetings (2) and SSC elections prior to 1st SSC Meeting Implement and monitor 2024-25 SPSA
October	<ul style="list-style-type: none"> Conduct 2023-24 Annual Evaluation with SSC and review assessment of student learning using multiple measures, including, but not limited to 2024 CAASPP, Summative ELPAC and MAP results Complete 2023-24 Annual Evaluation in DTS with SSC Based on 2023-24 Annual Evaluation, revise 2024-25 SPSA actions/expenditures in DTS as needed to reach goals for student achievement, using September revised Title I funding allocation Revise 2024-25 SPSA Title I allocation in DTS Email MESBP when DTS revision is completed – by October 25, 2024
November/ December	<ul style="list-style-type: none"> Continue 2024-25 SPSA implementation – Title I program & LCFF/LCAP aligned actions & strategies Use formative and interim assessments & performance tasks to monitor all students & student groups' progress

Annual Evaluation

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal.

ANALYSIS

Please add a new row for each Metric Indicator and Expected Outcome.

English Language Arts School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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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 the intended implementation and/or material difference and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Math School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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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 the intended implementation and/or material difference and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

English Learner
School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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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 the intended implementation and/or material difference and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

School Climate
School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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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 the intended implementation and/or material difference and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

GOALS FOR IMPROVING STUDENT ACHIEVEMENT

HLPUSD PLAN ALIGNMENT MATRIX

LCAP Priorities	LCAP Performance Indicators	Types of Actions & Strategies	SPSA Strategies	Board of Education Goals
Conditions of Learning: Basic Services	-Rate of Teacher Misassignment -Access to Standards Aligned Textbooks -Facilities in Good Repair	-High Quality, Credentialed & Assigned Teachers -Standards Aligned Curriculum and Textbooks -Facilities in Good Repair -Safe, Secure, Positive Schools -Core Program & Services, Material, Supplies, Equipment	Strategy 3, 4, 8	Goal 2, 3, 5
Conditions of Learning: Implementation of CA Academic Standards	-Implementation of the CA Standards for All and EL Students	-Implementation of CA Standards for All & Student Groups -Professional Development – Implementation of Standards -PLC Implementation -Technology Integration	Strategy 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	Goal 1
Conditions of Learning: Course Access	-Extent of Access to Broad Course of Study	-Extent of Access to Broad Course of Study, Including Target Student Groups (EL, SWD, Foster...) -A-G Courses, College & Career, Electives, Signature Programs, AP, IB, CTE, VAPA, STEAM, GATE	Strategy 2, 6, 8, 10, 12	Goal 2
Pupil Outcomes: Student Achievement	-Performance on State Tests (CAASPP/SBAC) -College & Career/UC/CSU Requirements -EL Language Proficiency (ELPAC) -EL Reclassification Rates -AP Pass Rates -Early Assessment Program -District Interim Assessments	- Address the Academic Needs of All Students, Student Groups, Most At-Risk -Use & Analysis of State and Local Assessment Data -Academic Instructional Program Implementation & Supports -Academic MTSS and Tiered Intervention -College and Career Readiness -English Learner Program, Designated & Integrated ELD -A-G and Graduation Requirements, Credit Recovery -Implementation of SMAPs, Local Assessments, and Progress Monitoring -Implementation of PLCs, Teacher Collaboration -Professional Development Implementation – Teachers & Administrators -Technology Integration -Monitoring Effectiveness of the Instructional Program -Use of Evidence-Based & Effective Strategies	Strategy 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	Goal 1
Pupil Outcomes: Other Student Outcomes	-Other Indicators in Other Subject Areas	-Electives, NGSS, HSS, PE, AP, IB, CTE, VAPA, STEAM -Science Olympiad -Speech and Debate -Physical Fitness Test	Strategy 2, 3, 5, 7, 8, 9, 12	Goal 2
Engagement: Parent Involvement	-Seek Parent Input in Decisions -Promotion of Parent Involvement	-SSC & ELAC -DAC & DELAC -Parent & Family Engagement Programs, Activities and Trainings, Adult Education Classes	Strategy 11	Goal 6
Engagement: Student Engagement	-Attendance Rates -Chronic Absenteeism Rates	-Attendance Supports/Address Absenteeism/SART & SARB -Academic & Behavioral Rtl & MTSS - Tiered Interventions	Strategy 2, 4, 5, 6,	Goal 2

	-MS/HS Dropout Rates -HS Graduation Rates	-Transition Programs & Supports -Counseling and/or Engagement Programs -Collaborative Learning Structures -Extra-Curricular & Enrichment Activities -Credit Recovery	7, 8, 9, 10, 12	
Engagement: School Climate	-Suspension Rates -Expulsion Rates -Other Local Measures	-Behavioral MTSS - Tiered Interventions -Social Emotional Learning, Counseling Supports -Behavioral Rtl/Reduce Behavior Referrals/Increase Positive Behavior/PBIS -Drug, Alcohol, Tobacco Prevention -School Safety and Positive Learning Environment -California Healthy Kids Survey	Strategy 3, 5, 8, 9, 10, 11	Goal 5

SPSA Strategies:

- Strategy 1: Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups
- Strategy 2: Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials
- Strategy 3: Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff
- Strategy 4: Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)
- Strategy 5: Teacher collaboration by grade level (K-8) and department (grades 9-12).
- Strategy 6: Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)
- Strategy 7: Extended learning activities
- Strategy 8: Services provided by the regular/core program that enable underperforming students to meet grade level standards.
- Strategy 9: Evidence-based educational practices to raise achievement of identified student groups
- Strategy 10: Resources available from family, school, district, and community to assist under-achieving students
- Strategy 11: Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs
- Strategy 12: Services provided by categorical funds that enable under-performing student to meet standards



Hacienda La Puente Unified School District
District Goals for Student Achievement
School Plan for Student Achievement (SPSA)
2024-25

ACTION PLAN: ENGLISH LANGUAGE ARTS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LANGUAGE ARTS: All students, TK to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
School Dashboard ELA- All Students	4.9 above standard	Increase by 3 pts or more
School Dashboard ELA- Low Income	21.4 below standard	Increase by 3 pts or more
School Dashboard ELA- English Learner	42.4 below standard	Increase by 4 pts or more
School Dashboard ELA- Foster Youth	87.8 below standard	Increase by 4 pts or more
School Dashboard ELA- SWD	99.1 below standard	Increase by 4 pts or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA- All Students	48.37% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- Low Income	42.17% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- English Learner	14.81% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Long Term English Learner	5.45% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Foster Youth	23.91% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- SWD	13.51% Met/Exceeded	Increase by 4% or more

Metric/Indicator (Winter 2023)	Baseline/Actual Outcome	Expected Outcome
Kinder MAP Phonemic Awareness- All Students	68% scored level 2-5	Increase by 3% or more
Kinder MAP Phonics & Word Recognition- All Students	63% scored level 2-5	Increase by 3% or more
Kinder MAP Listening Comprehension- All Students	65% scored Meets/Exceeds (Level 4-5)	Increase by 3% or more
Kinder MAP Picture Vocabulary- All Students	63% scored Meets/Exceeds (Level 4-5)	Increase by 3% or more
Gr. 2-12 MAP Reading- All Students (2024-25 will include Grades 1-12)	31.9% scored \geq 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. 2-12 MAP Reading- Low Income (2024-25 will include Grades 1-12)	26.9% scored \geq 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. 2-12 MAP Reading- English Learner (2024-25 will include Grades 1-12)	6% scored \geq 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. 2-12 MAP Reading- Foster Youth (2024-25 will include Grades 1-12)	16.2% scored \geq 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. 2-12 MAP Reading- SWD (2024-25 will include Grades 1-12)	8.8% scored \geq 61 percentile of peers in national norm reference test	Increase by 4% or more

ACTION PLAN: MATHEMATICS

GOAL FOR STUDENT ACHIEVEMENT - MATHEMATICS: All students, TK to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
School Dashboard Math- All Students	42.4 below standard	Increase by 3 pts or more
School Dashboard Math- Low Income	60.2 below standard	Increase by 3 pts or more
School Dashboard Math- English Learner	64 below standard	Increase by 3 pts or more
School Dashboard Math- Foster Youth	126.1 below standard	Increase by 4 pts or more
School Dashboard Math- SWD	140 below standard	Increase by 4 pts or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC Math- All Students	35.21% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- Low Income	28.59% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- English Learner	14.95% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Long Term English Learner	2.29% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Foster Youth	6.12% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- SWD	7.85% Met/Exceeded	Increase by 4% or more

Metric/Indicator (Winter 2023)	Baseline/Actual Outcome	Expected Outcome
MAP Math- All Students	37.7% scored \geq 61 percentile of peers in national norm reference test	Increase by 3% or more
MAP Math- Low Income	32.7% scored \geq 61 percentile of peers in national norm reference test	Increase by 3% or more
MAP Math- English Learner	21.9% scored \geq 61 percentile of peers in national norm reference test	Increase by 4% or more
MAP Math- Foster Youth	15.7% scored \geq 61 percentile of peers in national norm reference test	Increase by 4% or more
MAP Math- SWD	10.7% scored \geq 61 percentile of peers in national norm reference test	Increase by 4% or more

ACTION PLAN: ENGLISH LEARNERS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LEARNERS: All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator	52.6%	Increase by 1% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC Level 4	22.8%	Increase by 1% or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
English Learner Reclassification Rate	14.5%	Increase by 1% or more

ACTION PLAN: SCHOOL CLIMATE & ENGAGEMENT

GOAL FOR SCHOOL CLIMATE: All students, TK to 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

Annual Measurable Outcomes

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
Dashboard Suspension Rate- All Students	3.4%	Decrease by 0.3% or more
Dashboard Suspension Rate- Low Income	3.9%	Decrease by 0.3% or more
Dashboard Suspension Rate-English Learner	3.2%	Decrease by 0.3% or more
Dashboard Suspension Rate- Foster Youth	11.1%	Decrease by 1% or more
Dashboard Suspension Rate- SWD	6.2%	Decrease by 0.5% or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
DataQuest Expulsion Rate	0.1%	Decrease by 0.1%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CHKS "Safe or Very Safe" Overall Perception- Grade 5	75%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 7	47%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 9	53%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 11	51%	Increase by 1%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 5	69%	Increase by 1%

CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 7	49%	Increase by 1%
CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 9	52%	Increase by 1%
CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 11	50%	Increase by 1%

GOAL FOR STUDENT ENGAGEMENT: All students, TK to 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

Annual Measurable Outcomes

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
Dashboard Graduation Rate- All Students	92.6%	Increase by 1% or more
Dashboard Graduation Rate- Low Income	92.2%	Increase by 1% or more
Dashboard Graduation Rate- English Learner	80.6%	Increase by 2% or more
Dashboard Graduation Rate- Foster Youth	81.8%	Increase by 2% or more
Dashboard Graduation Rate- SWD	77%	Increase by 2% or more

Annual Measurable Outcomes

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
DataQuest 4 yr. Adjusted Cohort Dropout Rate- All Students	2.9%	Decrease by 0.5%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- Low Income	3.2%	Decrease by 0.5%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- English Learner	8.9%	Decrease by 1%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- Foster Youth	14.3%	Decrease by 1%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- SWD	5.3%	Decrease by 0.5%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
SIS TK-8 Attendance Rate- All Students	92.9%	Increase by 1%
SIS TK-8 Attendance Rate- Low Income	90.2%	Increase by 1%
SIS TK-8 Attendance Rate- English Learner	91.2%	Increase by 1%
SIS TK-8 Attendance Rate- Foster Youth	86.7%	Increase by 1.5%
SIS TK-8 Attendance Rate- SWD	86.4%	Increase by 1.5%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
SIS 9-12 Attendance Rate- All Students	93.2%	Increase by 1%
SIS 9-12 Attendance Rate- Low Income	91.8%	Increase by 1%
SIS 9-12 Attendance Rate- English Learner	90.7%	Increase by 1%
SIS 9-12 Attendance Rate- Foster Youth	88.7%	Increase by 1%

SIS 9-12 Attendance Rate- SWD	88.1%	Increase by 1%
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Metric/Indicator (2023 Dashboard)	Baseline/ Actual Outcome	Expected Outcome
Dashboard K-8 Chronic Absenteeism Rate- All Students	26%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- Low Income	28.7%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- English Learner	22.6%	Decrease by 3% or more
Dashboard K-8 Chronic Absenteeism Rate- Foster Youth	36%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- SWD	38.7%	Decrease by 4% or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
SIS 9-12 Chronic Absenteeism Rate- All Students	22.8%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- Low Income	20.7%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- English Learner	22.1%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- Foster Youth	14.6%	Decrease by 1% or more
SIS 9-12 Chronic Absenteeism Rate- SWD	28.9%	Decrease by 4% or more

Goals, Strategies, & Proposed Expenditures

Goal Subject

ENGLISH LANGUAGE ARTS

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - ELA

All students particularly English Learners, Students with Disabilities will increase their student achievement in English Language Arts as measured by the Dashboard, CAASPP, SMAP, Lexia and AR.

Identified Need

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

CA Dashboard Data, CAASPP Results, DIAs and Lexia indicate that there is a need to increase academic achievement for all students in English Language Arts (ELA). Additionally, data indicated that there is a significant achievement gap between English Learners and Students with disabilities, compared to other student groups.

KEY FINDINGS:

EL and SWD student groups are performing below the other student groups. Both subgroups have more than 50% of its students in the "Not Met" level.

66% of All students did not meet or exceed ELA standards on SBAC in 2023

First grade number of students remained in the Level 1 and 2 when comparing SMAP 1 and SMAP 2 (23-24) data. Over 50% of their students are not meeting ELA standards.

There is a need to:

Provide Staff with professional development on how to provide accommodations in the general educational setting.

- Provide mentoring services for SPED students who lack motivation, basic study skills, and/or flatlining in achievement in core classes.
- Conduct student academic data chats to assist them in goal setting.
- Intervention/academic support during the school day, K~5
- Teacher planning days during the school day, aligned with SPSA goals,
- Continue to provide after-school Homework or Tutoring support.
- Use of technology resources to track/monitor student progress like Lexia and Accelerated Reader

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2023 Dashboard) 1a School Dashboard ELA- All Students 1b School Dashboard ELA- Low Income 1c School Dashboard ELA- English Learner 1d School Dashboard ELA- Foster Youth 1e School Dashboard ELA- SWD	Baseline/Actual Outcome 1a. 38.9 pts. below standard 1b. 48.01 pts. below standard 1c. 71.5 pts. below standard 1d. N/A 1e. 114.4 pts. below standard	Expected Outcome 1a. Increase by 4 pts or more 1b. Increase by 4 pts or more 1c. Increase by 4 pts or more 1d. N/A 1e. Increase by 5 pts or more
Metric/Indicator (2022-23) 2a CAASPP SBAC ELA- All Students 2b CAASPP SBAC ELA- Low Income 2c CAASPP SBAC ELA- English Learner 2d CAASPP SBAC ELA- Long Term English Learner 2e CAASPP SBAC ELA- Foster Youth 2f CAASPP SBAC ELA- SWD	Baseline/ Actual Outcome 2a. 33% met/exceeded 2b. 28% met/exceeded 2c. 10.3% met/exceeded 2d. 18.3% met/exceeded 2e. N/A 2f. 17.2% met/exceeded	Expected Outcome 2a. Increase by 4% or more 2b. Increase by 4% or more 2c. Increase by 4% or more 2d. Increase by 4% or more 2e. N/A 2f. Increase by 4% or more
Metric/Indicator (Winter 2023) 3a Kinder MAP Phonemic Awareness- All Students 3b Kinder MAP Phonics & Word Recognition- All Students 3c Kinder MAP Listening Comprehension- All Students 3d Kinder MAP Picture Vocabulary- All Students	Baseline/ Actual Outcome 3a. 78% scored level 2-5 3b. 97% scored level 2-5 3c. 64% scored meets/exceeds level 4-5 3d. 69% scored meets/exceeds level 4-5	Expected Outcome 3a. Increase by 3% or more 3b. Increase by 3% or more 3c. Increase by 3% or more 3d. Increase by 3% or more
Metric/Indicator (Winter 2023) 4a Gr. 2-12 MAP Reading- All Students (2024-25 will include Grades 1-5) 4b Gr. 2-12 MAP Reading- Low Income (2024-25 will include Grades 1-5) 4c Gr. 2-12 MAP Reading- English Learner (2024-25 will include Grades 1-5)	Baseline/ Actual Outcome 4a. 26.3% scored = 61 percentile of peers in national norm reference test. 4b. 20.3% scored = 61 percentile of peers in national norm reference test. 4c. 22.9% scored = 61 percentile of peers in national norm reference test.	4a. Increase by 4% or more 4b. Increase by 4% or more 4c. Increase by 4% or more 4d. Increase by 3% or more 4e. Increase by 4 % or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4d Gr. 2-12 MAP Reading-Foster Youth (2024-25 will include Grades 1-5) 4e Gr. 2-12 MAP Reading-SWD (2024-25 will include Grades 1-5)	4d. 0%scored = 61 percentile of peers in national norm reference test. 4e. 8% scored = 61 percentile of peers in national norm reference test.	

Strategies/Activities

Complete a Strategy/Activity table for each of the school’s strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

1.1 Analyzing District MAP Assessments through staff meetings, PLCs and/or Teacher Data Chats. This will assist teachers on brainstorming what academic evidence-based strategies will work on specific learning needs.
1.2 Data Analysis of SBAC Data. This will offer students explicit instruction on the areas of need.
1.3 Meet with site Leadership Team quarterly to review our SPSA action plans to monitor and revise as needed.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
9000	Title I, Part A Teacher Release Time-Subs (Including benefits) 1.1 Subs that will allow teacher data chats to take place during the school day.
0	None Specified

	1.2 Activity takes place at contractual PD's and/or staff meetings - No additional cost
1000	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 1.3 Additional hours provided to leadership team

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 2.1 Analyzing Curriculum Embedded Assessments through PLCs. This will assist teachers on brainstorming what academic evidence-based strategies will work on specific learning needs.
- 2.2 Grade Level PLC's (2x/month). This will assist teachers on brainstorming what academic evidence-based strategies will work on specific learning needs.
- 2.3 Print Shop costs. This will provide alternative modes to completing assignments.
- 2.4 Use of Technology to administer online ELA curriculum assessments.. Alternative modes to completing the assignments and to increase opportunity to respond to questions as assessments are not timed.
- 2.5 Renaissance Learning STAR Assessment (3x a year). Supplemental reading program to support increasing students' reading skills by working towards their reading goals. Teachers provide immediate and explicit feedback regarding students' progress toward their reading goals.
- 2.6 Lexia Program. This program will provide students with extra assistance to support reading achievement gaps.
- 2.7 Allocate additional funding for technology refresh for teachers in case there needs to be a replacement (projector, elmo, etc.) This will allow the teacher to provide the instruction needed in the 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified
	2.1 This will be completed during work hours.
0	None Specified

	2.2 This will be completed during work hours.
1000	LCFF S&C Supplemental Supplies 2.3 Instructional materials printing.
0	District Funded 2.4 Use of technology for assessment
4250	Title I, Part A Contracted Services 2.5 Supplemental reading program
0	District Funded 2.6 Reading Program
3000	Title I, Part A Non-Capitalized Equipment (\$500-\$4,999 per item) 2.7 Instructional Technology Refresh

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

3.1 Provide staff professional development on providing accommodations and modifications to students with identified needs such as Students with disabilities. Provide PD for teachers to build Tier 1 research-based strategies to assist subgroups that show an achievement gap. PD in communicating writing is also needed to strengthen our students' writing skills.

3.2 Teacher release time for instructional planning with grade level teams to increase student achievement, close achievement gaps with identified student groups, including the lowest achieving students.

3.3 Admin and or Teachers to attend conferences to come back to the site and share research best practices with the Valinda staff. Teachers will attend conferences that are focused on increasing student achievement.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Professional Development (Conferences & Workshops) 3.1- no cost
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 3.2 Teacher Planning Days (See ELA Strategy 1.1)
2000	Title I, Part A Professional Development (Conferences & Workshops) 3.3 Conferences

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 4.1Teacher planning days during the school day aligned with SPSA goals, (3x's/year) with ELA/Math TOSA support.
- 4.2 Classroom visits by administration to observe the implementation of instructional strategies taught at the professional development sessions. Classroom visits can also include guided instruction in small groups where teachers provide scaffolded instruction and provide frontloading strategies to support an increase in student achievement. Administration will also be monitoring first best instructional strategies.
- 4.3 ELA interventionist push-in assistance for at-risk students to help close achievement gaps. ELA interventionist will provide small group instruction or small group tutoring based on assessed student needs to develop and improve specific skills.
- 4.4 Work with district TOSAs to provide staff professional development on providing accommodations and modifications to students with identified needs such as Students with disabilities. Provide PD for teachers to build Tier 1 research-based strategies to assist subgroups that show an achievement gap (SWD/ELs). PD in communicating writing is also needed to strengthen our students' writing skills.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Teacher Release Time-Subs (Including benefits) 4.1 (See ELA Strategy 1.1)
0	None Specified 4.2
28800	Title I, Part A Contracted Services 4.3
0	District Funded Professional Development (Conferences & Workshops) 4.4

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 5.1 Kinder Program Planning with onsite Pre-school and Head start classes.
- 5.2 Grade Level PLC meetings (2x monthly). This will assist teachers on brainstorming what academic, evidence-based strategies will work on specific learning needs.
- 5.3 Faculty Collaborative Workshops (Leadership) - Administration and faculty collaboration, conduct professional development workshops, discuss goals, create plans, and institute next steps for improved student achievement.
- 5.4 Teacher planning days during the school day aligned with SPSA goals, (3x's/year) with ELA/Math TOSA support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

	5.1 Completed during the work day.
0	None Specified
	5.2 Completed during the work day.
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 5.3 (See ELA Strategy 1.3)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 5.4 (See ELA strategy 1.1)

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 6.1 Dual Immersion Vertical Articulation. This will assist teachers to identify and target in planning prerequisite academic standards/skills at each grade level.
- 6.2 Transition planning for elementary 5th graders going into 6th grade middle school.
- 6.3 Pre-school to Kindergarten Transition planning (2x a year). To assist with the transition from Pre-school/Head-Start to kindergarten.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 6.1 (See ELA Strategy 1.1)
0	None Specified 6.2 (During school hours)
0	None Specified 6.3(During school hours)

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

7.1 - Fieldtrips (transportation costs) to support students' building background and additional knowledge in the content area they are learning about.

7.2 - ES Speech and Debate Club- support students to participate in explicit instruction on cues (Physical, verbal and visual)

7.3 - ASB program to support students to develop their leadership skills.

7.4 District related transportation costs 9Speech and debate, sports, etc...)

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
3500	LCFF S&C Contracted Services 7.1
0	District Funded Teacher Workshop/Additional Hrs (Including benefits) 7.2
1250	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 7.3

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 8.1 - Online curriculum (Wonders) - Assists students by modeling concepts and processes clearly in a step-by step fashion to achieve grade level standards.
- 8.2 - Small group instruction - Allows teachers to use explicit instructional strategies needed for students that are achieving below grade level.
- 8.3 Science hands on materials in (TK-5) to support students learning.
- 8.4 Use of student agendas (K-5) to assist students in organizing classroom and homework assignments.
- 8.5 Intervention/ academic support personnel during the school day. K-5 to increase student achievement.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 8.1
0	None Specified 8.2
0	District Funded 8.3
1400	Title I, Part A Supplemental Supplies 8.4
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 8.5 (See ELA strategy 4.3)

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 9.1 - First best instruction - Admin to conduct class visits and provide PD on schoolwide target focus
- 9.2 - Provide explicit feedback - (Use of Rubrics, Use of Pear Deck tech program) This will allow students to receive immediate and reflective feedback to guide their learning.
- 9.3 - Tutoring Afterschool- This will allow most at-risk students to receive individualized guided instruction to increase their level of student achievement.
- 9.4 Student Data Chats will provide students information regarding their strengths and areas of focus so that they may create a learning action plan if needed.
- 9.5 Intervention teacher academic support during the school day K-8

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 9.1
0	None Specified 9.2
3000	Title I, Part A Certificated Staff (Including benefits) 9.3 (Tutoring for most at- risk)
0	None Specified 9.4 Student data chats during the day.
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 9.5 (See ELA Strategy 4.3)

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 10.1 Interventionist will provide students with small group guided instruction on specific skills.
- 10.2 MTSS Academic services for students will provide students with small group guided instruction on specific skills.
- 10.3 Accelerated Reader used to develop reading comprehension skills in students. Students will work towards their reading goals as teachers provide immediate and explicit feedback regarding their goals.
- 10.4 SORA resource for students developing literacy skills. Additional resource available to students from home.
- 10.5 Small group instruction
- 10.6 Academic and Extended Learning Opportunities afterschool resources for at-risk students (Extended library times, tutoring, special clubs)
- 10.7 High interest and low lexile reading books (English and Spanish) to supplement school library (English and Spanish) and class library and support increase in outside reading for students (build reading fluency)
- 10.8 Reading is Fundamental K-3. Allows students to choose books that they are interested in and support building reading fluency, including among our lowest achieving students.
- 10.9 Technology Resources Available for students to access reading programs, apps and on-line academics resources.
- 10.10 Tutoring services through Tutor.com
- 10.11 LEXIA-Students will work towards their language arts goals as teachers provide immediate and explicit feedback regarding their goals.
- 10.12 Upgrade library related to Accelerated Reader and Dual Immersion text selection.
- 10.13 Discovery Education- Additional resource to assist students in reading in different content areas.
- 10.14 Swank movie license is providing teachers the ability to use movies for instructional purposes.
- 10.15 Provide Mentoring services for SWDs students who lack motivation, basic study skills and/or are flatlining in achievement in their core classes.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 10.1 - (See ELA Strategy 4.3)
0	None Specified Certificated Staff (Including benefits) 10.2 (See ELA Strategy 4.3)
0	Title I, Part A Supplemental Instructional Materials (Including technology devices <\$500 per item) 10.3 (See ELA Strategies 2.5)
0	District Funded

	Books (Excluding core textbooks) 10.4
0	None Specified Certificated Staff (Including benefits) 10.5
7250	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 10.6
10000	Title I, Part A Books (Excluding core textbooks) 10.7 High interest and low Lexile reading books
2500	Title I, Part A Books (Excluding core textbooks) 10.8 Reading is Fundamental
0	District Funded Supplemental Instructional Materials (Including technology devices <\$500 per item) 10.9
0	District Funded Contracted Services 10.10
0	District Funded Contracted Services 10.11
0	District Funded Supplemental Instructional Materials (Including technology devices <\$500 per item) 10.12 (See ELA strategy 10.7)
0	Title I, Part A Books (Excluding core textbooks) 10.13 (See ELA Strategy 10.8)
1000	LCFF Base Supplemental Instructional Materials (Including technology devices <\$500 per item) 10.14 (For instructional purposes)
0	None Specified Certificated Staff (Including benefits) 10.15 (See ELA Strategy 10.6)

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 11.1 - Fingerprinting Waiver for Parent Volunteers for low income/SED parents.
- 11.2 - School Climate Support Personnel to provide services to increase parent engagement and support student academic success by working towards creating a positive school environment.
- 11.3 - Data Confirmation Assistance (Assists parents with the beginning of the year updates needed on Aeries. This is completed on- line and we offer assistance to those parents that need help navigating the language and technology)
- 11.4 - Parent meeting materials: handouts and literacy training. Parent Meetings include School Site Council were parents along with the other SSC members develop. approve, monitor and evaluate the effectiveness of the SPSA
- 11.5 - Parent meeting - Light refreshments. Parent meetings that include the ELAC parent Advisory Committee were they determine EL student needs and provides feedback on EL student needs and input into the EL Planned improvements in the SPSA.
- 11.6 - Volunteer opportunities ...Parent led Jr. First Lego League Robotics Program
- 11.7 Parent Passport Printing Costs- Used to motivate parents to get involved by tracking their participation at Valinda.
- 11.8 Parent/Student Handbooks- Provide the Valinda community with schoolwide information regarding events, parent meetings and other important school information.
- 11.9 Parent Volunteer Recognition Ceremony- Recognize parents who have participated in school events (15+ hours) ...Certificate Paper, Printing Costs
- 11.10 Parent literacy classes through the Latino Family Literacy Project to provide parents with reading strategies to read to their children at home. Material and costs of photographs printed.
- 11.11 LCAP needs assessment activities to provide all educational partners opportunities to provide input on schoolwide needs. (SSC, ELAC, Parent Meetings, Staff Meetings, MS surveys, DIPAC Mtgs. Leadership)

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
790	Title I Parent Involvement Contracted Services 11.1 Parents volunteering their time for school/ classroom events ad or activities.
10800	Title I Parent Involvement Contracted Services 11.2 Personnel will: translate, facilitate parent workshops, etc...

0	None Specified 11.3
100	Title I Parent Involvement Supplemental Supplies 11.4 Special materials for literacy program (picture development), etc...
350	LCFF S&C Supplemental Supplies 11.5 (light refreshments, supplies, etc...)
0	None Specified 11.6
300	Title I Parent Involvement Supplemental Supplies 11.7 Parent Passports (printing costs) assist parents in logging in all of their hours in attendance to school functions, meeting, volunteer work and anything related to our school community.
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 11.8 (See ELA Strategy 2.3)
200	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 11.9
0	Title I, Part A Supplemental Supplies 11.10 The Latino Family Literacy Program requires each parent to create a family scrapbook. Special arts and craft materials are needed. (See ELA strategy 11.9)
0	None Specified 11.11

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Activity

12.1 Interventionist will provide students with small group guided instruction on specific skills.
12.2 Afterschool Tutoring and homework support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 12.1 - (See ELA Strategy 4.3)
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 12.2 - (See ELA Strategy 10.7)
0	Title I, Part A Certificated Staff (Including benefits) 12.2 (See ELA Strategy 9.3)

Goals, Strategies, & Proposed Expenditures

Goal Subject

MATHEMATICS

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - Math

All students particularly English Learners, Students with Disabilities will increase their student achievement in Mathematics as measured by the Dashboard, CAASPP, SMAP, and Dreambox.

Identified Need

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

CA Dashboard Data, CAASPP Results, District MAP and Dreambox indicate that there is a need to increase academic achievement for all students in Mathematics. Additionally data indicated that there is a significant achievement gap between English Learners and Students with disabilities, compared to other student groups.

KEY FINDINGS:

EL and SWD student groups are performing below the other student groups
78.8 % of All students did not meet or exceed Math standards on SBAC

Needs:

- Prioritize content and learning.
- In mathematics instruction, continue to establish Mathematics goals for learning (clear goals established, situates goals within learning progressions, and uses goals to guide instructional decisions). (Tier 1)
- Addressing unfinished learning. In math instruction, stick to grade-level content and instructional rigor. (Focus on this year's learning rather than remediating last year) (Tier 1)
- In math instruction, focus on depth of instruction, not the pace. (prioritizes content in which improves student learning rather than high-paced instruction.) (Tier 1)
- Using Achieve the Core, prioritize content and learning. Prioritizes the most important content at each grade-level & provides guidance for how to use current grade-level major clusters. (Tier 1)
- Continue to ensure inclusion of each and every learner. Hands-on materials/manipulatives (Tier 1). Students engaging at the manipulative level, symbolic, drawing that is traditionally thought of as math.
- PLC Release Planning days for Faculty. (1/2 day release days, 3x/per year) Need to align content of planning with SPSA Goals & ATSI interventions.
- Coaching Model for Faculty- provide PD and feedback.
- Book time with District Math TOSAs in advance for the year- PDs, PLCs, etc.

- IEPs- ensure Math goals are written well, target students' needs, and align with grade-level standards. Resource Academic Specialists continue to ensure that students are improving
- Math Talks, Anchor Charts, Basic Skills Based Programs
- Step by Step Task Analysis

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2023 Dashboard) 1a School Dashboard Math- All Students 1b School Dashboard Math- Low Income 1c School Dashboard Math- English Learner 1d School Dashboard Math- Foster Youth 1e School Dashboard Math- SWD	1a. 77.3 below standard 1b. 86.2 below standard 1c. 99.3 below standard 1d. N/A 1e. 154.6 below standard	1a. Increase by 4 pts or more 1b. Increase by 4 pts or more 1c. Increase by 4 pts or more 1d. N/A 1e. Increase by 5 pts or more
Metric/Indicator (2022-23) 2a CAASPP SBAC Math- All Students 2b CAASPP SBAC Math- Low Income 2c CAASPP SBAC Math- English Learner 2d CAASPP SBAC Math- Long Term English Learner 2e CAASPP SBAC Math- Foster Youth 2f CAASPP SBAC Math- SWD	2a. 25.7% met/exceeded 2b. 21.2% met/exceeded 2c. 10.3% met/exceeded 2d. met/exceeded 2e. N/A 2f. 6.8% met/exceeded	2a. Increase by 4 % or more 2b. Increase by 4 % or more 2c. Increase by 4 % or more 2d. Increase by % or more 2e. N/A 2f. Increase by 4 % or more
Metric/Indicator (Winter 2023) 3a MAP Math- All Students 3b MAP Math- Low Income 3c MAP Math- English Learner 3d MAP Math- Foster Youth 3e MAP Math- SWD	3a. 20% scored =61 percentile of peers in national norm reference test 3b. 16.9% scored =61 percentile of peers in national norm reference test 3c. 12.5% scored =61 percentile of peers in national norm reference test 3d. 25% scored =61 percentile of peers in national norm reference test	3a. Increase by 4% or more 3b. Increase by 4 % or more 3c. Increase by 4 % or more 3d. Increase by 3 % or more 3e. Increase by 4 % or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3e. 9.5% scored =61 percentile of peers in national norm reference test	

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 1.1 Analyzing District SMAP Assessments through staff meetings, PLCs and/or Teacher Data Chats. This will assist teachers on brainstorming what academic evidence-based strategies will work on specific learning needs.
- 1.2 Data Analysis of SBAC Data. This will offer students explicit instruction on the areas of need.
- 1.3 Meet with site Leadership Team quarterly to review our SPSA action plans to monitor and revise as needed.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Certificated Staff (Including benefits) 1.1 - See ELA Strategy (1.1)
0	None Specified Certificated Staff (Including benefits) 1.2 Activity takes place at contractual PD's and/or staff meetings - No additional cost

0	LCFF S&C Certificated Staff (Including benefits) 1.3 (See ELA Strategy 1.3)
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Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 2.1 Analyzing Curriculum Embedded Assessments through PLCs. This will assist teachers on brainstorming what academic evidence-based strategies will work on specific learning needs.
- 2.2 Grade Level PLC's (2x/month). This will assist teachers on brainstorming what academic evidence-based strategies will work on specific learning needs.
- 2.3 Print Shop costs. This will provide alternative modes to completing assignments.
- 2.4 Use of Technology to administer online Math curriculum assessments. Alternative modes to completing the assignments and to increase opportunity to respond to questions as assessments are not timed.
- 2.5 Use of Dreambox to support students through conceptual instructional lessons in mathematics. This program will provide students with extra assistance to support mathematical achievement gaps.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 2.1 (During work hours)
0	None Specified 2.2 (During work hours)
0	LCFF S&C Supplemental Supplies 2.3 (See ELA Strategy 2.3)
0	District Funded Supplemental Instructional Materials (Including technology devices <\$500 per item)

	2.4
0	District Funded Contracted Services 2.5

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

- 3.1 Provide staff professional development on providing accommodations and modifications to students with identified needs such as Students with disabilities. Provide PD for teachers to build Tier 1 research-based strategies to assist subgroups that show an achievement gap. PD in communicating writing is also needed to strengthen our students' writing skills.
- 3.2 Teacher release time for instructional planning with grade level teams to increase student achievement, close achievement gaps with identified student groups, including the lowest achieving students.
- 3.3 Admin and or Teachers to attend conferences to come back to the site and share research best practices with the Valinda staff.

Activity

All Students, EL, SWD, SED, Homeless, Foster Youth

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified Professional Development (Conferences & Workshops) 3.1 (During work hours)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 3.2 (See ELA Strategy 1.1)
0	Title I, Part A 3.3 (See ELA Strategy 3.3)

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

4.1 Teacher planning days during the school day aligned with SPSA goals, (3x's/year) with Math TOSA support.

4.2 Classroom visits by administration to observe the implementation of instructional strategies taught at the professional development sessions. Classroom visits can also include guided instruction in small groups where teachers provide scaffolded instruction and provide frontloading strategies to support an increase in student achievement. Administration will also be monitoring first best instructional strategies.

4.3 Math interventionist push-in assistance for at-risk students to help close achievement gaps. Math interventionist will provide small group instruction or small group tutoring based on assessed student needs to develop and improve specific skills.

4.4 Work with district TOSAs to provide staff professional development on providing accommodations and modifications to students with identified needs such as Students with disabilities. Provide PD for teachers to build Tier 1 research-based strategies to assist subgroups that show an achievement gap (SWD/ELs)

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Teacher Release Time-Subs (Including benefits) 4.1 (See ELA Strategy 1.1)
0	None Specified 4.2
0	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 4.3 (ELA Strategy 9.3)
0	District Funded 4.4

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 5.1 Kinder Program Planning with onsite Pre-school and Head start classes.
- 5.2 Grade Level PLC meetings (2x monthly). This will assist teachers on brainstorming what academic, evidence-based strategies will work on specific learning needs.
- 5.3 Faculty Collaborative Workshops (Leadership) - Administration and faculty collaboration, conduct professional development workshops, discuss goals, create plans, and institute next steps for improved student achievement.
- 5.4 Teacher planning days during the school day aligned with SPSA goals, (3x's/year) with Math TOSA support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 5.1 (During work hours)
0	None Specified 5.2 (During work hours)
0	Title I, Part A Certificated Staff (Including benefits) 5.3 (See ELA Strategy 1.3)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 5.4 (See ELA Strategy 1.1)

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 6.1 Dual Immersion Vertical Articulation NTE 6 hrs. This will assist teachers to identify and target in planning prerequisite academic standards/skills at each grade level.
- 6.2 Transition planning for elementary 5th graders going into 6th grade middle school.
- 6.3 Pre-school to Kindergarten Transition planning (2x a year) to assist with the transition from Pre-school/Head-Start to kindergarten.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

0	Title I, Part A Certificated Staff (Including benefits) 6.1 (See ELA Strategy 1.1)
0	None Specified 6.2 (During the work day)
0	None Specified 6.3 (Paid by the Sped Dept)

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 7.1 - Fieldtrips (transportation costs) to support students' building background and additional knowledge in the content area they are learning about. (maybe math related)
- 7.2 - TK-5 Music Program materials (yearlong program) to use during guided instruction provided by the music director. Use of Smart Music to guide teachers' instructional goals. Band Instruments/ materials to provide more opportunities in VAPA to more of our students. (Math is used in music)
- 7.3 - Science Olympiad Materials to support students to participate in an event where they are required to establish and maintain clear learning goals for each event. (STEAM)
- 7.4- Robotics Materials/Registration to support student competitions in the following areas: Collaboration, Project Design, Robot Design and Robot Game. (Coding)
- 7.5 Code Campus coding program offered to K-5 students during the school day to support students to respond to immediate and effective feedback. Trial and error

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified Contracted Services 7.1 (See ELA Strategy 7.1)
0	District Funded Supplemental Instructional Materials (Including technology devices <\$500 per item) 7.2 (Music Program)
300	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 7.3 (Science Olympiad materials)
3500	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 7.4 (FIRST Lego League)
28000	LCFF S&C Contracted Services 7.5 (Code Campus)

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 8.1 Online curriculum (Think Central) - Assists students by modeling concepts and processes clearly in a step-by step fashion to achieve grade level standards.
- 8.2 Small group instruction - Allows teachers to use explicit instructional strategies needed for students that are achieving below grade level.
- 8.3 Math hands on materials in (K-5) to support students learning.
- 8.4 Use of student agendas (K-6) to assist students in organizing classroom and homework assignments.
- 8.5 Math Interventionist academic support during the school day TK-5

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 8.1
0	None Specified 8.2
0	District Funded Supplemental Instructional Materials (Including technology devices <\$500 per item) 8.3
0	Title I, Part A Supplemental Supplies 8.4 (See ELA Strategy 8.4)
0	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 8.5 (See ELA Strategy 4.3)

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- .9.1 First best instruction - Admin to conduct class visits and provide PD on schoolwide target focus.
- 9.2 Provide explicit feedback - This will allow students to receive immediate and reflective feedback to guide their learning.
- 9.3 Tutoring Afterschool- This will allow at- risk students to receive individualized guided instruction to assist with increasing student achievement in Math.
- 9.4 Student Data Chats will provide students information regarding their strengths and areas of focus so that they may create a learning action plan if needed.
- 9.5 Dreambox (K-8) technology math programs provide students different modalities of learning conceptual math concepts.

9.6 Materials for the use of anchor charts for students to use a resource. Subgroups such as SWD and ELs can definitely benefit from this strategy.

9.7 Use of Number Talks

9.8 Use of academic instructional language

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified 9.1
0	None Specified 9.2
0	Title I, Part A Certificated Staff (Including benefits) 9.3 (See ELA Strategy 9.3)
0	None Specified 9.4
0	District Funded Contracted Services 9.5
200	LCFF S&C Supplemental Supplies 9.6
0	None Specified 9.7 (During work hours)
0	None Specified 9.8

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

Activity

- 10.1 Interventionist to work with at-risk students and provide students with small group guided instruction on specific skills.
- 10.2 MTSS Academic services for students will provide students with small group guided instruction on specific skills.
- 10.3 Dreambox- used to develop conceptual math skills in students. Students will work towards their math goals as teachers provide immediate and explicit feedback regarding their goals.
- 10.4 Small group instruction
- 10.5 Academic and Extended Learning Opportunities afterschool resources for at-risk students (Extended library times, tutoring, special clubs)
- 10.6 Technology Resources Available for students to access math programs, apps and on-line academics resources.
- 10.7 Tutoring services through Tutor.com
- 10.8 Provide Mentoring services for SWDs/ ELs students who lack motivation, basic study skills and/or are flatlining in achievement in their core classes.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 10.1 (See ELA Strategy 4.3)
0	
0	None Specified 10.2
0	District Funded Contracted Services 10.3 (See Math Strategy 9.5)
0	None Specified 10.4
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 10.5 (See Strategy ELA 10.5)
0	District Funded

	Contracted Services 10.6
0	District Funded Certificated Staff (Including benefits) 10.7
0	Title I, Part A Certificated Staff (Including benefits) 10.8 (See Strategy ELA 10.5)

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 11.1 - Fingerprinting Waiver for Parent Volunteers for low income/SED parents
- 11.2 - School Climate Support Personnel to provide support to parents/families to increase parent engagement and support student academic success
- 11.3 - Data Confirmation Assistance (Assists parents with the beginning of the year updates needed on Aeries. This is completed on- line and we offer assistance to those parents that need help navigating the language and technology)
- 11.4 - Parent meeting materials: handouts and literacy training. Parent Meetings include School Site Council were parents along with the other SSC members develop, approve, monitor and evaluate the effectiveness of the SPSA
- 11.5 - Parent meeting - Light refreshments. Parent meetings that include the ELAC parent Advisory Committee were they determine EL student needs and provides feedback on EL student needs and input into the EL Planned improvements in the SPSA.
- 11.6 - Volunteer opportunities ...Parent led Jr. First Lego League Robotics Program
- 11.7 Parent Passport Printing Costs- Used to motivate parents to get involved by tracking their participation at Valinda.
- 11.8 Parent/Student Handbooks- Provide the Valinda community with schoolwide information regarding events, parent meetings and other important school information.
- 11.9 Parent Volunteer Recognition Ceremony- Recognize parents who have participated in school events (15+ hours) ...Certificate Paper, Printing Costs
- 11.10 Parent literacy classes through the Latino Family Literacy Project to provide parents with reading strategies to read to their children at home.
- 11.11 LCAP needs assessment activities to provide all educational partners opportunities to provide input on schoolwide needs. (SSC, ELAC, Parent Meetings, Staff Meetings, MS surveys, DIPAC Mtgs. Leadership)

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I Parent Involvement 11.1 (See ELA Strategy 11.1)
0	Title I, Part A Contracted Services 11.2 (See ELA Strategy 11.2)
0	None Specified 11.3 See ELA Strategy 11.3
0	Title I Parent Involvement Supplemental Supplies 11.4 (See ELA Strategy 11.4)
0	LCFF S&C Supplemental Supplies 11.5 (See ELA Strategy 11.5)
0	None Specified 11.6
0	Title I Parent Involvement Supplemental Instructional Materials (Including technology devices <\$500 per item) 11.7 (See ELA Strategy 11.7)
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 11.8 (See ELA Strategy 11.8)
0	LCFF S&C Supplemental Supplies 11.9 (See ELA Strategy 11.9)
0	Title I, Part A 11.10 (See ELA Strategy 11.10)
0	None Specified 11.11

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

12.1 - Interventionist will provide students with small group guided instruction on specific skills.
12.2 - Afterschool Tutoring

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Certificated Staff (Including benefits) 12.1 (See ELA Strategy 4.3)
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 12.2 (See Math Strategy 10.7)
0	Title I, Part A Certificated Staff (Including benefits) 12.2 (See ELA Strategy 9.3)

Goals, Strategies, & Proposed Expenditures

Goal Subject

ENGLISH LEARNER

LEA/LCAP Goal

All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - English Learners

All students particularly English Learners, Students with Disabilities will increase their level of English by one level based on the ELPAC assessments. ELL students will be monitored/ measured by the Dashboard, CAASPP, MAP, and ELPAC assessments.

Identified Need

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

CA Dashboard Data, CAASPP Results, ELPAC Results, MAP and STAR 360 data indicate that there is a need to increase academic achievement for all ELs in English language proficiency. Additionally, data indicated that there is a significant achievement gap between English Learners and Students with disabilities, compared to other student groups.

Key Finding:

- English Learner Performance levels are low and need to increase.
- Teach academic vocabulary during instruction
- Provide verbal and written opportunities for student explanations.
- Provide visual and verbal supports
- Many EL students meeting or exceeding the state standards are reclassifying.
- There is a need in better first instruction practices in integrated ELD.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2023 Dashboard) 1a English Learner Progress Indicator	62%	Increase by 1 % or more
Metric/Indicator 2a Summative ELPAC Level 4 (K-5)	25%	Increase by 1 % or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2022-23) 3a English Learner Reclassification Rate	21.60%	Increase by 1 % or more

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

English Learner Planned Improvements must include evidence-based activities to address Designated and Integrated ELD, LTELs, EL and RFEP monitoring and reclassification.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

Students which include LTEL's, ELs and RFEP

Activity

1.1 Analyzing District MAP Assessments, ELPAC, ELD Unit Assessments through PLCs to monitor EL students' language and academic progress. This will assist teachers on brainstorming what academic evidence-based strategies will work on specific EL learning needs.

1.2 Data Analysis of SBAC (to monitor RFEP student progress) and ELPAC Data (to monitor EL student progress). This will offer EL students explicit instruction on the areas of need.

1.3 Meet with site Leadership Team quarterly to review our SPSA action plans based on monitoring EL and RFEP student progress and revise as needed.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified Certificated Staff (Including benefits) 1.1 Activity takes place at contractual PD's and/or staff meetings - No additional cost

0	None Specified Certificated Staff (Including benefits) 1.2 Activity takes place at contractual PD's and/or staff meetings - No additional cost
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 1.3 (See ELA Strategy 1.3)

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Students which include LTEL's, ELs and RFEP

Activity

- 2.1 Analyzing curriculum embedded assessments and monitoring ELL results through PLCs. This will assist teachers on brainstorming what academic evidence-based strategies will work on specific EL learning needs.
- 2.2 Grade Level PLC's (2x/month). This will assist teachers on brainstorming what academic evidence-based strategies will work on specific EL learning needs.
- 2.3 Print shop Costs for Common Assessments to assist students with different modes of being assessed.
- 2.4 2nd-5th Renaissance Learning STAR Assessment (3x a year). Supplemental reading program to support increasing students' (including ELs and LTELs) reading skills by working towards their reading goals. Teachers provide immediate and explicit feedback regarding students' progress toward their reading goals.
- 2.5 Supplemental Program: Online Program Resources (Renaissance) Programs that will provide students, including ELs with extra assistance to support reading achievement gaps.
- 2.6 Monitoring of RFEP students takes place in the Fall and Spring. Grade are monitored to make sure that students are being successful in 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 2.1 Activity takes place at contractual PD's and/or staff meetings - No additional cost

0	None Specified 2.2 Activity takes place at contractual PD's and/or staff meetings - No additional cost
0	LCFF S&C Supplemental Supplies 2.3 (See ELA Strategy 2.3)
0	Title I, Part A Contracted Services 2.4 (See ELA Strategy 2.5)
0	Title I, Part A Contracted Services 2.5 (See ELA Strategy 2.5)
0	District Funded Certificated Staff (Including benefits) 2.6

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Students which include LTEL's, ELs and RFEP

Activity

- 3.1 Provide staff professional development on providing Designated and Integrated ELD strategies when working with EL students. Provide PD for teachers to build Tier 1 research-based strategies to assist subgroups that show an achievement gap. PD in communicating writing is also needed to strengthen our students' writing skills.
- 3.2 Bilingual Aide to receive training to support English Learners and other identified at-risk students to improve student achievement in ELA/ELD standards and assessment.
- 3.3 Teacher release time for instructional planning with grade level teams to increase student achievement, close achievement gaps with identified student groups, including the lowest achieving students.
- 3.4 Teachers/admin to attend conferences to come back to the site and share research best practices with the Valinda staff. Conferences will be focused on raising student achievement.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified Professional Development (Conferences & Workshops) 3.1 Activity takes place at contractual PD's and/or staff meetings - No additional cost
0	District Funded Classified Instructional/Support Staff (Including Benefit) 3.2
0	LCFF S&C Certificated Staff (Including benefits) 3.3 (See ELA Strategy 1.1)
0	Title I, Part A Professional Development (Conferences & Workshops) 3.4 (See ELA Strategy 3.3)
0	

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

Students which include LTEL's, ELs and RFEP

Activity

- 4.1 District TOSA instructional assistance in modeling lessons and curriculum design to assist with EL students performing below grade level on academic standards and to support increased language fluency
- 4.2 Classroom visits by administration to observe guided instruction in small groups where teachers provide scaffolded instruction and provide frontloading strategies to support an increase in student achievement. Administration will also be monitoring first best instructional strategies.
- 4.3 ELD Bilingual Aide - push in assistance for at-risk students and LTEL's (as needed) ELD Bilingual Aide will provide small group instruction or small group tutoring based on assessed student needs to develop and improve language skills.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 4.1 (See ELA Strategy 3.2)
0	None Specified 4.2
0	District Funded Classified Instructional/Support Staff (Including Benefit) 4.3

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Students which include LTEL's, ELs and RFEP

Activity

- 5.1 Kinder Program Planning with onsite Pre-school and Head start classes.
- 5.2 Grade Level PLC meetings (2x monthly). This will assist teachers on brainstorming what academic, evidence-based strategies will work for English Language Learners.
- 5.3 Faculty Collaborative Workshops (Leadership) - Administration and faculty collaboration, conduct professional development workshops, discuss goals, create plans, and institute next steps for improved student achievement.
- 5.4 Teacher planning days during the school day aligned with SPSA goals, (3x's/year) with Multilingual TOSA support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified 5.1 Activity takes place at contractual PD's and/or staff meetings - No additional cost
0	None Specified

	5.2 Activity takes place at contractual PD's and/or staff meetings - No additional cost
0	Title I, Part A Certificated Staff (Including benefits) 5.3 (See ELA Strategy 1.3)
0	Title I, Part A Certificated Staff (Including benefits) 5.4 (See ELA Strategy 1.1)

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Students which include LTEL's, ELs and RFEP

Activity

6.1 Vertical Articulation for 5th grade going into Middle School by ELA teachers (Integrated and Designated 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

0

Title I, Part A
Teacher Workshop/Additional Hrs (Including benefits)
6.1 (See ELA Strategy 1.1)

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Students which include LTEL's, ELs and RFEP

Activity

- 7.1 - Fieldtrips (transportation costs) to support students' building background and additional knowledge in the content area they are learning about.
- 7.2 - Science Olympiad ES materials to support students to participate in an event where they are required to establish and maintain clear learning goals for each event.
- 7.3 - Fifth grade Speech and Debate Club (stipends) to support students to participate in explicit instruction on cues (Physical, verbal and visual)
- 7.4 - Robotics Materials/Registration to support student competitions in the following areas: Collaboration, Project Design, Robot Design and Robot Game.
- 7.5 - ASB to support students to develop their leadership skills.
- 7.6 - Art Materials to promote student creativity.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Contracted Services 7.1 (See ELA Strategy 2.3)
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 7.2 (See Math Strategy 7.3)
0	District Funded Certificated Staff (Including benefits) 7.3
0	
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 7.4 (See Math Strategy 7.5)
0	LCFF S&C Certificated Staff (Including benefits) 7.5 (See ELA Strategy 7.3)
0	District Funded Certificated Staff (Including benefits) 7.6

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Students which include LTEL's, ELs and RFEP

Activity

- 8.1 Small group instruction - Allows teachers to use explicit instructional strategies needed for students that are achieving below grade level.
- 8.2 Designated ELD Leveled Instruction/Integrated ELD 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified
	8.1
0	None Specified
	8.2

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Students which include LTEL's, ELs and RFEP

Activity

- 9.1 First Best Instruction -Admin to conduct class visits and provide PD on Schoolwide target focus
- 9.2 Provide explicit performance feedback by conducting ELPAC and/or Reclassification Data Chats with EL students.
- 9.3 Tutoring- Offer tutoring to at-risk and LTEL's students after-school.
- 9.4 Student Data chats regarding language acquisition levels. Reclassification criteria, Goal setting
- 9.5 Use of teacher/student created anchor charts to use as reference.
- 9.6 EL success recognition program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified 9.1
0	None Specified 9.2
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 9.3 (See ELA Strategy 9.3)
0	None Specified 9.4
0	LCFF S&C 9.5 (See Math Strategy 9.6)
200	LCFF S&C Supplemental Supplies 9.6

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Students which include LTEL's, ELs and RFEP

Activity

10.1 Bilingual Aide to work with at-risk students(on-going). 5th Grade LTELs receive intervention with the Bilingual Aide

10.2 Accelerated Reader used to develop reading comprehension skills in students will work towards their reading goals as teachers provide immediate and explicit feedback regarding their goals.

10.3 SORA resource for students developing literacy skills (To assist with reading fluency and comprehension in English) Its an additional resource available to students from home.

10.4 Small Group Instruction: Focus on EL students and LTELs

10.5 Tutoring Center resources available to at-risk students

10.6 Upgrade library related to Accelerated Reader and Dual Immersion text selection to increase reading proficiency for EL students and LTELs

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Classified Instructional/Support Staff (Including Benefit) 10.1
0	Title I, Part A Contracted Services 10.2 (See ELA Strategy 2.5)
0	District Funded Contracted Services 10.3
0	None Specified 10.4
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 10.5 See ELA Strategy 10.7)
0	Title I, Part A Books (Excluding core textbooks) 10.6 (See ELA Strategy 10.8)

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Students which include LTEL's, ELs and RFEP

Activity

- 11.1 - Fingerprinting Waiver for Parent Volunteers for low income/SED parents
- 11.2 - School Climate Support Personnel to provide support to parents/families to increase parent engagement and support student academic success

11.3 - Data Confirmation Assistance (Assists parents with the beginning of the year updates needed on Aeries. This is completed on- line and we offer assistance to those parents that need help navigating the language and technology barriers)

11.4 - Parent meeting materials: handouts and literacy training. Parent Meetings include School Site Council were parents along with the other SSC members develop, approve, monitor and evaluate the effectiveness of the SPSA

11.5 - Parent meeting - Light refreshments. Parent meetings that include the ELAC parent Advisory Committee were they determine EL student needs and provides feedback on EL student needs and input into the EL Planned improvements in the SPSA.

11.6 - Volunteer opportunities ...Parent led Jr. First Lego League Robotics Program

11.7 Parent Passport Printing Costs- Used to motivate parents to get involved by tracking their participation at Valinda.

11.8 Parent/Student Handbooks- Provide the Valinda community with schoolwide information regarding events, parent meetings and other important school information.

11.9 Parent Volunteer Recognition Ceremony- Recognize parents who have participated in school events (15+ hours) ...Certificate Paper, Printing Costs

11.10 Parent literacy classes through the Latino Family Literacy Project to provide parents with reading strategies to read to their children at home.

11.11 LCAP needs assessment activities to provide all educational partners opportunities to provide input on schoolwide needs. (SSC, ELAC, Parent Meetings, Staff Meetings, Surveys, DIPAC Mtgs. Leadership)

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I Parent Involvement Contracted Services 11.1 (See ELA Strategy 11.1)
0	Title I Parent Involvement 11.2 (See ELA Strategy 11.2)
0	None Specified 11.3
0	Title I Parent Involvement Supplemental Supplies 11.4 (See ELA Strategy 11.4)
0	LCFF S&C Supplemental Supplies 11.5 (See ELA Strategy 11.5)
0	None Specified 11.6

0	Title I Parent Involvement Supplemental Instructional Materials (Including technology devices <\$500 per item) 11.7 (See ELA Strategy 11.7)
0	LCFF S&C Supplemental Supplies 11.8 (See ELA Strategy 11.8)
0	Supplemental Supplies 11.9 (See ELA Strategy 11.9)
0	Title I, Part A Certificated Staff (Including benefits) 11.10 (See EL Strategy 11.4)
0	None Specified 11.11

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Students which include LTEL's, ELs and RFEP

Activity

12.1 - ELD Bilingual Aide Interventionist will provide EL students with small group guided instruction on specific skills.
12.2 - Afterschool Tutoring

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

0	District Funded Classified Instructional/Support Staff (Including Benefit) 12.1
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit)

	12.2 (See ELA Strategy 10.7)
0	Certificated Staff (Including benefits) 12.2 (See ELA strategy 9.3)

Goals, Strategies, & Proposed Expenditures

Goal Subject

SCHOOL CLIMATE & ENGAGEMENT

LEA/LCAP Goal

GOAL FOR SCHOOL CLIMATE: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

GOAL FOR STUDENT ENGAGEMENT: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

School Goal - School Climate

All students particularly English Learners will decrease in chronic absenteeism/suspensions and will increase attendance rates measured by district reports, school wide reports, AERIES reports and CA School dashboard.

Identified Need

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

CA Dashboard Data including suspension and chronic absenteeism data indicate that there is a need to increase multi-tiered systems of supports for all students but particularly ELL, Homeless, Foster Youth, and Students with Disabilities. Additionally, data indicated that there is a significant gap between English Learners and Student with Disabilities, compared to other student groups.

KEY FINDINGS:

Absenteeism is a challenge for most students, especially ELs.

Parent Communication is needed to remind them about attendance laws and the research behind good attendance in schools.

Develop Attendance campaigns to reward "Good Attendance". Keeping in mind that we do not want sick students in school.

Attendance Campaign is needed to monitor students closely when absent.

COST team will be in place to properly deliver services (Academic/Behavior) to students.

Strengthen tier 1 programs academically and behaviorally.

Chronic Absenteeism

- Weekly Monday morning articulation with Admin, Counselor, and Office Assistant (Attendance clerk).
- Regular and consistent monitoring of student attendance schoolwide for ELs and SWD group.
- Daily phone calls to families to clear attendance from Office Assistant to those students who are absent.
- SART Meetings in the Summer prior to school starts at the end of July.
- Pre-SART letters sent by Counselor throughout the school year.
- Review of student's attendance and SART Meetings (if applicable) during IEP Meetings.

- Monitor Early Withdrawals and Tardies*
- Teach SEL Lessons throughout the year
- In Summer Leadership Team Planning and throughout next year (Leadership Team & whole Staff), begin articulating rollout of SEAT Tool (Scan of Environment and Attendance Tool). Teaching and Learning, Environment, Safety, and Relationships between adults and students are observed and data gathered as a school site. Gather the team-> Review the tool? Notify staff and students? Conduct the assessment? Debrief and set goals? Review the data with school staff ? Progress monitor throughout the year and evaluate effectiveness of action steps.
- For students approaching, at, or near Chronic Absenteeism rates (10% or 18 days of the school year), Staff is utilizing the “Understanding Root Causes for student absenteeism” to address the underlying cause of absences. This should be completed prior to the SART-SARB process.
- Engage students and parents on importance of attendance & attendance data? Recognize Good and Improved attendance ? Monitor attendance data and practice ? Provide personalized outreach.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2023 Dashboard) 1a Dashboard Suspension Rate- All Students 1b Dashboard Suspension Rate- Low Income 1c Dashboard Suspension Rate-English Learner 1d Dashboard Suspension Rate- Foster Youth 1e Dashboard Suspension Rate- SWD	1a. 0.7% 1b. 0.9% 1c. 1.6% 1d. n/a 1e. 0%	1a. Decrease by 0.2 % or more 1b. Decrease by 0.2 % or more 1c. Decrease by 0.5 % or more 1d. N/A 1e. Maintain 0%
Metric/Indicator (2022-23) 2a DataQuest Expulsion Rate	0%	Maintain 0%
Metric/Indicator (2022-23) 3a CHKS “Safe or Very Safe” Overall Perception- Grade 5	78 %	Increase by 1 %
Metric/Indicator (2022-23) 4a CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 5	79%	Increase by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2022-23) 5a SIS TK-5 Attendance Rate- All Students 5b SIS TK-5 Attendance Rate- Low Income 5c SIS TK-5 Attendance Rate- English Learner 5d SIS TK-5 Attendance Rate- Foster Youth 5e SIS TK-5 Attendance Rate- SWD	5a. 92.29% 5b. 5c. 5d. 5e.	Increase by 1.5%
Metric/Indicator (2023 Dashboard) 6a Dashboard K-5 Chronic Absenteeism Rate- All Students 6b Dashboard K-5 Chronic Absenteeism Rate- Low Income 6c Dashboard K-5 Chronic Absenteeism Rate- English Learner 6d Dashboard K-5 Chronic Absenteeism Rate- Foster Youth 6e Dashboard K-5 Chronic Absenteeism Rate- SWD	6a. 25.7% 6b. 26.6% 6c. 31.6% 6d. N/A 6e. 27.9%	6a. Decrease by 4% or more 6b. Decrease by 4% or more 6c. Decrease by 4% or more 6d. Decrease by 4% or more 6e. Decrease by 4% or more

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 1.1 Analyzing District MAP Assessments through staff meetings, PLCs and/or Teacher Data Chats. This will assist teachers on brainstorming what academic evidence-based strategies will work on specific learning needs. Students not making progress due to attendance concerns will be referred to the Attendance Team.
- 1.2 Data Analysis of SBAC Data. This will offer students explicit instruction on the areas of need.
- 1.3 Meet with site Leadership Team quarterly to review our SPSA action plans to monitor and revise as needed.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Certificated Staff (Including benefits) 1.1 (See ELA Strategy 1.1)
0	None Specified Certificated Staff (Including benefits) 1.2 Activity takes place at contractual PD's and/or staff meetings - No additional cost
0	LCFF S&C Certificated Staff (Including benefits) 1.3 (See ELA Strategy 1.3)

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 2.1 Analyzing Curriculum Embedded Assessments through PLCs. This will assist teachers on brainstorming what academic evidence-based strategies will work on specific learning needs.
- 2.2 Grade Level PLC's (2x/month). This will assist teachers on brainstorming what academic evidence-based strategies will work on specific learning needs.
- 2.3 Print Shop costs. This will provide alternative modes to completing assignments.
- 2.4 Use of Technology to administer online curriculum assessments or common assessments. Alternative modes to completing the assignments and to increase opportunity to respond to questions as assessments are not timed.

2.5 Renaissance Learning STAR Assessment (3x a year). Supplemental reading program to support increasing students' reading skills by working towards their reading goals. Teachers provide immediate and explicit feedback regarding students' progress toward their reading goals.

2.6 Lexia Program. This program will provide students with extra assistance to support reading achievement gaps.

2.7 Dreambox -This program will provide students with extra assistance to support mathematical achievement gaps.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 2.1
0	None Specified Certificated Staff (Including benefits) 2.2 Activity takes place at contractual PD's and/or staff meetings - No additional cost
0	LCFF S&C Supplemental Supplies 2.3 (See ELA Strategy 2.3)
0	District Funded Supplemental Instructional Materials (Including technology devices <\$500 per item) 2.4
0	Title I, Part A Contracted Services 2.5 (See ELA Strategy 2.5)
0	District Funded Contracted Services 2.6
0	District Funded Contracted Services 2.7

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 3.1 Provide staff professional development on providing accommodations and modifications to students with identified needs such as Students with disabilities. Provide PD for teachers to build Tier 1 research-based strategies to assist subgroups that show an achievement gap and assist in student engagement.
- 3.2 Subs for teachers for long range instructional planning with grade level teams to increase student achievement, close achievement gaps with identified student groups, including the lowest achieving students.
- 3.3 Admin and or Teachers to attend conferences to come back to the site and share research best practices with the Valinda staff.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified Professional Development (Conferences & Workshops) 3.1
0	LCFF S&C Professional Development (Conferences & Workshops) 3.2 (See ELA Strategy 1.1)
0	Title I, Part A Professional Development (Conferences & Workshops) 3.3 (See ELA Strategy 3.3)

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 4.1 District TOSA on curriculum design to assist with students performing below grade level on academic standards.
- 4.2 Classroom visits by administration to observe guided instruction in small groups where teachers provide scaffolded instruction and provide frontloading strategies to support an increase in student achievement. Administration will also be monitoring first best instructional strategies.
- 4.3 ELA/Math interventionist push-in assistance for at-risk students to help close achievement gaps. Interventionist will provide small group instruction or small group tutoring based on assessed student needs to develop and improve specific skills.
- 4.4 Meet weekly with the Attendance Team (Counselor, Office Assistant and Admin) to monitor student attendance/absences provided by AERIES reports. Provide an action plan to have students attend class as not to fall behind academically.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 4.1
0	None Specified 4.2
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 4.3 (See ELA Strategy 4.3)
0	None Specified 4.4

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 5.1 Kinder Program Planning with onsite Pre-school and Head start classes.
- 5.2 Grade Level PLC meetings (2x monthly). This will assist teachers on brainstorming what academic, evidence-based strategies will work on specific learning needs.
- 5.3 Faculty Collaborative Workshops (Leadership) - Administration and faculty collaboration, conduct professional development workshops, discuss goals, create plans, and institute next steps for improved student achievement.
- 5.4 Teacher planning days during the school day aligned with SPSA goals, (3x's/year) with ELA/Math TOSA support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 5.1 Activity takes place at contractual PD's and/or staff meetings - No additional cost
0	None Specified Certificated Staff (Including benefits) 5.2 Activity takes place at contractual PD's and/or staff meetings - No additional cost
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 5.3 (See ELA Strategy 1.3)
0	LCFF S&C Certificated Staff (Including benefits) 5.4 (See ELA 1.1)

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 6.1 Vertical Articulation- This will assist teachers to identify and target in planning prerequisite academic standards/skills at each grade level.
- 6.2 Pre-school to Kindergarten Transition planning (2x a year). To assist with the transition from Pre-school/Head start to kindergarten.

- 6.3 Dual Immersion Vertical Articulation NTE 6 hrs. This will assist teachers to identify and target in planning prerequisite academic standards/skills at each grade level.
- 6.4 Transition planning for elementary 5th graders going into middle school.
- 6.5 Provide Kinder/TK teachers with additional hours to assess students prior to school starting.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 6.1 Activity takes place at contractual PD's and/or staff meetings - No additional cost
0	District Funded Professional Development (Conferences & Workshops) 6.2 (During school hours)
0	Title I, Part A Certificated Staff (Including benefits) 6.3 (See ELA Strategy 1.1)
0	None Specified 6.4 Activity takes place at contractual PD's and/or staff meetings - No additional cost
0	Title I, Part A Certificated Staff (Including benefits) 6.5 (See ELA Strategy 1.1)

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 7.1 - Fieldtrips (transportation costs) to support students' building background and additional knowledge in the content area they are learning about.
- 7.2 - TK-5 Music Program materials (yearlong program) to use during guided instruction provided by the music director. Use of Smart Music to guide teachers' instructional goals.

7.3 - Science Olympiad ES Materials to support students to participate in an event where they are required to establish and maintain clear learning goals for each event.

7.4 - Fifth Grade-Speech and Debate Club to support students to participate in explicit instruction on cues (Physical, verbal and visual)

7.5 - Sports- Equipment to support students learning a variety of sports by teachers using guided instruction.

7.6- Robotics Materials/Registration to support student competitions in the following areas: Collaboration, Project Design, Robot Design and Robot Game.

7.7 - ASB to support students to develop their leadership skills.

7.8 - Art Materials to promote student creativity.

7.9- Transportation costs for ES sports program to support students in building collaborative skills, teamwork and good sportsmanship while exercising.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Contracted Services 7.1 (See ELA Strategy 2.3)
0	District Funded Supplemental Instructional Materials (Including technology devices <\$500 per item) 7.2
0	LCFF S&C Supplemental Supplies 7.3 (See Math Strategy 7.3)
0	District Funded Certificated Staff (Including benefits) 7.4
1000	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 7.5
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 7.6 (See Math Strategy 7.4)
0	None Specified 7.7 (See Strategy EL 7.6)
0	District Funded

	Supplemental Instructional Materials (Including technology devices <\$500 per item) 7.8
0	LCFF Base Contracted Services 7.9 (See ELA 7.4)

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 8.1 - Online curriculum (Wonders, Think Central) - Assists students by modeling concepts and processes clearly in a step-by step fashion to achieve grade level standards.
- 8.2 - Small group instruction - Allows teachers to use explicit instructional strategies needed for students that are achieving below grade level.
- 8.3 Science hands on materials in (K-5) to support students learning.
- 8.4 Use of student agendas (K-5) to assist students in organizing classroom and homework assignments.
- 8.5 Interventionist academic support during the school day TK-5

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Contracted Services 8.1
0	None Specified Certificated Staff (Including benefits) 8.2
0	District Funded 8.3
0	Title I, Part A

	8.4 (See ELA Strategy 8.4)
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 8.5 (ELA Strategy 4.3)

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 9.1 - First best instruction - Admin to conduct class visits and provide PD on schoolwide target focus
- 9.2 - Provide explicit feedback - (Use of Rubrics, Use of Pear Deck tech program) This will allow students to receive immediate and reflective feedback to guide their learning.
- 9.3 - Tutoring Afterschool- This will allow at- risk students to receive individualized guided instruction to increase student achievement.
- 9.4 Student Data Chats will provide students information regarding their strengths and areas of focus so that they may create a learning action plan if needed.
- 9.5 Interventionist teacher academic support during the school day TK-5
- 9.6 Engage parents and students in the importance of attendance.
- 9.7 Monitor attendance data closely to create individualized action plans.
- 9.8 Recognize good and improved attendance.
- 9.9 Attendance campaign schoolwide using research-based strategies in the "Attendance Playbook."
- 9.10 Daily phone calls to families to clear attendance from office assistant to those students that are absent.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

None Specified

9.1

0

None Specified

9.2

0	Title I, Part A Certificated Staff (Including benefits) 9.3 (See ELA Strategy 1.1)
0	None Specified 9.4
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 9.5 (See ELA Strategy 4.3)
0	None Specified 9.6
0	None Specified 9.7
0	None Specified 9.8
0	None Specified 9.9
0	None Specified 9.10

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 10.1 School counselor assists students in need with social emotional or academic supports.
- 10.2 School Climate Support Personnel to promote parent engagement opportunities for parents to be involved in their child's education.
- 10.3 Referrals to outside counseling agencies to assist families and students with needed services.
- 10.4 School nurse services for students. (materials)
- 10.5 New Horizons food distribution for families in need.
- 10.6 Special Education Services for students with an IEP.
- 10.7 Translating services (Spanish)

10.8 Academic Intervention for struggling students (Intervention may include, small group, ELD bilingual Aide, afterschool tutoring services.

10.9 Referrals to Equity and Access (Homeless, Foster Youth and other needs)

10.10 Providing a Safe Learning Environment with allocating funding for a Site Supervisor Aide.

10.11 Office technology refresh to provide admin with the necessary tools to monitor student progress.

10.12 Lease of RICOH copiers that will provide teachers a way to supplement their instructional program.

10.13a Provide the school site with the necessary instructional materials or services needed for learning to take place.

10.13b Provide teachers and students with the necessary services and instructional materials needed for learning to take place

10.13c Provide teachers and students with the necessary instructional materials needed for learning to take place.

10.13d Provide teachers ,students and the school site with the necessary supplemental instructional materials needed for learning to take place to support student achievement. (For example, technology refresh, additional books novels/class sets/classroom libraries, manipulatives,)

10.14 Provide resources through the school website and digital flyers (Canva)

10.15 Library needed circulation supplies.

10.16 Textbook barcoding and distribution of books for student use.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 10.1 School counselor
0	Title I, Part A Contracted Services 10.2 (See ELA Strategy 11.2)
0	None Specified 10.3 outside counseling agencies
500	LCFF Base 10.4
0	None Specified 10.5
0	District Funded Certificated Staff (Including benefits) 10.6 (Services for students with an IEP)

0	None Specified 10.7
0	Title I, Part A Certificated Staff (Including benefits) 10.8 (See ELA Strategy 1.1)
0	District Funded 10..9
4050	LCFF Base Classified Instructional/Support Staff (Including Benefit) 10.10 (SSA Position)
0	Title I, Part A Non-Capitalized Equipment (\$500-\$4,999 per item) 10.11 Office Technology Refresh (ELA Strategy 2.7)
10000	LCFF Base Contracted Services 10.12 Ricoh Lease and Maintenance
4552	LCFF Base Supplemental Instructional Materials (Including technology devices <\$500 per item) 10.13a
29145	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 10.13b Instructional Materials
10837	Title I, Part A Supplemental Supplies 10.13c (Ex. Tech refresh, additional books (Novels, class sets, classroom libraries, manipulatives, etc...))
1500	LCFF Base Classified Instructional/Support Staff (Including Benefit) 10.14
1000	LCFF Base Supplemental Supplies 10.15
1000	LCFF Base Classified Instructional/Support Staff (Including Benefit) 10.16 Textbook barcoding and distribution for student use.

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, EL, SWD, SED, Homeless, Foster Youth

Activity

- 11.1 - Fingerprinting Waiver for Parent Volunteers for low income/SED parents
- 11.2 - School Climate Support Personnel to provide support to parents/families to increase parent engagement and support student academic success
- 11.3 - Data Confirmation Assistance (Assists parents with the beginning of the year updates needed on Aeries. This is completed on- line and we offer assistance to those parents that need help navigating the language and technology)
- 11.4 - Parent meeting materials: handouts and literacy training. Parent Meetings include School Site Council were parents along with the other SSC members develop. approve, monitor and evaluate the effectiveness of the SPSA
- 11.5 - Parent meeting - Light refreshments. Parent meetings that include the ELAC parent Advisory Committee were they determine EL student needs and provides feedback on EL student needs and input into the EL Planned improvements in the SPSA.
- 11.6 - Volunteer opportunities ...For example, parent led Jr. First Lego League Robotics Program
- 11.7 Parent Passport Printing Costs- Used to motivate parents to get involved by tracking their participation at Valinda.
- 11.8 Parent/Student Handbooks- Provide the Valinda community with schoolwide information regarding events, parent meetings and other important school information.
- 11.9 Parent Volunteer Recognition Ceremony- Recognize parents who have participated in school events (15+ hours) ...Certificate Paper, Printing Costs
- 11.10 Parent literacy classes through the Latino Family Literacy Project to provide parents with reading strategies to read to their children at home.
- 11.11 LCAP needs assessment activities to provide all educational partners opportunities to provide input on schoolwide needs. (SSC, ELAC, Parent Meetings, Staff Meetings, MS surveys, DIPAC Mtgs. Leadership)
- 11.12 Community schoolwide events- additional custodial hours.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I Parent Involvement
	11.1 (See ELA Strategy 11.1)

0	Title I Parent Involvement Contracted Services 11.2 (See ELA Strategy 11.2)
0	None Specified 11.3
0	Title I Parent Involvement Supplemental Supplies 11.4 (See ELA Strategy 11.4)
0	LCFF S&C Supplemental Supplies 11.5 (See ELA Strategy 11.5)
0	None Specified Contracted Services 11.6
0	Title I Parent Involvement Supplemental Supplies 11.7 (See ELA Strategy 11.7)
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 11.8 (See ELA Strategy 2.3)
100	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 11.9 (See ELA Strategy 11.9)
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 11.10 (See ELA Strategy 11.2)
0	None Specified 11.11
0	None Specified 11.12

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Activity

12.2 ELA / Math Interventionist will provide students with small group guided instruction on specific skills.

12.3 Afterschool Tutoring and homework support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 12.1 (See ELA Strategy 4.3)
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 12.2 (See ELA Strategy 10.7)
0	Title I, Part A Certificated Staff (Including benefits) 12.3 (See ELA strategy 9.3)

Budget Summary

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

Budget Summary Table

Description	Amount
Total Title I Funds Provided to the School Through the ConApp (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$95027
Total Title I Funds Budgeted for strategies to meet the goals in the SPSA (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$95027
Total CSI Funds Provided to the School from the LEA	\$
Total CSI Funds Budgeted for strategies to meet the goals in the SPSA	\$

Federal, State, and Local Funds

Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)
Title I Parent Involvement	\$11,990.00
Title I, Part A	\$83,037.00

Subtotal of federal funds included for this school: \$95,027.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
LCFF Base	\$23,602.00
LCFF S&C	\$68,745.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$92,347.00

Total of federal, state, and/or local funds for this school: \$187,374.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF Base	23,602.00
LCFF S&C	68,745.00
None Specified	0.00
Title I Parent Involvement	11,990.00
Title I, Part A	83,037.00

Expenditures by Budget Reference

Budget Reference	Amount
	500.00
Books (Excluding core textbooks)	12,500.00
Certificated Staff (Including benefits)	3,000.00
Classified Instructional/Support Staff (Including Benefit)	13,800.00
Contracted Services	86,140.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	3,000.00
Professional Development (Conferences & Workshops)	2,000.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	41,047.00
Supplemental Supplies	15,387.00
Teacher Release Time-Subs (Including benefits)	9,000.00
Teacher Workshop/Additional Hrs (Including benefits)	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
Certificated Staff (Including benefits)		0.00
Supplemental Supplies		0.00
	District Funded	0.00
Books (Excluding core textbooks)	District Funded	0.00
Certificated Staff (Including benefits)	District Funded	0.00
Classified Instructional/Support Staff (Including Benefit)	District Funded	0.00
Contracted Services	District Funded	0.00
Professional Development (Conferences & Workshops)	District Funded	0.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	District Funded	0.00
Teacher Workshop/Additional Hrs (Including benefits)	District Funded	0.00
	LCFF Base	500.00
Classified Instructional/Support Staff (Including Benefit)	LCFF Base	6,550.00
Contracted Services	LCFF Base	10,000.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	LCFF Base	5,552.00
Supplemental Supplies	LCFF Base	1,000.00
	LCFF S&C	0.00
Certificated Staff (Including benefits)	LCFF S&C	0.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	0.00
Contracted Services	LCFF S&C	31,500.00
Professional Development (Conferences & Workshops)	LCFF S&C	0.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	LCFF S&C	35,495.00
Supplemental Supplies	LCFF S&C	1,750.00

Teacher Release Time-Subs (Including benefits)	LCFF S&C	0.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF S&C	0.00
	None Specified	0.00
Certificated Staff (Including benefits)	None Specified	0.00
Contracted Services	None Specified	0.00
Professional Development (Conferences & Workshops)	None Specified	0.00
	Title I Parent Involvement	0.00
Contracted Services	Title I Parent Involvement	11,590.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	Title I Parent Involvement	0.00
Supplemental Supplies	Title I Parent Involvement	400.00
	Title I, Part A	0.00
Books (Excluding core textbooks)	Title I, Part A	12,500.00
Certificated Staff (Including benefits)	Title I, Part A	3,000.00
Classified Instructional/Support Staff (Including Benefit)	Title I, Part A	7,250.00
Contracted Services	Title I, Part A	33,050.00
Non-Capitalized Equipment (\$500- \$4,999 per item)	Title I, Part A	3,000.00
Professional Development (Conferences & Workshops)	Title I, Part A	2,000.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	Title I, Part A	0.00
Supplemental Supplies	Title I, Part A	12,237.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	9,000.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	91,490.00
Goal 2 - Math	32,000.00

Goal 3 - English Learner
Goal 4 - School Climate

200.00
63,684.00

Duty Statements - Title I funded positions (FTE only)

Duty Statement Job Title: School Climate Support Personnel Employee Name: Paloma Ortiz- Rojas	
Funding Resource: Title I Percent FTE: 10 hrs/wk (100%)	Funding Resource: Title 1 Parent Involvement Percent FTE:
School Climate Support Personnel Duties: Coordinates the Attendance Incentive Program Coordinates the student recognition programs (Awards; AR, Lexia, Dreambox) Coordinates the Parent Educational Classes/Workshops Coordinates the Parent Volunteer Program Provides assistance for any Spanish speaking community members. Assists the Site Governance Facilitator with communicating with parents regarding school and district meetings they are able to participate in.	

2023-2024 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student- first name
Bermejo, Elizabeth	X				
Allison, Martha		X			
Carmona, Anthony		X			
Melendez, Fany		X			
Vargas, Heather		X			
Olivas-castillo, Manny			X		
Cervantes, Stephanie				X	
Garcia, Diana				X	
Oropeza, Maria				X	
Jonathan					X
Sofia					X
Julian					X
Numbers of members of each category:	1	4	1	3	3

Elementary SSC Composition: 10 member minimum. Half the members are the principal, 3 classroom teachers, 1 classified staff. Half the members are 5 parents or other community members.

Secondary SSC Composition: 12 member minimum. Half the members are the principal, 4 classroom teachers, 1 classified staff. Half the members are 3 parents and 3 students.

2023-2024 English Learner Advisory Committee (ELAC)

California Education Code describes the requirement that each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC). Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee, and each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

Name of Members	Principal/ Admin. Designee	School Staff	Parent of current EL	Other Parent or Community Member
Velez, Roberto	X			
Garczek, Jeanette		X		
Contreras, Mauricia			X	
Ruelas, Beatriz			X	
Martinez, Rosa				X
Flores, Yvonne				X
Ortiz-Rojas, Paloma		X		
Meza, Rosalba			X	
Numbers of members of each category:	1	2	3	2

ELAC Composition Requirements

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained

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 school plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students.

The SSC sought and considered all recommendations from the English Learner Advisory Committee before adopting this plan.

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

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

This SPSA was adopted by the SSC at a public meeting on: 5/8/2024

Attested:



Principal, Elizabeth Bermejo on 5/8/2024



SSC Chairperson, Jonathan Corona on 5/8/2024

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 School Site 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.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, specifically addressing CSI and ATSI identification as applicable.

School and Student Performance Data

Review the given or requested data with Educational Partners. Document 3-5 conclusions about the data, highlighting schoolwide and student group(s) strengths and area(s) of need. If a school is identified as CSI or ATSI, specifically analyze data that contributed to school's eligibility.

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.]

Comprehensive Needs Assessment

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided. Highlight successes and gaps/needs reflected in the data in the Conclusion of each data section.

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). Surveys in this section are defined as an

investigation of the opinions or experiences of a group of people, based on a series of questions. These can be completed in large or small groups (schoolwide, advisory meetings, staff meeting) through a written or oral collection of responses.

Classroom Observations

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

Analysis of Current Instructional Program

The Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by Every Student Succeeds Act (ESSA), 2015, outlines the Essential Program Components of a Title I Schoolwide Program: comprehensive needs assessment, comprehensive schoolwide plan and annual evaluation of the schoolwide plan. For the comprehensive needs assessment, use the following categories to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups 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 an analysis of quantitative data and qualitative data. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made to close identified achievement gaps, particularly among significant student groups. Special consideration should be given to any practices, policies, or procedures found to be ineffective through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups. Describe how data was shared and what groups it was shared with. Describe what strategies are in place to facilitate the use of state and local assessments to modify instruction and improve student achievement.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials. Describe how data was used by Leadership, grade levels, PLC's etc. to monitor student progress and modify instructions.

Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff. Based on needs reflected in the analysis of data and the current instructional program, to what level is professional development (LSF, Site PD days, Staff meetings, etc.) aligned to this need. *Not Aligned, Mostly Aligned, Always Aligned.*

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) Description of support and training provided by district personnel (Teacher Specialists in Math, ELA, ELD, etc.) and site personnel (TTL, Literacy Coaches, etc.)

Teacher collaboration by grade level (K-8) and department (grades 9-12) Description of how often teacher collaboration takes place in order to address needs and plan instruction based on ongoing data analysis? *Always, Sometimes, Never*

Teacher collaboration in transition planning (Pre-K – TK – Kindergarten; Elementary – Middle; Middle – High)

Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified

Extended learning activities

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards. Describe to what level differentiated instruction and small group instruction is evident in classrooms. *Not Evident, Mostly Evident, Always Evident.*

Evidence-based educational practices to raise student achievement of identified student groups. Using the What Works Clearinghouse link, <https://ies.ed.gov/ncee/wwc/> describe what evidence based interventions are being implemented to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students. Describe the level of availability of resources (books, technology, tutoring, etc.) from the above groups. *Always Available, Occasionally Available, Never Available*

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of Title I programs. Description of the process and procedures followed to ensure SSC member active participation in categorical programs, including number and frequency of meetings and process for receiving and responding to advisory committee recommendations.

Funding

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

Educational Partner's 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.]

Annual Evaluation

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.]

Goals, Strategies, & Proposed Expenditures

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

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**easurable, **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 and Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy using the “Strategy #” 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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” and/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.]

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 Title I Funds Provided to the School Through the Consolidated Application: This amount is the total amount of Title I 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. This amount is manually inputted.
- Total Title I Funds Budgeted for SPSA Actions and Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all Title I 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. This amount is manually inputted.

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.]

Duty Statement

School Site Council

ELAC

Assurances

Evidence-Based Interventions

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: Categorical & Supplemental Funding

Federal Funding Program	Purpose
Title I Part A	<p>Title I, Part A: A federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools.</p> <p>Schoolwide (SWP) Program: To fund a comprehensive school plan to upgrade all the instruction in a high-poverty school. Supplemental funds to help meet the needs of low-achieving students in the highest-poverty schools.</p>
State Funding/ Local Control Funding Formula	Purpose
LCFF – Supplemental & Concentration	<p>LCFF Supplemental & Concentration Funds: Calculated on the basis of the number and concentration of unduplicated low income, foster youth, and English learner pupils. The purpose is to ensure increased or improved services for the unduplicated pupils, above and beyond the regular program, with the intent to improve outcomes for the unduplicated pupils. Funds must target the unduplicated student groups, but may be used to increase or improve services schoolwide if 40% or more pupils in a school are unduplicated.</p>

Appendix D: School Parent Involvement Requirements

Each school served with Title I, Part A funds shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of Title I, Part A, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
4. Provide parents of participating children:
 - A. Timely information about programs under Title I, Part A;
 - B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - C. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible;
5. If the schoolwide program plan under ESSA Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c]).

Appendix E: 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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