School Year: 2024-25

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley View Charter Montessori TK-8th Grade	09618380107227	10/27/24	1/15/25

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate

with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Valley View Charter Montessori TK-8th Grade for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> The purpose of a school site plan is to guide the school in a planning process throughout the year and help identify and organize strategies and resources that will lead to increased student achievement at the school.

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

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Plan Description

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

This plan is being used by Valley View Charter Montessori TK-8th Grade for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
The purpose of a school site plan is to guide the school in a planning process throughout the year and help identify and organize strategies and resources that will lead to increased student achievement at the school.

The School Plan for Student Achievement (SPSA) is designed to streamline all school-level planning into a single, comprehensive strategy for programs funded through the Consolidated Application (ConApp), in accordance with California Education Code (EC) Section 64001 and the federal Every Student Succeeds Act (ESSA).

The goal of the SPSA is to enhance the effectiveness of the school program by creating a strategic plan that optimizes available resources while avoiding duplication of efforts, ultimately aiming to boost student achievement.

The School Site Council (SSC) is tasked with developing and reviewing the SPSA annually, making necessary adjustments to address evolving needs and priorities as outlined in EC 52853(b) and 52855. California's ESSA State Plan marks a significant shift in how the state uses federal resources to support underserved student groups. The SPSA serves as a tool for schools to document how they are maximizing the impact of these federal investments.

With the implementation of ESSA in California, schools have the opportunity to innovate with their federally-funded programs, aligning them with their own goals and those of their Local Education Agency (LEA) under the state's Local Control Funding Formula (LCFF). LCFF grants schools and LEAs the flexibility to create programs and services tailored to meet student needs, ensuring they are prepared for college, career, and lifelong learning. The SPSA planning process fosters continuous cycles of action, reflection, and improvement.

Educational Partner Involvement

How, when, and with whom did Valley View Charter Montessori TK-8th Grade consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parents, staff and students were surveyed in through our annual parent survey.   VVCM's School Site Council met on October 27, 2024 to review and approve the school site plan.

Resource Inequities

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

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

There are not are not any inequities in our population at this time.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

VVCM is predicted to have not to have "red" and "orange" categories on the California School Dashboard.

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

VVCM is predicted to have Students with Disabilities in English Language Arts in the Orange.

Other Needs

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

Chronic Absenteeism and Suspensions continue to be an area of need. In 23-24 VVCM's suspension rate was 2.6% and Chronic Absenteeism was 15.5%. Socioeconomically Disadvantage students continue to be an area of need of improvement in regards to suspensions and Chronic Absenteeism.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Valley View Charter Montessori TK-8th Grade. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.75%	0.72%	0.71%	5	5	5
African American	0.45%	0.43%	1.14%	3	3	8
Asian	9.99%	9.22%	9.12%	67	64	64
Filipino	3.58%	3.17%	2.42%	24	22	17
Hispanic/Latino	17.88%	17.15%	17.95%	120	119	126
Pacific Islander	0.30%	0.29%	0.14%	2	2	1
White	59.31%	59.22%	57.98%	398	411	407
Multiple	7.75%	9.08%	9.97%	52	63	70
			Total Enrollment	671	694	702

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			24
Kindergarten	70	71	63
Grade 1	65	67	61
Grade 2	78	71	67
Grade3	74	79	79
Grade 4	74	83	80
Grade 5	96	78	83
Grade 6	81	101	75
Grade 7	73	78	96
Grade 8	60	66	74
Total Enrollment	671	694	702

Conclusions based on this data:

1. Valley View Charter Montessori has had a steady increase in enrollment and diversity.

2. VVCM has steadily increased enrollment of the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	17	16	16	2.7%	2.5%	2.3%
Fluent English Proficient (FEP)	40	41	36	4.1%	6.0%	5.1%
Reclassified Fluent English Proficient (RFEP)	22	19	16	29.4%	3.3%	2%

Conclusions based on this data:

1. FEP remained stable at approximately 6% after increasing from 4.1% last year at Valley View Charter Montessori, to currently 5.1%,

2. We work hard to reclassify students when they are ready.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	67	75	76	0	74	75	0	74	75	0.0	98.7	98.7
Grade 4	86	73	83	0	70	82	0	70	82	0.0	95.9	98.8
Grade 5	73	95	81	0	93	79	0	93	79	0.0	97.9	97.5
Grade 6	74	78	100	0	78	99	0	78	99	0.0	100.0	99.0
Grade 7	55	70	77	0	69	74	0	69	74	0.0	98.6	96.1
Grade 8	71	59	61	0	58	59	0	58	59	0.0	98.3	96.7
All Grades	426	450	478	0	442	468	0	442	468	0.0	98.2	97.9

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2481.	2461.		48.65	40.00		22.97	16.00		21.62	32.00		6.76	12.00
Grade 4		2479.	2509.		30.00	40.24		28.57	25.61		15.71	20.73		25.71	13.41
Grade 5		2529.	2548.		34.41	40.51		25.81	27.85		22.58	17.72		17.20	13.92
Grade 6		2526.	2563.		15.38	30.30		37.18	38.38		24.36	17.17		23.08	14.14
Grade 7		2604.	2579.		33.33	20.27		43.48	51.35		14.49	17.57		8.70	10.81
Grade 8		2634.	2586.		37.93	20.34		39.66	45.76		15.52	20.34		6.90	13.56
All Grades	N/A	N/A	N/A		33.03	32.48		32.35	33.76		19.46	20.73		15.16	13.03

Overall Achievement for All Students

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

Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.19	26.67		58.11	54.67		2.70	18.67
Grade 4		21.43	26.83		67.14	68.29		11.43	4.88
Grade 5		24.73	26.58		66.67	65.82		8.60	7.59
Grade 6		19.23	23.23		56.41	60.61		24.36	16.16
Grade 7		26.09	18.92		65.22	70.27		8.70	10.81
Grade 8		37.93	20.34		53.45	61.02		8.62	18.64
All Grades		27.60	23.93		61.54	63.46		10.86	12.61

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Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.19	30.67		41.89	61.33		18.92	8.00
Grade 4		22.86	25.61		57.14	53.66		20.00	20.73
Grade 5		29.03	37.97		53.76	51.90		17.20	10.13
Grade 6		15.38	28.28		60.26	59.60		24.36	12.12
Grade 7		44.93	20.27		46.38	71.62		8.70	8.11
Grade 8		36.21	23.73		53.45	66.10		10.34	10.17
All Grades		30.77	27.99		52.26	60.26		16.97	11.75

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Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.68	16.00		70.27	76.00		4.05	8.00
Grade 4		10.00	23.17		81.43	70.73		8.57	6.10
Grade 5		13.98	12.66		79.57	78.48		6.45	8.86
Grade 6		17.95	13.13		69.23	80.81		12.82	6.06
Grade 7		17.39	16.22		78.26	74.32		4.35	9.46
Grade 8		24.14	13.56		72.41	79.66		3.45	6.78
All Grades		17.87	15.81		75.34	76.71		6.79	7.48

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Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.08	29.33		60.81	62.67		8.11	8.00
Grade 4		18.57	20.73		67.14	70.73		14.29	8.54
Grade 5		27.96	30.38		52.69	63.29		19.35	6.33
Grade 6		21.79	28.28		67.95	61.62		10.26	10.10
Grade 7		26.09	28.38		62.32	60.81		11.59	10.81
Grade 8		36.21	16.95		51.72	71.19		12.07	11.86
All Grades		26.70	26.07		60.41	64.74		12.90	9.19

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Conclusions based on this data:

1. VVCM's ELA performance remained constant. In 23-24 VVCM and the Buckeye Union School District was in the process of piloting ELA programs in order to adopt a new curriculum. This year, we are implementing the English Language Arts curriculum that was selected in grades 3-5 and utilizing the supplements that were selected for grades 6-8, with the focus on improving our ELA scores and best practices.

2. All grade levels showed improvement in overall school growth of ELA. Two highlights are the 5th grade growth from 22-23/23-24- 65.8% to 82.9%. Furthermore, 8th grade improved from 72.2% to 84.7%

3. With the exception of 4th grade, the percentage of students meeting or exceeding standard increased for our total population.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	67	75	76	0	74	75	0	74	75	0.0	98.7	98.7
Grade 4	86	73	83	0	70	82	0	70	82	0.0	95.9	98.8
Grade 5	73	95	81	0	93	79	0	93	79	0.0	97.9	97.5
Grade 6	74	78	100	0	78	99	0	78	99	0.0	100.0	99.0
Grade 7	55	70	77	0	69	74	0	69	74	0.0	98.6	96.1
Grade 8	71	59	61	0	58	59	0	58	59	0.0	98.3	96.7
All Grades	426	450	478	0	442	468	0	442	468	0.0	98.2	97.9

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2485.	2476.		40.54	38.67		33.78	34.67		16.22	22.67		9.46	4.00
Grade 4		2493.	2524.		24.29	37.80		35.71	34.15		25.71	17.07		14.29	10.98
Grade 5		2534.	2531.		35.48	37.97		20.43	17.72		24.73	24.05		19.35	20.25
Grade 6		2544.	2556.		23.08	36.36		25.64	23.23		28.21	17.17		23.08	23.23
Grade 7		2554.	2598.		17.39	35.14		23.19	31.08		36.23	22.97		23.19	10.81
Grade 8		2570.	2596.		20.69	22.03		24.14	32.20		31.03	33.90		24.14	11.86
All Grades	N/A	N/A	N/A		27.60	35.26		26.92	28.42		26.70	22.22		18.78	14.10

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		51.35	40.00		37.84	50.67		10.81	9.33
Grade 4		31.43	43.90		40.00	42.68		28.57	13.41
Grade 5		32.26	31.65		44.09	41.77		23.66	26.58
Grade 6		21.79	29.29		53.85	50.51		24.36	20.20
Grade 7		18.84	39.19		55.07	44.59		26.09	16.22
Grade 8		22.41	23.73		51.72	67.80		25.86	8.47
All Grades		30.09	34.83		46.83	48.93		23.08	16.24

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		44.59	40.00		47.30	56.00		8.11	4.00
Grade 4		25.71	36.59		57.14	54.88		17.14	8.54
Grade 5		33.33	30.38		51.61	51.90		15.05	17.72
Grade 6		17.95	25.25		58.97	49.49		23.08	25.25
Grade 7		20.29	29.73		62.32	54.05		17.39	16.22
Grade 8		15.52	22.03		63.79	59.32		20.69	18.64
All Grades		26.92	30.77		56.33	53.85		16.74	15.38

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		48.65	42.67		44.59	50.67		6.76	6.67
Grade 4		24.29	41.46		62.86	48.78		12.86	9.76
Grade 5		22.58	22.78		60.22	58.23		17.20	18.99
Grade 6		12.82	28.28		78.21	56.57		8.97	15.15
Grade 7		23.19	29.73		63.77	63.51		13.04	6.76
Grade 8		20.69	16.95		65.52	72.88		13.79	10.17
All Grades		25.34	30.77		62.44	57.69		12.22	11.54

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Conclusions based on this data:

1. With the exception of grade 3, Charter Montessori remained focused hard in Math and saw a growth from 22-23 to 23-24.

2. 6th and 7th grade, in particular, showed a significant increase comparatively.

3. This is our third year in our iReady math adoption and VVCM expects to see continued growth.

School and Student Performance Data

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

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

ELPAC Results

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	*	*	*	*	*	*	*	*	*	*	6	4
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	4	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades										14	15	13

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

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

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	35.71	6.67	0.00	35.71	60.00	53.85	28.57	20.00	30.77	0.00	13.33	15.38	14	15	13

Overall Language
Percentage of Students at Each Performance Level for All Students

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

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	42.86	40.00	53.85	42.86	33.33	15.38	14.29	20.00	15.38	0.00	6.67	15.38	14	15	13

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Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	21.43	0.00	0.00	35.71	26.67	38.46	42.86	60.00	38.46	0.00	13.33	23.08	14	15	13

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

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	42.86	26.67	38.46	57.14	60.00	46.15	0.00	13.33	15.38	14	15	13

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	64.29	40.00	38.46	28.57	46.67	53.85	7.14	13.33	7.69	14	15	13

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	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	21.43	0.00	0.00	57.14	86.67	69.23	21.43	13.33	30.77	14	15	13

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

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	28.57	13.33	30.77	71.43	60.00	46.15	0.00	26.67	23.08	14	15	13

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

Conclusions based on this data:

1. There is no data to base a conclusion on.

School and Student Performance Data

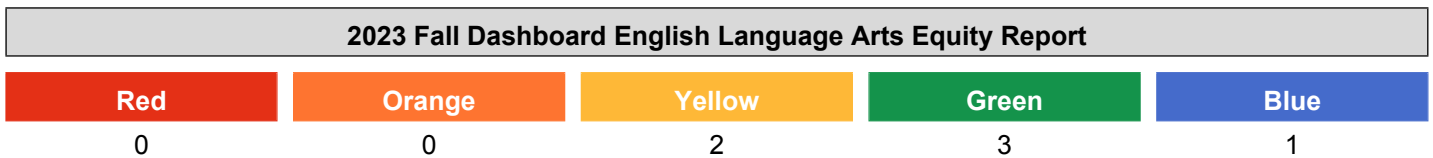## California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
694	**16.4**	**2.3**	**0.1**
Total Number of Students enrolled in Valley View Charter Montessori TK-8th Grade.	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	16	2.3
Foster Youth	1	0.1
Homeless	4	0.6
Socioeconomically Disadvantaged	114	16.4
Students with Disabilities	94	13.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.4
American Indian	5	0.7
Asian	64	9.2
Filipino	22	3.2
Hispanic	119	17.1
Two or More Races	63	9.1
Pacific Islander	2	0.3
White	411	59.2

Conclusions based on this data:

1. At Valley View Charter Montessori the ethnicity of White and Hispanic are the highest percentages.

2. Our SED has grown 1% over the last year.

3. We will continue with our current practice in which all students in these categories are identified and a heavy focus will be put on them to ensure they are getting what they need academically, socially and emotionally.

School and Student Performance Data

Overall Performance

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Green		

Conclusions based on this data:

1. Although Math and ELA remain, "High" , we are making strong efforts and goals to leap into the Blue.

2. Chronic Absenteeism is a huge area of focus this year and we have revamped the way we look at it and approach it with our community.

3. Suspension Rate is a focus for VVCM this year, and with PBIS, Zones of Regulation, and IB, we plan to jump to Low. Lastly, looking at our data coming from SWIS (PBIS) and our ODRI/Referral data system, we can hone in at a deeper level of antecedents that might be triggering behaviors. Therefore, we can put proactive prevention in place through our PBIS Team and our internal conversations with staff and students

School and Student Performance Data

Academic Performance
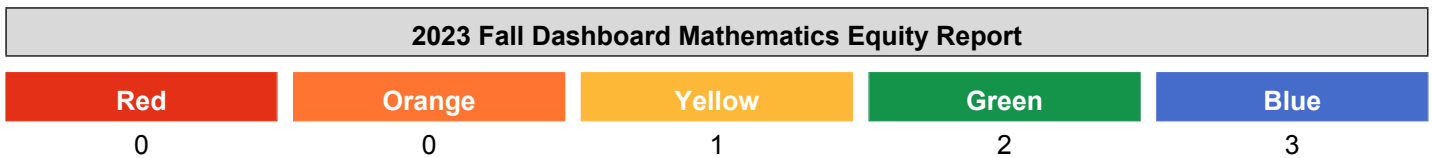### English Language Arts

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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	3	1

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	**English Learners**	**Foster Youth**
Green	15.9 points above standard	No Performance Color
31.5 points above standard	Maintained +0.8 points	0 Students
Maintained -0.2 points	16 Students	
462 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Green	Yellow
2 Students	5.7 points above standard	47.8 points below standard
	Increased +11.1 points	Increased +8 points
	78 Students	81 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 3 Students	Green 83.3 points above standard Decreased -11.6 points 48 Students	89.3 points above standard Decreased Significantly - 33.7 points 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 6.3 points above standard Maintained -1.7 points 78 Students	Blue 41 points above standard Increased Significantly +24.8 points 43 Students	Less than 11 Students 1 Student	Green 26.5 points above standard Maintained +0.4 points 267 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**
Less than 11 Students 6 Students	Less than 11 Students 10 Students	28 points above standard Maintained -1 points 420 Students

Conclusions based on this data:

1. Even though VVCM remained at high, we are striving for "Very High" through best practices, Strategy Collaboration and internal trainings.

2. VVCM has trained our Reading Intervention teachers in both elementary and middle school in 2024 and also will continue collaboration with the Administrator and Teachers.

3. Students with disabilities continue to be an area of focus for VVCM. Administrators and SPED Teachers meet weekly to collaborate about data and best practices.

School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	2	3

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**
Green	19.7 points above standard	No Performance Color
21.1 points above standard	Increased +13.1 points	0 Students
Increased +14.8 points	16 Students	
462 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Blue	Yellow
2 Students	0.9 points above standard	62.4 points below standard
	Increased Significantly +27.7 points	Increased +13 points
	78 Students	81 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Green	74.5 points above standard
		83 points above standard	Decreased -10.8 points
3 Students	3 Students	Decreased -10.9 points	
		48 Students	16 Students

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	Less than 11 Students	Blue
1.8 points below standard	26.3 points above standard		15.8 points above standard
Increased Significantly +20.2 points	Increased Significantly +22 points	1 Student	Increased Significantly +18.7 points
78 Students	43 Students		267 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
Less than 11 Students	Less than 11 Students	18.7 points above standard
		Increased Significantly +15.6 points
6 Students	10 Students	420 Students

Conclusions based on this data:

1. VVCM's math increased in 23-24 from previous years. Although VVCM is in "high", we are striving for "Very High."

2. VVCM's SED students increased by 27.7 points in math, which shows the laser like focus to assist.

3. In Math, VVCM is 21.1 points above standard but maintained its status. Math continues to be a big focus.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
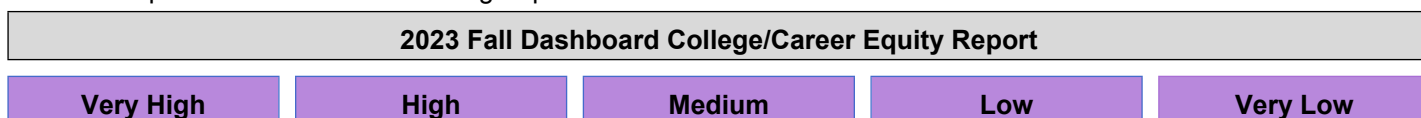
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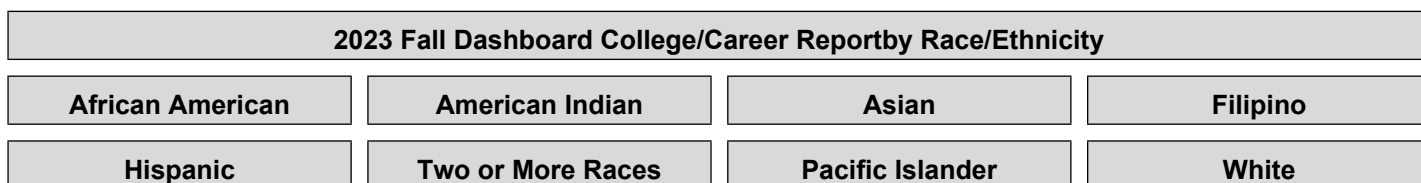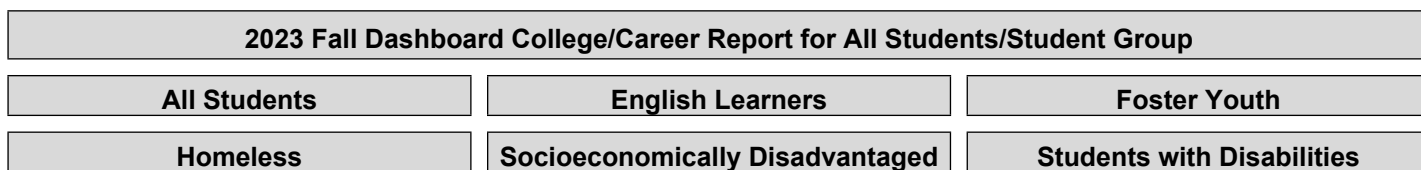
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 9 Students
Performance Level: No Performance Level

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

Conclusions based on this data:

1. There is no data to report on.

School and Student Performance Data

Academic Performance
College/Career Report

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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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 College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is no data to base a conclusion on.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	25% Chronically Absent	Less than 11 Students
15.5% Chronically Absent	Declined -2.3	
Declined Significantly -6.1		1 Student
716 Students	16 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
	32.8% Chronically Absent	27.2% Chronically Absent
5 Students	Declined -6	Declined -3.4
	125 Students	114 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 6 Students	Green 6.1% Chronically Absent Declined -7.4 66 Students	0% Chronically Absent Declined -11.5 22 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 19.2% Chronically Absent Declined -2.6 125 Students	Yellow 11.8% Chronically Absent Declined -2.8 68 Students	Less than 11 Students 2 Students	Yellow 16.9% Chronically Absent Declined Significantly -6.9 421 Students

Conclusions based on this data:

1. VVCM had a decrease in all students that were chronically absent from the previous year; that said, we are doing an overhaul in how we approach our attendance and how we are being proactive, as well. VVCM has weekly attendance meetings with the Chronic Absenteeism Team.

2. VVCM added our counselor and secretary in charge of attendance to our Chronic Absenteeism Team this year. The admin and VVCM Chronic Absenteeism team meet every week to be proactive about our attendance at VVCM.

3. All subgroups declined, but there is still work to do to get our Chronic Absenteeism rate down below 5%.

School and Student Performance Data

Academic Engagement
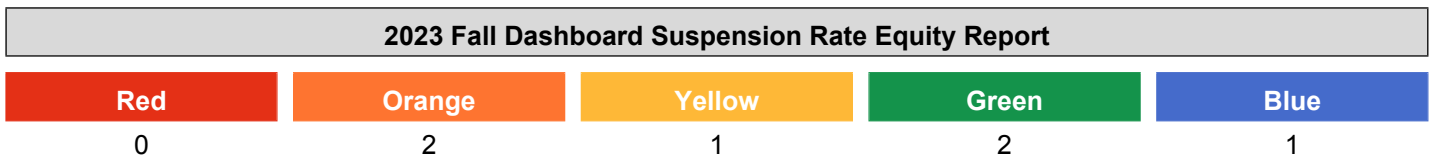### Graduation Rate

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
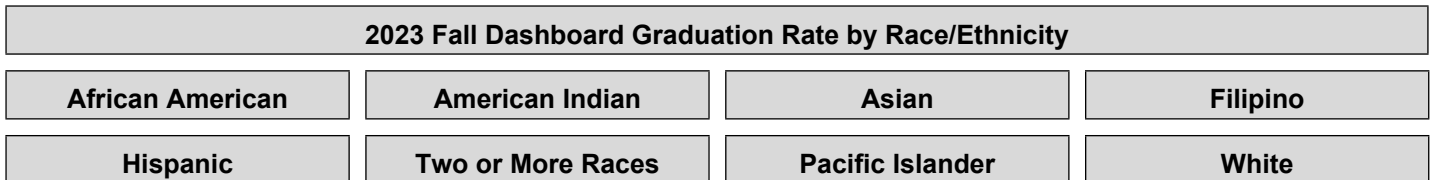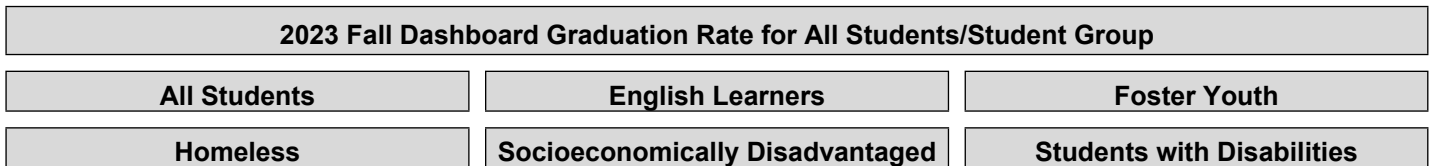
Conclusions based on this data:

1. There is no data to base a conclusion on this.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	2	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	0% suspended at least one day	Less than 11 Students
2.6% suspended at least one day	Maintained 0	1 Student
Maintained -0.1	17 Students	
729 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Yellow
5 Students	4.7% suspended at least one day	3.5% suspended at least one day
	Increased 1.7	Declined -1.8
	129 Students	114 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 6 Students	Blue 0% suspended at least one day Maintained 0 69 Students	0% suspended at least one day Maintained 0 22 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 4% suspended at least one day Increased 1.6 125 Students	Green 1.4% suspended at least one day Declined -2.2 70 Students	Less than 11 Students 2 Students	Green 3% suspended at least one day Declined -0.4 429 Students

Conclusions based on this data:

1. Overall, VVCM has maintained in suspension rate. VVCM uses SWIS/PBIS data to focus in heavily on data to be proactive on students possible antecedents and triggers to help the child, teacher and parents.

2. VVCM, has increased in SPED students (which is a negative in this category) and has already started a plan with PBIS, Behavior Contracts (CICO)and working with the District Behaviorist to assist.

3. SED students have increased in 23-24 and there will be a huge focus on how to proactively assist this subgroup.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement
The site-wide performance on Smarter Balanced Assessments of mathematics will improve by 3 scaled score points.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

VVCM will increase in scale score by 3 points as measured on the California Stated Dashboard in the mathematics portion of the State's Smarter Balance Assessment. Under performing subgroups will increase in scale score by 5 points.

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.

VVCM TK-8th Grade teachers need to have consistent teaching strategies around math topics that consist of Learning Goals that can be measured, math vocabulary that is built upon throughout the grade levels, and math concepts that are universally known and taught throughout VVCM.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment/Mathematics Scaled Score distance from Level 3	23-24 Smarter Balanced Assessment Mathematics Scaled Score Distance from Level 3	24-25 Smarter Balanced Assessment Mathematics Scaled Score Distance from Level 3 + 3

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Grade level Strategy Collaboration release time to collaborate with the Principal of VVCM, IB Coordinator, and Director of Curriculum to identify areas of need from a formative and summative assessment using the target collaboration protocol. Also, data-driven discussion to lead goals and instruction. Additional iReady Math training will assist in knowledge of the curriculum and tools to improve education at VVCM.	All General Education Teachers and Special Education Teachers.	5,040.00 LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Substitutes for Teacher

1.2	Sustainability Meetings and with the Principal and Assistant Principal. Target collaboration meetings are held five times a year to hone in on best practices, goal setting and data driven discussions. Also, the math intervention teachers will meet with the general education teacher every six weeks to conference about their students in the class.	Identify all students in SED, Foster Youth and EL who are below standard in math and ELA and provide math and reading intervention for those students.	2160.00 LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Substitutes for Teacher

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

VVCM saw growth in Math overal. VVCM will narrow down to subgroups and particular grade levels to collaborate with to show continued growth.

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

At VVCM we began IAB's and iReady tools to assist with test taking strategies and to further their knowledge in Math.

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

A few changes were very targeted collaboration with certain grade levels that were not showing growth in previous years.   That said, those grade levels showed growth in both Math.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement
The site's performance on Smarter Balanced Assessments of English Language Arts will improve by 3 points from level 3 on the State Dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

VVCM will increase in scale score by 3 points as measured on the California Stated Dashboard in the English language arts portion of the State's Smarter Balance Assessment. Underperforming subgroups will increase in scale score by 5 points.

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.

VVCM TK-8th Grade teachers need to have consistent teaching strategies around English language arts topics that consist of: Learning Goals that can be measured, academic vocabulary that is built upon throughout the grade levels and writing techniques that are universally known and taught throughout VVCM. This year we have a new ELA adoption and VVCM expects to see significant growth in learning and test results.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment/Scaled Score distance from Level 3	23-24 Smarter Balanced Assessment Scaled Score distance from Level 3	24-25 Smarter Balanced Assessment Scaled Score distance from Level 3 + 3

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Sustainability Meetings with the Principal and Assistant Principal. Also, the reading intervention teachers will meet with the general education teacher every six weeks to conference about their students in the class The Reading Intervention teacher meets with the Administration every two weeks. Curriculum pilots are being completed to adopt a new curriculum prior to the end of the 23/24 school year.	All students	900 LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Substitutes for teachers

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All grade levels and the school showed growth in ELA, with 5th and 8th grade showing significant growth.

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

The major difference was an increased weekly focus collaboration with the schoool and then focussed collaboration with grade levels.

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

A few changes were a very targeted collaboration with certain grade levels that were not showing growth in previous years.   That said, those grade levels showed growth in both ELA.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Chronic Absenteeism
VVCM's chronic absenteeism rate will be 5% or less.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

The site will bring down our chronic absenteeism rate to Low (5% or less) as defined by the California State Dashboard for all students and all significant subgroups.

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.

Students need to be at school to learn. Our current chronic absenteeism rate is much higher than the acceptable 5% or lower.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	23-24 Chronic Absenteeism Rate	24-25 Chronic Absenteeism Rate will be below 5%

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The Chronic Absenteeism Team will meet every week to discuss at-risk students and make plans to support them and their families in coming to school. Along with the administration, counselor, and staff, we will continue to form relationships with the families, students and offer incentives to show the value of attendance.	All TK-8th Grade students at VVCM.	500 LCFF - Supplemental
3.2	The principal, and assistant principal, and Chronic Absenteeism Team will make contact with parents and students who are truant or chronically absent to work alongside them to find support they may need to get their children to school more often. The team will consist of administration, secretary, counselor and pyschologist.	All students and parents at VVCM	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

VVCM's Chronic Absenteeism Team collaborated well together and saw an decrease overall in students who were chronically absent..

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

The VVCM Chronic Absenteeism specifically focussed on the "cusp" students who were red and yellow. The team used incentives and prizes to assist those students and families to attend school.

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

in the 24-25 school year, the Chronic Absenteeism Team sent attendance letters before the first day of school stressing how important being at school is and offered support.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement
The site's performance on Smarter Balanced Assessments of science will improve by 3 points from level 3 on the State Dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

VVCM will increase in scale score by 3 points as measured on the California Stated Dashboard in the science portion of the State's Smarter Balance Assessment. Underperforming subgroups will increase in scale score by 5 points.

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.

VVCM TK-8th Grade teachers need to have consistent teaching strategies around science topics that consist of: Learning Goals that can be measured, academic vocabulary that is built upon throughout the grade levels and citing evidence techniques that are universally known and taught throughout VVCM.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment Scaled Score distance from Level 3	22/23 Smarter Balanced Assessment Scaled Score distance from Level 3	23-24Smarter Balanced Assessment Scaled Score distance from Level 3 + 3

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	All students use the district-adopted science curriculum with fidelity.	All Students	500 General Fund 0000: Unrestricted Observation of other staff, if needed.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In 22-23 VVCM had 56.4% students at or above standard in Science. In 23-24, VVCM increase 10% to 66.8%. In particular, 5th grade showed a 21% increase over the two school years. Even thought 8th grade reduced by 1% point from 22-23 to 23-24, they had a long term substitute all school year.

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

N/A

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

Administration met with the 5th grade team to collaboration and ensure best practices were followed and taught. 5th grade committed to teaching the curriculum with fidelity and it showed in there 21% increase form 22-23 to 23-24.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Valley View Charter Montessori Suspension Rate
VVCM will use suspension as a last resort in our discipline and strive to maintain a suspension rate of low as defined by the CA State Dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

VVCM will bring down the suspension rate to Low (1% or less) as defined by the California State Dashboard for all students and all subgroups of 11 or more students.

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.

VCCM will continue to develop positive behavioral interventions and supports (PBIS), looking at the school's universal, supplemental, and intensified supports in place. VVCM MS will emphasize teaching and embedding into lessons the International Baccalaureate's Approaches to Learning (ATL) Skills to create a positive school culture and reduce the overall suspension rate. ATL skills encompass general and discipline-specific learning skills. These skill sets help develop students who are empowered as self-disciplined learners.

The following are ATL categories that group skills into transferable life-long habits of learning:

Communication Skills, Social/Collaboration Skills, Self-Management (organization, affective & reflective) Skills, Research (information literacy & media literacy) Skills, Thinking (critical thinking, creative thinking & transfer) Skills.

Staff will need training and time to plan/discuss each ATL Skill. The team will also receive training in Trauma-Informed Practices and follow up on best practices.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Suspension Rate (all students)	2.7%	1%
School Suspension Rate (SPED)	10.4%	1%
School Suspension Rate (SED)	3.6%	1%

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

5.1	All TK-5th grade students will attend monthly RISE(PBIS) and GAP (Montessori) Assemblies. Middle School students will have training in classes and assemblies on RISE/PBIS, ATL, IB, and Character Building throughout the school year. TK-8th grade will all have Zones of Regulation for all students and ongoing professional development.	All Students	1000.00 Donations 0000: Unrestricted PBIS TIER 1 1500 LCFF - Base 4000-4999: Books And Supplies
5.2	Mental Health Team Meetings- MHT will meet every two weeks to brainstorm activities and students that need to be checked in on. This is not limited to just students, this could be a class, to a grade level to a whole school topic.	All	3,000.00 District Funded 0000: Unrestricted PBIS Tier 1 1,000 Site Formula Funds 0001-0999: Unrestricted: Locally Defined PBIS Tier 1 and Tier 2
5.3	All students and staff will be trained in following procedures, best practices and RISE (Respect, Integrity, Safety and Effort) in all areas of the campus. This was conducted the first two weeks of school with our yard supervisors having daily trainings and debriefs to collaborate.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

While we saw a decrease in disruptive behavior on campus and an increase in positive student interactions, we continue to see an increase with severe behaviors that warrant a suspension, in all subgroups.

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

We experienced an unforeseen complication with our site counselor last year that greatly affected our ability to implement our social emotional learning requested by our Mental Health Team.

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

VVCM with create two subcommittees for our PBIS system, one focused on elementary school and one focused on middle school, in order to address the specific needs of each student group. We will also work to implement our social emotional learning with fidelity this year.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$15,600.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District Funded	$3,000.00
Donations	$1,000.00
General Fund	$500.00
LCFF - Base	$1,500.00
LCFF - Supplemental	$8,600.00
Site Formula Funds	$1,000.00

Subtotal of state or local funds included for this school: $15,600.00

Total of federal, state, and/or local funds for this school: $15,600.00

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
None Specified		

Expenditures by Funding Source

Funding Source	Amount
District Funded	3,000.00
Donations	1,000.00
General Fund	500.00
LCFF - Base	1,500.00
LCFF - Supplemental	8,600.00
Site Formula Funds	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	500.00
0000: Unrestricted	4,500.00
0001-0999: Unrestricted: Locally Defined	9,100.00
4000-4999: Books And Supplies	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	District Funded	3,000.00
0000: Unrestricted	Donations	1,000.00
0000: Unrestricted	General Fund	500.00
4000-4999: Books And Supplies	LCFF - Base	1,500.00
	LCFF - Supplemental	500.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	8,100.00
0001-0999: Unrestricted: Locally Defined	Site Formula Funds	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,200.00
Goal 2	900.00
Goal 3	500.00
Goal 4	500.00
Goal 5	6,500.00

School Site Council Membership

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

2 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Paul Stewart	Principal
Bryce Finger	Parent or Community Member
Gary Hamilton	Parent or Community Member
Zach Grinnel	Parent or Community Member
Jeni Hillhouse	Classroom Teacher
Jason Burruel	Parent or Community Member
Valerie Bustos	Other School Staff
Maggie Davis	Other School Staff
Amanda Alessandro	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: Safety Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/27/24.

Attested:

	Principal, Paul Stewart on 10/27/24
	SSC Chairperson, Zach Grinnell on 10/27/24

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal 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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023