

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Oaks Elementary School	34 67348 6033310	May 22, 2023	

Purpose and Description

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

Schoolwide Program

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Student Survey: The results of the most recent CalSCHLS survey (2022-2023) noted some positive feelings that our 5th and 6th grade shared about Valley Oaks: For "School Engagement and Supports", over 75% of our students reported to Agree/Strongly Agree that 1) they felt motivated academically, 2) over 83% said they felt adults had high expectations for them, and 3) over 74% felt that there were social and emotional learning supports for them at school. For "School Safety", over 84% of students feel safe 1) on their way to/home from school, and 2) over 71% feel that there is an Anti-Bullying climate at the school. In the area of "School Disciplinary Environment", over 88% of students felt like the rules are clear, and over 75% of students felt like they are treated with respect. While still above the state average, an area for improvement is the area of "Meaningful Participation at School", where just 38% of students responded "Yes, most of the time", or "Yes, all of the time" to questions related to if they felt they had meaningful participation at school.

Parent Survey: The most recent CalSCHLS surveys conducted during the 2022-2023 school year revealed very positive aspects of parent sentiment toward Valley Oaks: For "Parental Involvement", 98% of parents Agree/Strongly agree that Valley Oaks "encourages me to be an active partner with the school in educating my child," and 91% of parents Agree/Strongly agree that "Parents feel welcome to participate at this school". In the area of "School Supports for Students", 91% of parents Agree/Strongly Agree that Valley Oaks "has adults who really care about students", and 90% of parents Agree/Strongly Agree that Valley Oaks "promotes academic success for all students." In the area of "Fairness, Rule Clarity and Respect for Diversity", 87% of parents Agree/Strongly agree that Valley Oaks gives all students opportunities to "make a difference" by helping other people, the school, or the community, 93% of parents Agree/Strongly Agree that Valley Oaks is a supportive and inviting place for students to learn, and 92% of parents feel that Valley Oaks is a safe place for their child. In the area of "Facilities", 90% of parents Agree/Strongly Agree that Valley Oaks "has clean and well-maintained facilities/properties".

School Staff Survey: The most recent CalSCHLS survey conducted during the 2022-2023 school revealed very high levels of agreement among Valley Oaks Staff. In the area of "Student Developmental Supports and Opportunities", over 90% of all staff Agree or Strongly Agree to the following: 1) Adults really care about every student, 2) Adults believe that every student can be a success, 3) Adults listen to what students have to say, 4) Adults want every student to do their best, 5) That the school gives all students equal opportunity to participate in classroom discussions or activities, 6) That the school encourages students to feel responsible for how they act, that students are taught that they can control their own behavior, and that the school encourages students to care about how others feel. In the area of School Safety, over 82% of Valley Oaks staff Agree/Strongly Agree that the school is a safe place for students. Finally, over 94% of Valley Oaks staff Agree/Strongly Agree that 1) Students know what the rules are and 2) The school rules are fair at Valley Oaks. An area for us to take a look at comes from teacher responses to "student depression or other mental health issues are a problem" - 55% reported it as a mild problem and 21% reported it as a moderate problem.

Classroom Observations

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

All teachers at Valley Oaks are observed and given feedback at least two (2) times each school year. These are typically 10-15 minute observations. Additionally, teachers who are in their first two (2) years of teaching and teachers who are in their evaluation year have up to six (6) of the 10-15 minute observations, as well as longer, more formal 30+ minute observations, with end-of-year evaluations. A Teacher Self-Evaluation Model is used again with teachers who volunteer and have positive ratings in their previous evaluation cycle(s).

All classrooms are visited by site administration in informal walkthroughs during the entire school year, with an emphasis on observing student engagement and excellent teaching practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Valley Oaks Elementary School staff members have conducted comprehensive needs assessments in order to strengthen student achievement in the areas of English Language Arts (ELA) and Mathematics. Needs assessment data is reviewed regularly, analyzed, and tracked over time to ensure growth for all students from all demographic groups. Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth. Our goal is to have all of our students reading at grade level by the end of third grade. The belief is that literacy, first and foremost, affects all aspects (or subjects) in education. In order to achieve this, heavy emphasis has been placed on 1) Strong instruction in Early Literacy in Grades K-3, and 2) High Quality/Quantity Reading Practice (Accelerated Reader) for Grades 2-6. Site funds are used to hire/train paraprofessionals (Instructional Assistants) who work together with classroom teachers to give personalized reading instruction and interventions to students in small groups. Students who do not meet reading benchmarks receive additional instructional in small groups, in their area of need. Teachers and administration meet together in Academic Conferences throughout the year to evaluate student progress. Local assessments, as well as MAP assessments and SBAC data are used to help with the evaluation of student progress. Furthermore, teachers (and IAs) share student progress with administration on a regular basis (monthly minimum), to monitor progress. For students who continue to struggle, teachers will recommend a student to the Multi-Tiered System of Support (MTSS) Team, who meet on a monthly basis, and where the struggles are discussed and interventions are put in place. Parents are made aware of student progress through regular contact by the teachers (Class Dojo, SeeSaw, Remind, etc.) and through PLP Check-In Conferences, Parent/Teacher/Student Conferences, and Student Success Team (SST) meetings.

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

The Professional Learning Communities (PLCs) continue to focus on high student achievement through reviews of recent curriculum-based assessments. Each PLC, with the guidance from administration and site-based Intervention TOSAs, establish learning goals and outcomes/expectations in the areas of ELA & Mathematics. TOSAs and other district/county personnel provide professional development and support the implementation of the California Common Core State Standards (CCSS), in the areas of English Language Arts and Mathematics. Teachers use the assessments included in the district-adopted ELA curriculum and the Math curriculum to monitor student progress. Based on the results of these assessments, teachers are able to modify their instruction to meet the needs of their students, giving additional support to those who need it.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Valley Oaks Elementary meet all "Highly Qualified" teacher requirements.

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

Valley Oaks will utilize services of the district in advertising for any vacancies that may occur at the school. The District will screen applicants in order to determine if applicants meet the definition of highly qualified and only those candidates meeting that requirement will be recruited to interview. All teachers have participated in district-wide and grade-level-span specific professional development with the ELA adoption. Additionally, there have been multiple trainings for the Benchmark ELD (Integrated and Designated) given to staff at Valley Oaks. Instructional Aides and selected teachers have also participated in training and/or refresher courses in the areas of Early Literacy instruction (SIPPS) and intervention strategies. Furthermore, selected teachers were trained in Next Generation Science Standards and serve as grade-level and site-level resources for training in teaching science to our students.

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

Curriculum Coaches provide professional development and support the implementation of the California CCSS. The focus for professional development is structured to prepare staff for the continued implementation of the California CCSS, the Next Generation Science Standards (NGSS), and district/school focus areas. The Galt Joint Union Elementary School District (GJUESD) district and site administrators (principals), and teacher leaders (academic coaches) participate in professional development in order to ensure that all teachers are supported in the transition. Technology tools are also utilized to implement and support the CCSS.

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

Principals are primarily responsible for ongoing monitoring and evaluation for effective instruction. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by administrative referral or on a voluntary basis. Teacher "mentors" will provide support beyond coaching by administrative or other staff to new staff members. District instructional coaches are also utilized to provide support, suggestions, and ideas for teachers at all grade levels.

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

The grade-level Professional Learning Communities (PLCs) continue to focus on high student achievement through reviews of recent curriculum-based assessments. Each PLC, with the guidance from administration and curriculum coaches, will establish learning goals and outcomes/expectations for ELA, Mathematics, and Science. PLCs meet on a weekly basis to review data, review assessments and curriculum, and engage in CCSS-based planning. They share their notes weekly with site administration and feedback is shared between the groups.

Teaching and Learning

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

Curriculum, instruction, and instructional materials are all aligned with the California Common Core State Standards.

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

Instructional minutes for reading/language arts and mathematics adhere to recommended guidelines. Teachers submit their daily schedules to administration that reflect the appropriate instructional minutes. Additionally, to show our commitment to quality reading practice, each teacher in Grades 2-6, has a minimum of 15-20 minutes scheduled, each day, for students to practice independent reading in their Zone of Proximal Development (ZPD).

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

Grade level PLCs have some flexibility with lesson pacing in order to meet the personalized needs of each learner. There are pacing guides that are created by district curriculum coaches, with input from teachers and administration. Teachers follow these pacing guides to the best of their abilities, using the input and their experience teaching the lessons as a means of helping all students, including providing intervention opportunities for those students who are shown to need it.

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

Eureka Math (CCSS) materials are provided by the school district for all students in grades K-6. For ELA, the school district and Valley Oaks is in the sixth year of implementation of Common Core Standards-based English Language Arts materials, using Benchmark Advance as both the ELA/ELD curriculum. School funds are used to purchase supplemental instructional materials.

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

All K-6 teachers are using the Eureka Math and Benchmark ELA/ELD adopted materials during the 2022-2023 school year. Administrators monitor the implementation of the district standards-based curriculum through classroom observations and the teacher evaluation process.

Opportunity and Equal Educational Access

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

Students not making adequate growth will receive assistance in the classroom through differentiated instruction and support from Instructional Assistants (IA), Bilingual Instructional Assistants (BIA), and online courseware. The IAs and BIAs support learner growth through focused small group work in the areas of literacy (reading/writing) and mathematics. After-school supports are also available through site-based Acceleration Block programs, the ASES program, and the BFLC - via clubs and mentoring programs.

Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a Response To Intervention (RTI) system of support and referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. Each school site has developed MTSS teams that oversee the site's RTI system of support. MTSS site teams meet on a monthly basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, counselors, teachers, specialists, and site-based Intervention TOSAs. These meetings can result in continued or new interventions and/or strategies, a meeting with parents, and/or recommendations for additional assessments of the student.

Evidence-based educational practices to raise student achievement

Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth. Benchmark ELD training has been provided to all teachers, and refreshers are given regularly, as necessary, to support instruction in the area of English Language Development throughout the day in the form of Integrated ELD and Designated ELD. Additionally, IAs continue to provide a large portion of their assistance working with students in grades K-3 on early literacy skills, using research-based interventions such as SIPPS. Online educational programs also target students in their personal areas of need, providing both instruction and practice for each student, in ELA and Math, according to their needs.

Parental Engagement

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

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

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

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

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

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

Funding

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

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

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

No resource inequities have been identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

Conclusions based on this data:

1. The percentage of English Learners in 22/23 decreased slightly from 21/22.
2. The number and percentage of Fluent English Proficient students increased from 21/22 to 22/23.
3. The number and percentage of students Reclassified Fluent Proficient steadily increased over the last 3 years

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2374.			6.56			26.23			18.03			49.18	
Grade 4		2411.			5.06			15.19			26.58			53.16	
Grade 5		2457.			10.34			21.84			26.44			41.38	
Grade 6		2511.			12.12			28.79			30.30			28.79	
All Grades	N/A	N/A	N/A		8.53			22.53			25.60			43.34	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.84			62.30			27.87	
Grade 4		7.59			63.29			29.11	
Grade 5		11.49			59.77			28.74	
Grade 6		12.12			62.12			25.76	
All Grades		10.24			61.77			27.99	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.92			45.90			49.18	
Grade 4		5.06			50.63			44.30	
Grade 5		8.05			56.32			35.63	
Grade 6		12.12			57.58			30.30	
All Grades		7.51			52.90			39.59	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.56			73.77			19.67	
Grade 4		5.06			72.15			22.78	
Grade 5		5.75			67.82			26.44	
Grade 6		15.15			65.15			19.70	
All Grades		7.85			69.62			22.53	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.20			60.66			31.15	
Grade 4		2.53			72.15			25.32	
Grade 5		13.79			55.17			31.03	
Grade 6		19.70			65.15			15.15	
All Grades		10.92			63.14			25.94	

Conclusions based on this data:

1. As of 2021/2022, Valley Oaks Elementary met the Adequate Yearly Progress (AYP) goal for participation rate for English Language Arts/Literacy on the CAASP.
2. As of 2021/2022, 31% of all students met/exceeded the grade level standard in English Language Arts.
3. As of 2021/2022, Research/Inquiry was the area of English Language Arts/Literacy in which Valley Oaks students achieved the best results (% of students Above and At or Near Standard).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2389.			9.09			22.73			22.73			45.45	
Grade 4		2418.			1.27			16.46			34.18			48.10	
Grade 5		2429.			6.98			9.30			13.95			69.77	
Grade 6		2506.			14.49			21.74			28.99			34.78	
All Grades	N/A	N/A	N/A		7.67			17.00			24.67			50.67	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.15			46.97			37.88	
Grade 4		5.06			46.84			48.10	
Grade 5		5.81			29.07			65.12	
Grade 6		15.94			44.93			39.13	
All Grades		10.00			41.33			48.67	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.61			40.91			48.48	
Grade 4		3.80			46.84			49.37	
Grade 5		6.98			43.02			50.00	
Grade 6		10.14			57.97			31.88	
All Grades		7.67			47.00			45.33	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.09			68.18			22.73	
Grade 4		2.53			50.63			46.84	
Grade 5		3.49			41.86			54.65	
Grade 6		11.59			66.67			21.74	
All Grades		6.33			55.67			38.00	

Conclusions based on this data:

1. As of 2021/2022, Valley Oaks Elementary met the Adequate Yearly Progress (AYP) goal for participation rate for Mathematics on the CAASP.
2. As of 2021/2022, 25% of all students Met/Exceeded Standard in Overall Achievement for Mathematics on the CAASP.
3. As of 2021/2022, Communicating Reasoning (Demonstrating ability to support mathematical conclusions) was the area of Mathematics in which Valley Oaks students achieved the best results (62% of students Above and At or Near Standard).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1432.0	1396.1		1442.9	1407.6		1406.4	1369.1		41	38	
1	1455.5	1461.9		1467.3	1478.8		1443.3	1444.6		33	35	
2	1480.9	1487.2		1487.9	1485.8		1473.6	1488.0		27	31	
3	1494.6	1458.7		1508.1	1461.9		1480.6	1455.1		43	28	
4	1523.4	1508.5		1532.1	1514.0		1514.1	1502.4		45	43	
5	1535.4	1523.1		1533.3	1514.7		1536.9	1530.9		36	39	
6	1515.4	1547.0		1517.1	1549.0		1513.3	1544.4		24	33	
All Grades										249	247	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.51	5.26		26.83	26.32		39.02	42.11		14.63	26.32		41	38	
1	12.90	8.57		51.61	48.57		16.13	28.57		19.35	14.29		31	35	
2	11.11	19.35		48.15	48.39		29.63	19.35		11.11	12.90		27	31	
3	16.28	3.57		44.19	21.43		34.88	46.43		4.65	28.57		43	28	
4	26.67	13.95		35.56	55.81		24.44	23.26		13.33	6.98		45	43	
5	25.71	23.08		42.86	35.90		25.71	30.77		5.71	10.26		35	39	
6	8.33	42.42		37.50	39.39		41.67	3.03		12.50	15.15		24	33	
All Grades	18.29	16.60		40.24	40.08		30.08	27.53		11.38	15.79		246	247	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	31.71	10.53		26.83	28.95		21.95	34.21		19.51	26.32		41	38	
1	35.48	40.00		25.81	25.71		25.81	31.43		12.90	2.86		31	35	
2	22.22	45.16		48.15	25.81		25.93	19.35		3.70	9.68		27	31	
3	34.88	14.29		48.84	35.71		13.95	21.43		2.33	28.57		43	28	
4	57.78	39.53		22.22	48.84		11.11	2.33		8.89	9.30		45	43	
5	42.86	35.90		51.43	46.15		2.86	7.69		2.86	10.26		35	39	
6	16.67	66.67		62.50	18.18		16.67	0.00		4.17	15.15		24	33	
All Grades	36.59	36.03		39.02	33.60		16.26	16.19		8.13	14.17		246	247	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.20	2.63		7.32	7.89		75.61	52.63		4.88	36.84		41	38	
1	6.45	2.86		41.94	34.29		25.81	42.86		25.81	20.00		31	35	
2	11.11	6.45		29.63	48.39		33.33	29.03		25.93	16.13		27	31	
3	2.33	3.57		39.53	7.14		32.56	46.43		25.58	42.86		43	28	
4	17.78	2.33		15.56	32.56		37.78	37.21		28.89	27.91		45	43	
5	22.86	12.82		17.14	28.21		48.57	41.03		11.43	17.95		35	39	
6	8.33	15.15		20.83	33.33		29.17	33.33		41.67	18.18		24	33	
All Grades	11.79	6.48		23.98	27.53		41.87	40.49		22.36	25.51		246	247	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.07	10.53		63.41	63.16		19.51	26.32		41	38	
1	38.71	37.14		48.39	60.00		12.90	2.86		31	35	
2	25.93	25.81		66.67	64.52		7.41	9.68		27	31	
3	46.51	28.57		48.84	50.00		4.65	21.43		43	28	
4	57.78	65.12		31.11	30.23		11.11	4.65		45	43	
5	25.71	25.64		71.43	64.10		2.86	10.26		35	39	
6	12.50	30.30		75.00	57.58		12.50	12.12		24	33	
All Grades	34.15	32.79		55.69	55.06		10.16	12.15		246	247	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	39.02	10.53		36.59	60.53		24.39	28.95		41	38	
1	41.94	37.14		41.94	54.29		16.13	8.57		31	35	
2	33.33	45.16		62.96	45.16		3.70	9.68		27	31	
3	45.24	28.57		47.62	42.86		7.14	28.57		42	28	
4	55.56	30.23		33.33	60.47		11.11	9.30		45	43	
5	65.71	48.72		31.43	35.90		2.86	15.38		35	39	
6	50.00	78.79		50.00	9.09		0.00	12.12		24	33	
All Grades	47.76	39.27		42.04	44.94		10.20	15.79		245	247	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.32	5.26		78.05	57.89		14.63	36.84		41	38	
1	25.81	20.00		51.61	42.86		22.58	37.14		31	35	
2	29.63	12.90		44.44	67.74		25.93	19.35		27	31	
3	5.00	3.57		67.50	35.71		27.50	60.71		40	28	
4	17.78	2.33		48.89	69.77		33.33	27.91		45	43	
5	22.86	20.51		57.14	56.41		20.00	23.08		35	39	
6	12.50	21.21		16.67	48.48		70.83	30.30		24	33	
All Grades	16.46	12.15		54.73	55.06		28.81	32.79		243	247	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	24.39	7.89		56.10	65.79		19.51	26.32		41	38	
1	6.45	2.86		64.52	88.57		29.03	8.57		31	35	
2	11.11	29.03		48.15	54.84		40.74	16.13		27	31	
3	9.30	3.57		72.09	67.86		18.60	28.57		43	28	
4	22.22	20.93		60.00	60.47		17.78	18.60		45	43	
5	17.65	23.08		67.65	64.10		14.71	12.82		34	39	
6	4.17	33.33		79.17	54.55		16.67	12.12		24	33	
All Grades	14.69	17.41		63.67	65.18		21.63	17.41		245	247	

Conclusions based on this data:

1. There was an increase in 21/22 of % of students who scored at Level 1, and decrease in 21/22 of % of students who scored at Level 4 in Overall Language.
2. In 21/22, more English Learners at Valley Oaks scored in the Well Developed range for the Listening (33%) and Speaking (39%) domains than the Reading (12%) and Writing (17%) domains.
3. The Listening Domain is the area where English Learners scored the highest overall in 21/22 (33% Well Developed, 55% Somewhat/Moderately Developed).

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
503	82.9	50.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Valley Oaks Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	255	50.7
Foster Youth		
Homeless	31	6.2
Socioeconomically Disadvantaged	417	82.9
Students with Disabilities	78	15.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	2	0.4
Asian	2	0.4
Filipino		
Hispanic	427	84.9
Two or More Races	2	0.4
Pacific Islander	3	0.6
White	64	12.7

Conclusions based on this data:

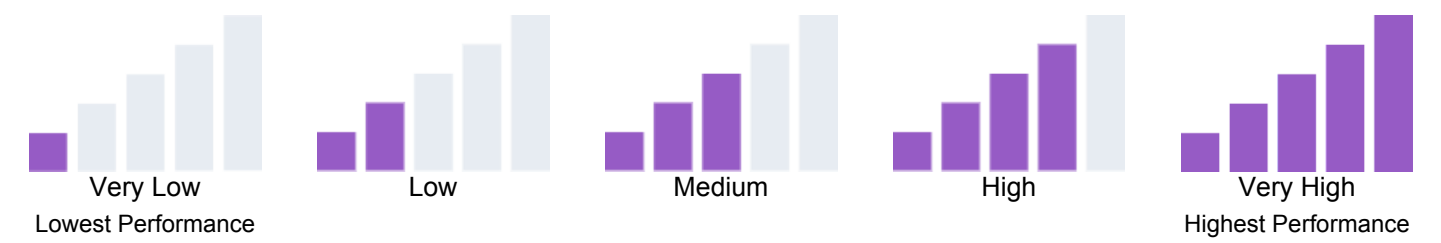
- 1. In 2021-2022, most of our students at Valley Oaks are Socioeconomically Disadvantaged (83%)
- 2. In 2021-2022, over half of our students at Valley Oaks are English Learners (51%)
- 3. In 2021-2022, most of our students at Valley Oaks are of Hispanic Race/Ethnicity (85%)

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>Medium</div>		

Conclusions based on this data:

- Overall Performance level for English Learner Progress is in the Medium range.
- Overall Performance levels for Math and English Language Arts were in the Low range.

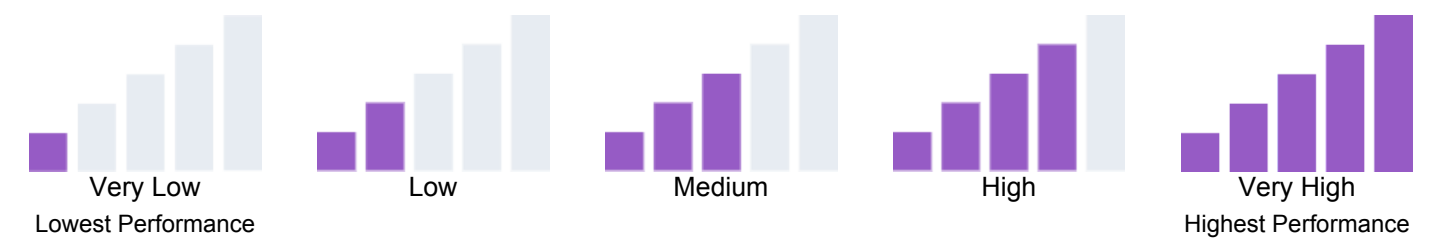
3. Chronic Absenteeism level for Academic Engagement is in the Very High range - meaning too many students exhibited Chronic Absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



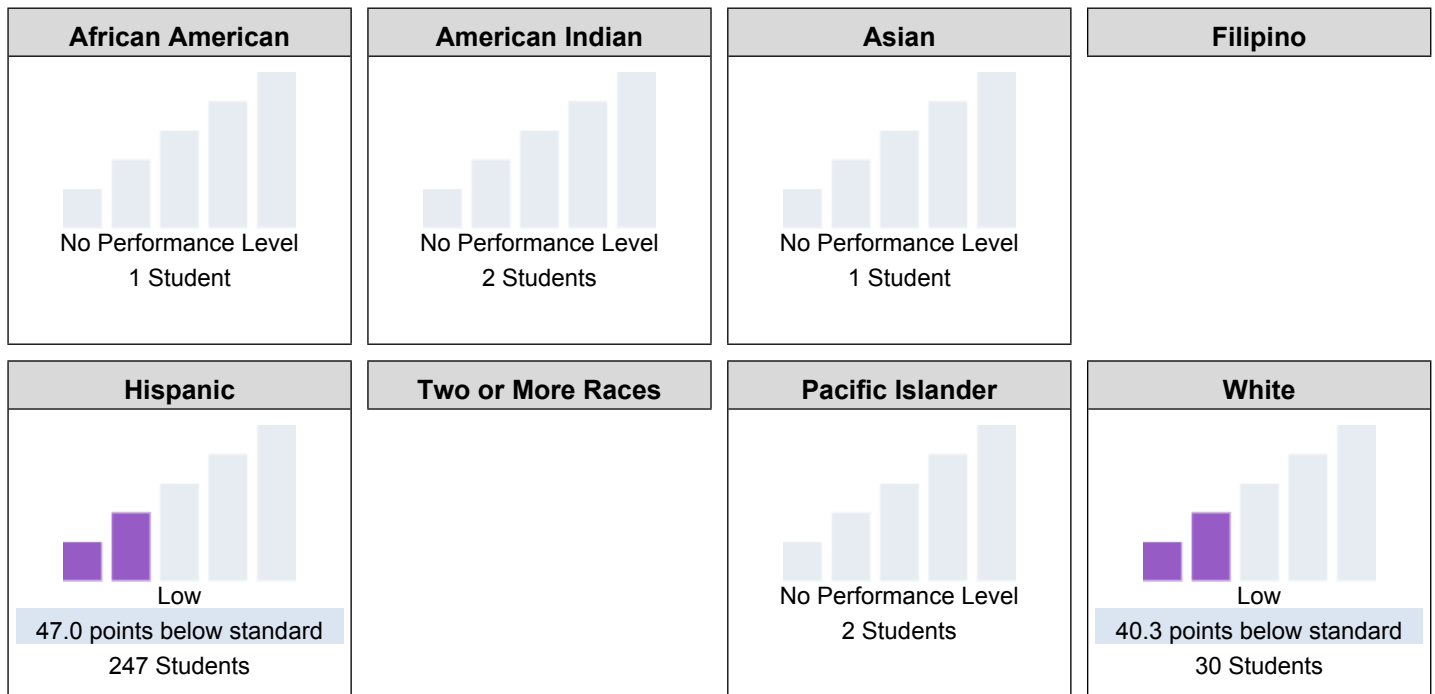
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	4	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low</p> <p>45.7 points below standard</p> <p>281 Students</p>	<p>Low</p> <p>55.5 points below standard</p> <p>164 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>85.0 points below standard</p> <p>19 Students</p>	<p>Low</p> <p>50.1 points below standard</p> <p>240 Students</p>	<p>Very Low</p> <p>118.5 points below standard</p> <p>55 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.0 points below standard 120 Students	33.2 points above standard 44 Students	38.5 points below standard 100 Students

Conclusions based on this data:

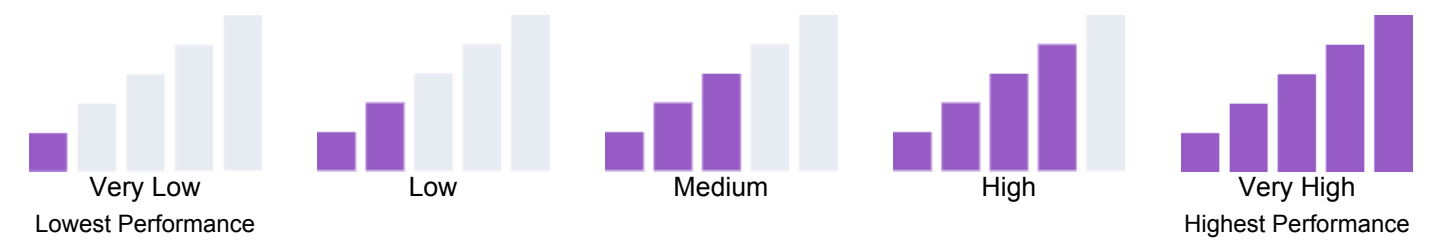
1. In 2021-2022, the Reclassified English Learners (RFEP) was the highest scoring Student Group at 33 points above standard.
2. In 2021-2022, both the White and English Only Student Groups were similar in 38-40 points below standard.
3. In 2021-2022, both the English Learner and the SocioEconomically Disadvantaged Student Groups were similar in 50-55 points below standard.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



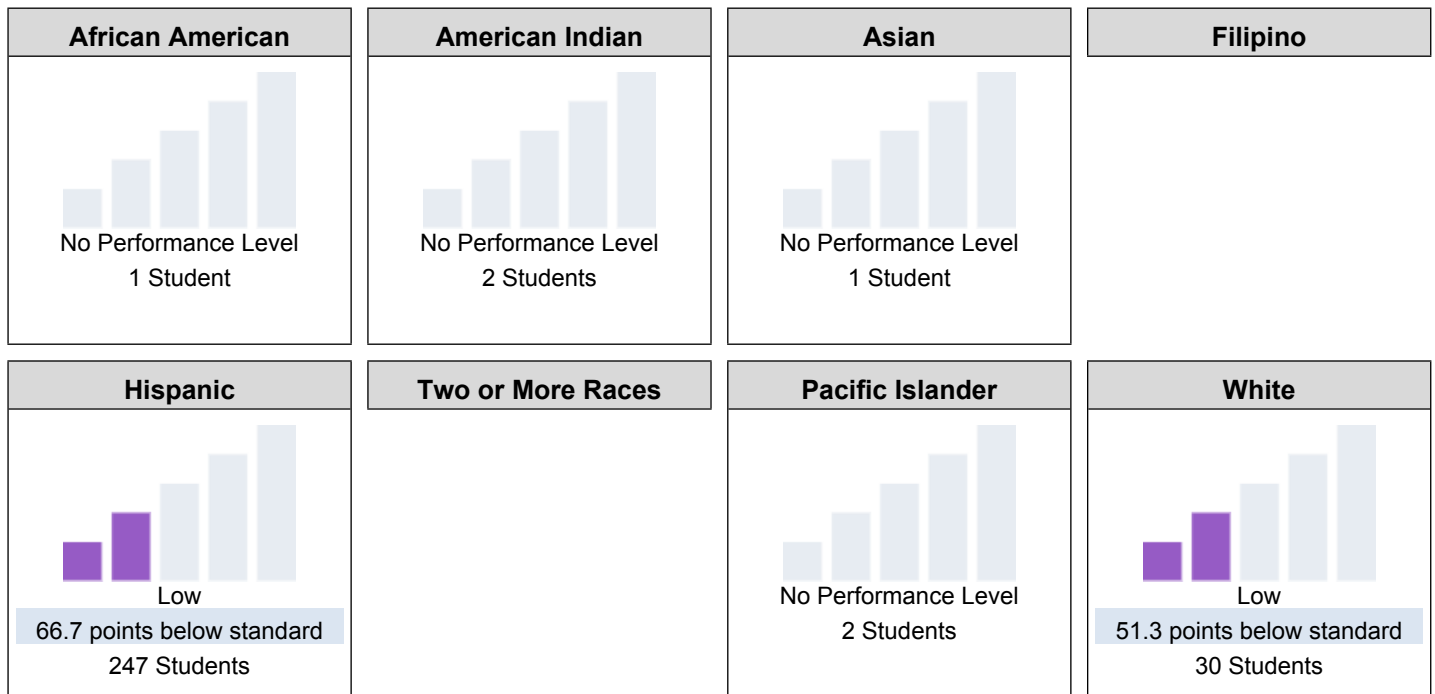
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
1	4	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div><p>Low</p><p>64.1 points below standard</p><p>281 Students</p></div>	<div>English Learners</div> <div><p>Low</p><p>75.0 points below standard</p><p>164 Students</p></div>	<div>Foster Youth</div>
<div>Homeless</div> <div><p>No Performance Level</p><p>115.7 points below standard</p><p>19 Students</p></div>	<div>Socioeconomically Disadvantaged</div> <div><p>Low</p><p>69.6 points below standard</p><p>240 Students</p></div>	<div>Students with Disabilities</div> <div><p>Very Low</p><p>131.9 points below standard</p><p>55 Students</p></div>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.2 points below standard 120 Students	11.6 points below standard 44 Students	59.9 points below standard 100 Students

Conclusions based on this data:

1. In 2021-2022, the Reclassified English Learners (RFEP) was the highest scoring Student Group at 11.6 points below standard.
2. In 2021-2022, our Socioeconomically Disadvantaged (69.6 points below), Hispanic (66.7 points below), and English Learner (75 points below) student groups scored similarly in Mathematics
3. In 2021-2022, our Students with Disabilities was the lowest scoring Student Group at 131.9 points below standard.

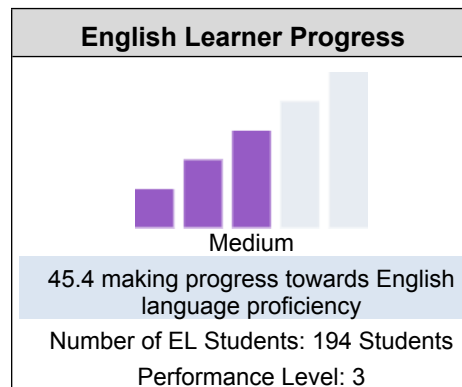
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
20.6%	34.0%	6.7%	38.7%

Conclusions based on this data:

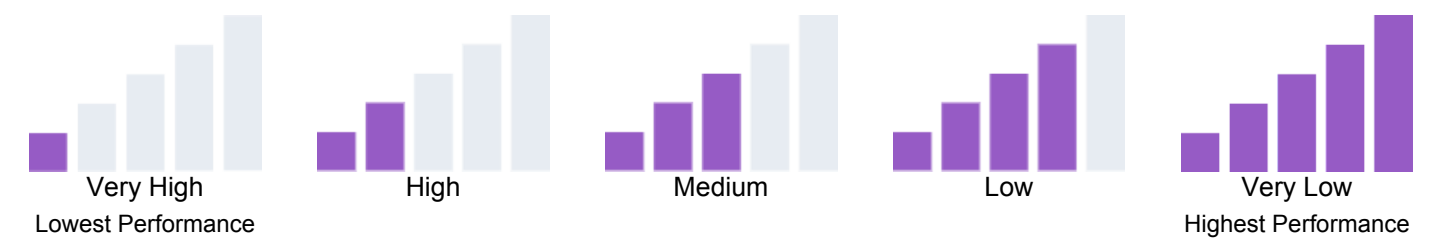
- 38.7% of our English Learners (75/194 students) grew at least one ELPI Level.
- 6.7% of our English Learners (13/194 students) maintained a high ELPI Level of 4.
- 34% of our English Learners (66/194 students) maintained an EPI Level of 1, 2L, 2H, 3L, or 3H - we need to get more of these who maintained a level to grow at least one level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



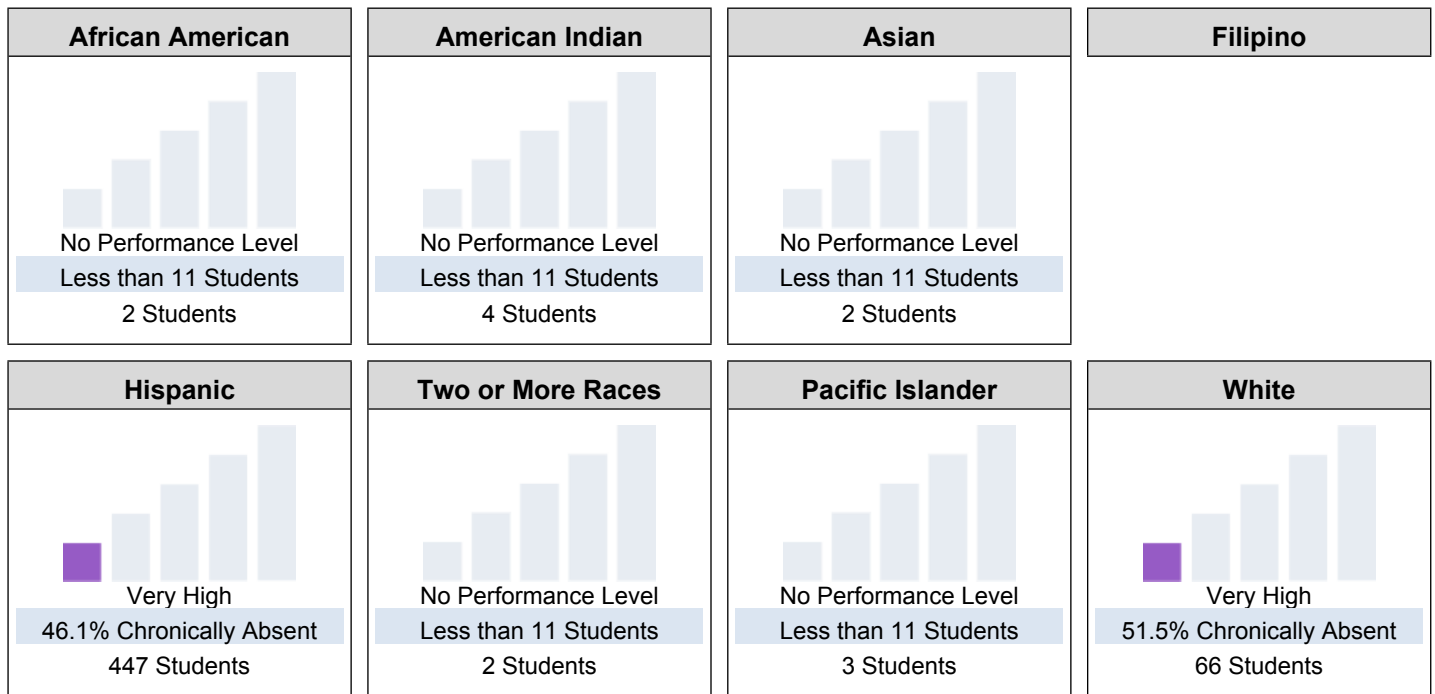
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div>All Students</div> <div>Very High</div> <div>46.6% Chronically Absent</div> <div>526 Students</div>	<div>English Learners</div> <div>Very High</div> <div>40.1% Chronically Absent</div> <div>282 Students</div>	<div>Foster Youth</div>
<div>Homeless</div> <div>Very High</div> <div>50% Chronically Absent</div> <div>36 Students</div>	<div>Socioeconomically Disadvantaged</div> <div>Very High</div> <div>46.9% Chronically Absent</div> <div>439 Students</div>	<div>Students with Disabilities</div> <div>Very High</div> <div>49.5% Chronically Absent</div> <div>95 Students</div>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

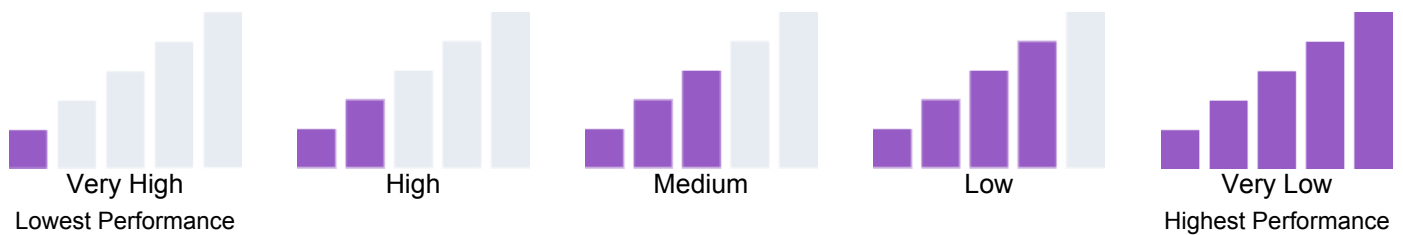
1. For all of our major Student Groups, the percentage of students Chronically Absent was very high.
2. This was our first full year coming out of COVID-induced distance learning and the mandatory quarantines on exposed or sick students had a huge effect on student attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



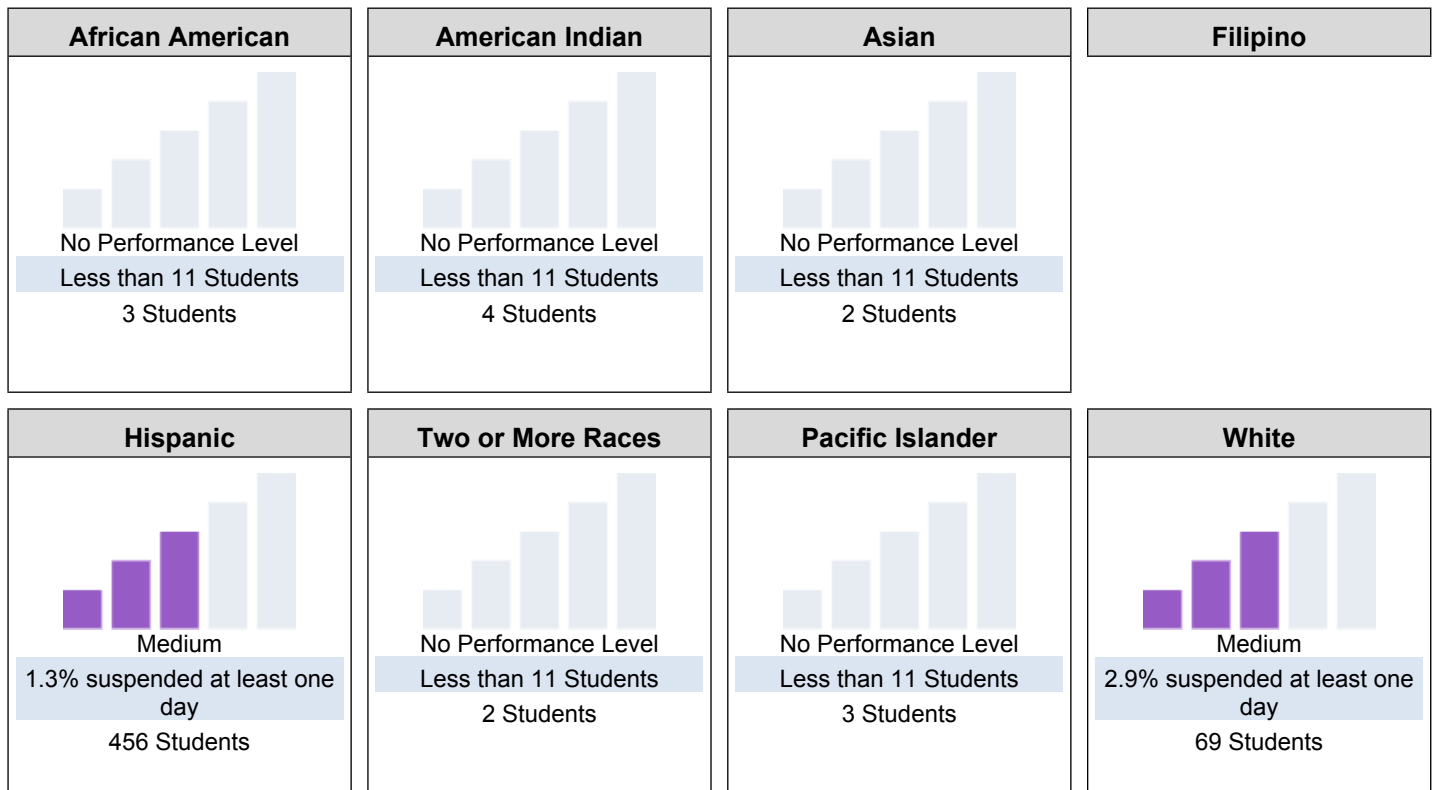
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	5	0	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students <p>Medium</p> <p>1.5% suspended at least one day</p> <p>539 Students</p>	English Learners <p>Medium</p> <p>1.4% suspended at least one day</p> <p>288 Students</p>	Foster Youth <p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>
Homeless <p>Very Low</p> <p>0% suspended at least one day</p> <p>37 Students</p>	Socioeconomically Disadvantaged <p>Medium</p> <p>1.6% suspended at least one day</p> <p>449 Students</p>	Students with Disabilities <p>Medium</p> <p>2% suspended at least one day</p> <p>99 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The suspension rate among all major student groups was at the Medium level (1.3-2.9% suspended at least one day).
2. The suspension rate was lowest among Homeless students (0%).
3. While still in the Medium range, the suspension rate was highest among the White student group (2.9%).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learner Engagement

LEA/LCAP Goal

Engaging the PreK-grade 8 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments.

Goal 1

Valley Oaks Elementary will engage the K-grade 6 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments.

Identified Need

Meeting the diverse needs of every student through impactful teaching practices, high standards and equitable resources. Data driven decision-making drives the work. The following metrics/indicators show student progress and need. Winter to Winter DRA data increased by 24%. Valley Oaks definitely met the AMO goal in that area! Still, a need has been identified as maintaining and increasing student access to high quality and meaningful first instruction and subsequent intervention opportunities and the provision of increased teacher opportunities to participate in professional development.

Winter 2022 to Winter 2023 MAP data in the area of Mathematics show that we while the number of students meeting 60th percentile increased, it did not meet the AMO of 5% growth of students meeting the 60th percentile. This indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and Eureka Math pacing guides are needed at all grade levels.

Winter 2022 to Winter 2023 MAP data in the area of Reading show that the number of students meeting 60th percentile increased and Valley Oaks come very close to meeting the AMO of 5% growth of students meeting the 60th percentile! This indicates that while we want to continue with what has been working, there are still needs similar to the identified needs already stated based on DRA data and cycles of coaching/improvement need to take place at all grade levels. Additionally, release time may be needed to help teachers improve their teaching abilities and strategies. Professional development in the use of effective differentiation strategies may also be needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate and how to help their students master those standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. The number of K-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% from the WINTER DRA to the WINTER DRA.	<p>Baseline Outcome: 2021-2022 WINTER DRA (% of K-2 students meeting ALL Benchmarks): OVERALL: 48% Kinder: 49% 1st Grade: 60% 2nd Grade: 44%</p> <p>Actual Outcome: 2022-2023 WINTER DRA (% of K-3 students meeting ALL Benchmarks): OVERALL: 72% Kinder: 79% 1st Grade: 83% 2nd Grade: 64% 3rd Grade: 64%</p>	<p>2023-2024 School Year (% of K-3 students meeting ALL Benchmarks) : OVERALL: 82% K: 89% 1st Grade: 93% 2nd Grade: 74% 3rd Grade: 74%</p>
2. The number of 1st-6th grade students meeting/exceeding the 60th percentile for Math on MAP will increase at least 5 percent from WINTER MAP to WINTER MAP each year.	<p>Baseline: 2021-2022 WINTER MAP Math (% of students at the 60th percentile+) OVERALL: 22% 1st Grade: 20% 2nd Grade: 35% 3rd Grade: 29% 4th Grade: 16% 5th Grade: 14% 6th Grade: 23%</p> <p>Actual Outcome: 2022-2023 WINTER MAP Math (% of students at the 60th percentile+) OVERALL: 24% 1st Grade: 13% 2nd Grade: 40% 3rd Grade: 35% 4th Grade: 20% 5th Grade: 10% 6th Grade: 24%</p>	<p>2023-2024 MAP Math (% of students at the 60th percentile+)</p> <p>OVERALL: 29% 1st Grade: 18% 2nd Grade: 45% 3rd Grade: 40% 4th Grade: 25% 5th Grade: 15% 6th Grade: 29%</p>
3. The number of 1st-6th grade students meeting/exceeding the 60th percentile for Reading on MAP will increase at least 5 percent from WINTER MAP to WINTER MAP each year.	<p>Baseline: 2021-2022 WINTER MAP Reading (% of students at the 60th percentile+) OVERALL: 28% 1st Grade: 26% 2nd Grade: 28% 3rd Grade: 38%</p>	<p>2023-2024 MAP Reading (% of students at the 60th percentile+)</p> <p>OVERALL: 37% 1st Grade: 36% 2nd Grade: 36%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th Grade: 18% 5th Grade: 33% 6th Grade: 29% Actual Outcome: 2022-2023 WINTER MAP Reading (% of students at the 60th percentile+) OVERALL: 32% 1st Grade: 31% 2nd Grade: 31% 3rd Grade: 43% 4th Grade: 26% 5th Grade: 23% 6th Grade: 36%	3rd Grade: 48% 4th Grade: 31% 5th Grade: 28% 6th Grade: 41%
4. All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	Baseline: Fall 2022 CA Dashboard All students: Low 64.1 points below standard English Learners: Low 75 points below standard Socioeconomically Disadvantaged: Low 69.6 points below standard Students with Disabilities: Very Low 131.9 points below standard Hispanic/Latino: Low 66.7 points below standard White: Low 51.3 points below standard	Fall 2023 CA Dashboard (no reported results yet) All students: Increase: +10 points 54.1 points below standard English Learners: Increase: +10 Points 65 points below standard Socioeconomically Disadvantaged: Increase: +10 Points 59.6 points below standard Students with Disabilities: Increase: +10 Points 121.9 points below standard Hispanic/Latino: Increase: +10 points 56.7 points below standard White: Increase: +10 points 41.3 points below standard
5. All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance	Baseline: Fall 2022 CA Dashboard All students: Low 45.7 points below standard	Fall 2023 CA Dashboard (no reported results yet) All students: Increase: +10 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
from standard in English Language Arts.	<p>English Learners: Low 55.5 points below standard</p> <p>Socioeconomically Disadvantaged: Low 50.1 points below standard</p> <p>Students with Disabilities: Very Low 118.5 points below standard</p> <p>Hispanic/Latino: Low 47 points below standard</p> <p>White: Low 40.3 points below standard</p>	<p>35.7 points below standard</p> <p>English Learners: Increase: +10 Points 45.5 points below standard</p> <p>Socioeconomically Disadvantaged: Increase: +10 Points 40.1 points below standard</p> <p>Students with Disabilities: Increase: +10 Points 108.5 points below standard</p> <p>Hispanic/Latino: Increase: +10 points 37 points below standard</p> <p>White: Increase: +10 points 30.3 points below standard</p>
6. The participation rate of 3rd-8th grade students on IEPs taking the the Math & ELA CAASPP will meet or exceed 95%.	<p>Spring 2022: ELA Participation Rate: 95.4% Math Participation Rate: 98.4%</p>	<p>Spring 2023: No reported results yet ELA Participation Rate= 95% or higher Math Participation Rate= 95% or higher</p>
7. English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.	<p>Baseline: Spring 2022: English Learner Progress = 45.4%, Medium</p>	<p>Spring 2023: No reported results yet English Learner Progress = 50.4%, Medium</p>
8. English Learner reclassification rate will increase at least 1% each year.	<p>Baseline: 2021-2022 R-FEP rate = 13.4%</p>	<p>2023-2024 R-FEP rate = 14.4%</p>
9.Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	<p>Baseline: 2020-2021- 100% 2021-2022 - 100% 2022-2023 - 100%</p>	<p>2023-2024: Maintain 100%</p>
10. Students utilizing technological resources in	<p>Baseline: 2020-21- 100%</p>	<p>2023-2024: Maintain 100%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
order to support academic growth will be maintained at 100%.	2021-2022 - 100% 2022-2023 - 100%	
11. Misassignments of teachers will remain at 0.	Baseline: 2020-21- 0 misassignments 2021-2022 - 0 misassignments 2022-2023 - 0 misassignments	2023-2024: 0 misassignments
12. Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	Baseline: 2020-21- 100% 2021-2022 - 100% 2022-2023 - 100%	2023-2024: Maintain 100%
13. Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated student groups.	Baseline: 2020-21- 100% 2021-2022 - 100%	2023-2024: Maintain 100%
14. Parent CalSCHLS survey will be completed by families with an increase of 10% each year.	Baseline: 2020-21- 91 Actual Outcome 2022 Parent Survey Responses = 53 2023 Parent Survey Responses = 61	2024 Parent Survey Responses will be 10% more than 2023: 67
15. Parent use of SIS Parent VUE will increase 10% annually.	Baseline usage 2021-2022 = 281 users (56%) Actual usage 2022-2023 = 56%	2023-2024: Parent VUE usage will be 66%
16. Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD".	Baseline: 2020-2021 - FAIR 2021-2022 - FAIR 2022-2023 - FAIR	2023-2024: Valley Oaks - GOOD

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

Continue certificated Gen. Ed. TK-6 staffing to implement high quality TK-3 reading instruction with class size reduction and support special education teachers by providing access to district-level IEP training and support, as well as any county trainings or private workshops.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Workshops/Conference Costs

350

Title I
1000-1999: Certificated Personnel Salaries
Release Time/Substitutes for SPED teachers

1000

Title I
2000-2999: Classified Personnel Salaries
Substitutes for FDK IAs on IA "Recess" Days

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

Spring 2023 MAP scores will be used to set growth goals for students in Reading and Math in Grades 2&3 and for Grades 4-6, Winter 2023 MAP scores and Spring 2023 SBAC scores will be used to set growth goals for students in Reading and Math. Teachers will determine if students need to make a year's growth or more than a year's growth.

Teachers in grades 2-6 will meet individually with students to establish goals, including MAP goals and actions for the year. This data will be shared with parents at Parent/Teacher/Student Conferences in November. Progress towards meeting these goals will be shared with parents and students after the Fall 2023 MAP Assessment. Teachers will determine if students met, exceeded, or did not meet their individual growth goals based on Winter 2023 MAP scores.

Support teachers with students who struggle with growth on MAP by discussion of strategies in MTSS monthly meetings.

Continue supporting staff, parents, and students in using strengths-based talent information and motivation data (hope, well-being and engagement) to address whole child learning and motivation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Title I
1000-1999: Certificated Personnel Salaries
Release Time for Teachers to goal set with students

1000

Title I
1000-1999: Certificated Personnel Salaries
Substitutes for MTSS meetings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

SBAC reports will be shared with staff, students, and parents and used as baseline data for student, class, grade-level, and school-wide information.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

School-wide focus on using Designated ELD minutes to use Benchmark curriculum to enhance the English skills of our ELs will continue.

Site-based Intervention Teacher on Special Assignment (TOSA) will work with students (emphasis on K-3) and teachers to develop strong early literacy skills using SIPPS and other early literacy materials.

Instructional Assistants (IA) will work with small student groups in areas of literacy (with emphasis on K-3). Additional IAs will work in the afternoon to work with K-6 students in ELA/ELD Interventions. If needed, additional Instructional Assistant(s) will be assigned to a class(es) with temporary high needs.

Bilingual Instructional Assistants will work with small student groups, including Newcomer students, in areas of literacy (with emphasis on K-3 TBP).

Designated ELD instruction with TOSA support, if available, will target instructional strategies and learner needs.

Release time for PLC ELA/ELD planning.

Valley Oaks will purchase supplementary materials and technology to support ELA/ELD instruction as needed.

Valley Oaks will purchase necessary school supplies/materials for students, teachers, and staff to fully implement ELA and ELD instruction, as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,697	Title I 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
150	Title I 1000-1999: Certificated Personnel Salaries Release time for ELD planning
250	Title I 4000-4999: Books And Supplies ELA/ELD Instructional Materials / Technology
90,933	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
26,061	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
72,232	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants
1,947	Title I 4000-4999: Books And Supplies School/Classroom/Student Supplies and/or Materials

1000	Title I 2000-2999: Classified Personnel Salaries Substitutes for Instructional Assistants
40,638	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

In order to increase our percentage of students meeting DRA benchmarks by the end of the school year, teachers will work with the site TOSA to establish proper early literacy routines for all students and reading intervention groups, with an emphasis on grades K-3, and strategies/interventions for struggling students in grades 4-6, which includes small group instruction and intervention group(s) in ELA.

Teachers may meet separately with TOSA to be retrained, refreshed, or taught the best reading strategies for their students at their grade levels.

Teachers may visit other schools to observe and exchange ideas regarding ELA small group instruction in grades 4-6.

Teachers will meet with grade level team members, TOSAs, or teachers from other schools to learn, review, refresh strategies for best helping their students.

Instructional Assistants will be trained on how to best utilize instructional reading intervention materials, such as SIPPS.

The school will continue to purchase the newest edition of SIPPS so that all instructors of SIPPS and students will have the best tools to learn to read, and then train teachers on how to use the materials most effectively.

The school will purchase additional supplementary literacy materials, as needed.

The school will provide supplemental after-school "Extended Day/Acceleration Block" opportunities for instruction to EL students, Migrant, Low SES, and struggling students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1050	Title I 1000-1999: Certificated Personnel Salaries

	Release Time/Training for SIPPS, Intervention Techniques, Teacher Observation of other Teachers
500	Title I 4000-4999: Books And Supplies SIPPS Materials
2000	Title I 1000-1999: Certificated Personnel Salaries Release Time/Training for SIPPS, Intervention Techniques, Teacher Observation of other Teachers
1000	Title I 2000-2999: Classified Personnel Salaries Supplemental Support (Extended Day, Acceleration Block, etc.)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

100% of all students will be taught with recently adopted Benchmark ELA/ELD materials aligned with CCSS.

All staff will have opportunities to receive high quality professional development opportunities related to the ELA/ELD adoption. These opportunities will be presented by trainers from Benchmark and/or opportunities for work with district/county personnel or TOSAs.

Site funds will be used to purchase additional or supplemental CCSS curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Title I
4000-4999: Books And Supplies
Supplemental/Additional CCSS curriculum

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All Valley Oaks students (K-6) will be taught using the Eureka Math materials.

Math adoption will be monitored and evaluated through classroom observations, module pacing, and curriculum assessment scores.

Selected teachers may pilot a newer version of Eureka Math or other publisher with their students in the current pre-adoption process.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order for 100% of teachers to receive professional learning for implementation of the Next Generation Science Standards (NGSS), Valley Oaks will utilize the support of site-based and district-based curriculum coaches or lead teachers.

The NGSS-trained teachers will attend workshops and lesson sharing opportunities throughout the school year and will share back at staff meetings and/or staff development days.

All K-6 teachers may receive Professional Development in NGSS and how to begin lesson implementation through district-provided opportunities throughout the school year.

All K-6 teachers will teach NGSS lesson(s) with their students during the 2023-2024 school year.

Students will have additional science opportunities at the school level, via a Science Night and other grade level science activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Title I
4000-4999: Books And Supplies
Student Supplies for Science

1500	Title I 5800: Professional/Consulting Services And Operating Expenditures Science Night
	Site Formula Funds 4000-4999: Books And Supplies Mystery Science
	Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitute Teacher for 6th Grade Science Education Camp
	Site Formula Funds 2000-2999: Classified Personnel Salaries Transportation Costs to Sly Park Science Education Center

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

Site categorical funds will be used to support online learning to differentiate instructional support.

School Funds will be used to have/maintain 1:1 student-chromebook ratio in grades K-6.

There will be a pilot with selected students that will have daily Chromebook and Internet access at both school and home (depending on home computer/internet availability), with the purpose of blending the students' learning throughout the school day and after school hours.

All students will participate in the use of technology through RenLearn (AR), Lexia, Reading Plus, MAP Accelerator, Happy Numbers, Khan Academy, Zearn, Prodigy, and other web-based learning programs.

All students will be given opportunities to earn participation in an AR Literary Incentive each trimester - by meeting their Accelerated Reader Points (Quantity) and Comprehension (Quality) Reading Goals, based on their ZPDs.

Technology components (hardware and software) will be purchased continually to maintain and upgrade technology status and increase accessibility for students, teachers, and staff in all technology-related areas.

The BFLC/Library will utilize site-purchased technology hardware and software to provide academic growth and enrichment opportunities to all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6200	LCFF - Supplemental 4000-4999: Books And Supplies RenLearn License (AR, STAR Reading)
1000	Title I 4000-4999: Books And Supplies Instructional Technology Materials, Maintenance, upgrades (software/hardware)
4300	Title I 4000-4999: Books And Supplies Literary (AR) Incentives for 1st, 2nd, 3rd Trimesters

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

Site funds will be used to purchase supplementary literary materials, in the BFLC and classrooms, to assist students in reaching their PLP Reading goals, especially in the area of non-fiction text.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1232	Title I 4000-4999: Books And Supplies Literary Resources (Scholastic News, Leveled Readers, Library Books, etc.)
662	LCFF - Supplemental 4000-4999: Books And Supplies Literary Resources (Leveled Readers, Library Books, etc.)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All certificated staff will have access to meaningful observation, evaluation, and professional learning resources and opportunities.

Educators engage in professional growth goal setting and are supported by professional development opportunities that are valued and maximized.

Site Administration will meet with their supervisors to establish professional learning focus area(s).

District-created/approved documents will be used to document the outcome of the observations/meetings - by both educator and site administration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800	Title I 4000-4999: Books And Supplies Educator Professional Growth Plan (Conferences, Workshops, Materials, Trainings, Release Time)
500	Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to fully integrate the Student Information System (Synergy), Office Staff will be trained on how to best utilize Synergy and/or Illuminate, and all Office Staff will receive continued training/refresher, as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Office Staff extra time for training

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A 5 year routine facilities maintenance plan will be developed. District Maintenance team will work on the already-identified areas of the school that are needing repair. This needs to be completed BEFORE the site inspections.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No cost to site

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to maintain zero Williams facilities complaints, regular campus inspections by site custodial staff, site administration, and district staff will ensure that the campus grounds and facility issues are addressed in the quickest manner possible and maintained throughout the school year through the use of digital Maintenance and Technology repair "Tickets".

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

No cost to site

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to increase parent usage of the Synergy ParentVUE, school staff including teachers, office staff, and BFLC staff, will inform families of how to use the ParentVUE and show families how to utilize the tool.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	No additional cost to site

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

It was difficult to judge the effectiveness of the strategies because it was our "baseline" year for SBAC state testing results. When we receive the results from the 2023 SBAC state testing, we will have a better idea of the effectiveness of the strategies and activities.
MAP Reading and Mathematics and DRA Winter to Winter data. Valley Oaks certificated and classified staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve the articulated goals. Valley Oaks met some of our goals (DRA overall and certain grade levels in MAP) and will continue to allocate access to professional development for staff and resources in order to meet more/all of our goals.

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

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

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

This goal and these strategies/activities will continue in 2023-2024.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Learning

LEA/LCAP Goal

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

Goal 2

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

Identified Need

CalSCHLS Survey: Results of the 2022-2023 CalSCHLS Survey of our 5th/6th grade students show the following data from our students. The goal is to be have 80% of students respond with "Yes, most of the time" or "Yes, all of the time". For School Connectedness: 5th= 64% 6th= 62%. For Academic Motivation: 5th= 87% 6th= 76%. For Caring Adult Relationships: 5th= 62% 6th= 65%. For Meaningful Participation: 5th= 34% 6th= 41%. For Feel Safe at School: 5th= 67% 6th= 62%. For Experienced Frequent Sadness: 5th= 7% 6th= 27%.

Daily Attendance/Chronic Absenteeism: Due in part to the effects of the COVID-19 pandemic and the resulting mandatory quarantines for students, the attendance rate at Valley Oaks during 2021-2022 was well below the goal of 95%. Additionally, the Chronic Absenteeism rate for the 2021-22 school year was 46.6% using the data from the District's Student Information System (SIS) from 8/11/2021 to 5/3/2022. This means that 30% of Valley Oaks students (151 students) missed 10% or more of the school days (18 or more school days). The attendance for the 2022-2023 school year improved from 21-22 to 92.62%, below the goal of 95%. The rate for Chronic Absenteeism rate for the 2022-2023 school year will be known shortly, but we anticipate it being lower than 2021-22, when it was 46.6%.

Suspensions: The Valley Oaks suspension rate for 2021-2022 was 1.9% (10 suspensions/505 students). The goal for 2022-2023 is to be 1.8% or lower and to decrease in each student group by 0.1%.

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

The COVID-19 pandemic exacerbated both student attendance problems and mental health problems, due to academic disruption, restricted social contact, loss of routine, and health-related fear. As we move forward from the COVID-19 pandemic, we have seen some areas of growth and

and improvement, but still are dealing with many of the effects of the pandemic on students' social and emotional health/needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Overall daily attendance will be increased to 96% or greater	<p>Baseline: 2020-21 = 95%</p> <p>Actual Outcome: 2021-2022: 91%</p> <p>2022-April 2023: 92.62%</p>	2022-2023: Valley Oaks: 96.0%
2. Chronic Absenteeism will decrease by 1% or greater for every student subgroup	<p>Baseline: 2022 Fall CA Dashboard:</p> <p>All Students - 46.6%</p> <p>English Learners - 40.1%</p> <p>Homeless - 50%</p> <p>Socioeconomically Disadvantaged - 46.9%</p> <p>Students with Disabilities - 49.5%</p> <p>Hispanic: 46.1%</p> <p>White: 51.5%</p>	<p>2023 Fall CA Dashboard Goals:</p> <p>All Students - 45.6%</p> <p>English Learners - 39.1%</p> <p>Homeless - 49%</p> <p>Socioeconomically Disadvantaged - 45.9%</p> <p>Students with Disabilities - 48.5%</p> <p>Hispanic: 45.1%</p> <p>White: 50.5%</p>
3. The suspension rate will decrease by 0.1% or greater for every student subgroup	<p>Baseline: 2022 Fall CA Dashboard Data</p> <p>Suspensions:</p> <p>All Students: 1.5%</p> <p>English Learners: 1.4%</p> <p>Homeless: 0%</p> <p>Socioeconomically Disadvantaged: 1.6%</p> <p>Students With Disabilities: 2%</p> <p>Hispanic: 1.3%</p> <p>White: 2.9%</p>	<p>2023 Fall CA Dashboard Goals:</p> <p>Suspensions:</p> <p>All Students: 1.4%</p> <p>English Learners: 1.3%</p> <p>Homeless: 0%</p> <p>Socioeconomically Disadvantaged: 1.5%</p> <p>Students With Disabilities: 1.9%</p> <p>Hispanic: 1.2%</p> <p>White: 2.8%</p>
4. The expulsion rate will decrease by 0.1% or greater for every subgroup	<p>Baseline</p> <p>2021-2022: 0 STUDENTS</p> <p>Actual Outcome 2022-2023: 0 STUDENTS</p>	<p>Goal for 2023-2024 expulsion rate:</p> <p>0 STUDENTS</p>
5. Percentage of parents responding Agree/Strongly Agree on the annual CalSCHLs	<p>Baseline 2021-2022:</p> <p>This School...</p>	<p>Goals for 2023-2024:</p> <p>This School...</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey will increase at least 5% in areas that are below 85% and maintain those areas that are above 85%.	<p>actively seeks the input of parents before making important decisions. = 77%</p> <p>promotes academic success for all students. = 85%</p> <p>motivates students to learn. = 94%</p> <p>provides quality counseling or other ways to help students with social or emotional needs. = 77%</p> <p>has adults who really care about students. = 86%</p> <p>is a supportive and inviting place for students to learn. = 87%</p> <p>is a safe place for my child. = 91%</p> <p>promotes respect of all cultural beliefs and practices. = 75%</p> <p>Actual Outcome 2022-2023:</p> <p>This School...</p> <p>actively seeks the input of parents before making important decisions. = 81%</p> <p>promotes academic success for all students.= 90%</p> <p>motivates students to learn.= 96%</p> <p>provides quality counseling or other ways to help students with social or emotional needs. = 79%</p> <p>has adults who really care about students.= 91%</p> <p>is a supportive and inviting place for students to learn.= 93%</p> <p>is a safe place for my child.= 92%</p> <p>promotes respect of all cultural beliefs and practices = 86%</p>	<p>actively seeks the input of parents before making important decisions.= 86% or higher</p> <p>promotes academic success for all students.= 85% or higher</p> <p>motivates students to learn.= 85% or higher</p> <p>provides quality counseling or other ways to help students with social or emotional needs. = 84% or higher</p> <p>has adults who really care about students.= 85% or higher</p> <p>is a supportive and inviting place for students to learn.= 85% or higher</p> <p>is a safe place for my child.= 85% or higher</p> <p>promotes respect of all cultural beliefs and practices.= 85% or higher</p>
6. Percentage of students in grades 5-8 responding "Yes, most OR all of the time" on the annual CalSCHLs Survey will	<p>Baseline 2021-2022:</p> <p>School Connectedness: 5th= 71% 6th= 63%</p>	<p>Goals for 2023-2024:</p> <p>School Connectedness: 5th= 69% 6th= 67%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
increase at least 5% in areas that are below 80%.	<p>Academic Motivation: 5th= 85% 6th= 66%</p> <p>School Boredom: 5th= 58% 6th= 49%</p> <p>Caring Adult Relationships: 5th= 76% 6th= 56%</p> <p>Meaningful Participation: 5th= 49% 6th= 36%</p> <p>Feel Safe at School: 5th= 62% 6th= 68%</p> <p>Experienced Frequent Sadness: 5th= 17% 6th= 23%</p> <p>Actual Outcome 2022-2023:</p> <p>School Connectedness: 5th= 64% 6th= 62%</p> <p>Academic Motivation: 5th= 87% 6th= 76%</p> <p>School Boredom: 5th= 70% 6th= 69%</p> <p>Caring Adult Relationships: 5th= 62% 6th= 65%</p> <p>Meaningful Participation: 5th= 34% 6th= 41%</p> <p>Feel Safe at School: 5th= 67% 6th= 62%</p> <p>Experienced Sadness: (decrease) 5th= 7% 6th= 27%</p>	<p>Academic Motivation: 5th= 87% 6th= 81%</p> <p>School Boredom: 5th= 75% 6th= 74%</p> <p>Caring Adult Relationships: 5th= 67% 6th= 70%</p> <p>Meaningful Participation: 5th= 39% 6th= 46%</p> <p>Feel Safe at School: 5th= 72% 6th= 67%</p> <p>Experienced Sadness: (decrease) 5th= 7% 6th= 22%</p>
7. At least 65% of the students served in Summer School will be students from our unduplicated students' group (Low SES, EL, foster)	<p>Unduplicated Student group participation:</p> <p>Summer 2021= 91%</p> <p>Summer 2022 =</p>	Summer 2023 = 65% or higher

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Principally Directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

In order to reduce chronic absenteeism and truancy and increase academic growth, school counselor and/or office staff will make calls and send letters to families of students with attendance difficulties. Conferences will be held by administration and/or school secretary with parents of students with attendance difficulties to work on solutions to absence/truancy issues. SART meetings and SARB meetings will be held when appropriate and necessary. When necessary, the School Resource Officer (SRO) will be utilized to check on the family.

Teachers will ensure proper attendance record-keeping through communication with attendance secretary.

Awards/Incentives will be given to students with good attendance in the school, each trimester, and year-long basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I
4000-4999: Books And Supplies
Student Awards/Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Because we feel that social/emotional health and school behaviors are related, in order to reduce the number of suspensions/expulsions, and to improve the areas mentioned above in the CalSCHLS Student Survey (School Connectedness, Academic Motivation, School Boredom, Caring Adult Relationships, Meaningful Participation, Feeling Safe at School, and students Experiencing Frequent Sadness), all staff will work with students identifying strengths and strive for positive communications with all students and will work on the following:

Students in all grades will have meaningful 1:1 sessions with their teacher to discuss goals and establish personal relationships.

Regular training will be provided to Yard Supervisors to be proactive and help prevent problems before they occur on the yard or in the cafeteria.

Students will attend and participate in Drug-Free, Anti-Bullying, and Positive Behavior and Choices promotions, instruction, and assemblies.

The full-time school counselor will meet, in a 1:1 or group setting, with student who are struggling with social/emotional or behavior issues. He will also continue to be a resource to all teachers in the implementation of Second Step social/emotional curriculum.

Students and selected Staff will be trained in Safe School Ambassadors Program, an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence.

Alternatives to suspensions, such as buddy classrooms, removal of student privileges, and conferences with parents, will be used before a suspension is given, as appropriate.

Students will be allowed to self-administer or be assigned a "time-out" in the office, in a "student station".

Incentives and acknowledgement for proper and appropriate student achievement and behavior will be given through Stinger Cards (8 Great Traits).

Principal's Pat on the Back certificates will be awarded on a daily basis, from staff members to students, recognizing social, behavior, and academic successes.

Classified staff will be paid additional hours to receive additional instruction and/or provide additional help/coverage to ensure that students are monitored, safe, and being taken care of.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100	Title I 4000-4999: Books And Supplies Yard Supervisor Training / Materials
800	Title I 4000-4999: Books And Supplies Student Incentives/Awards - Social/Emotional
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Anti-Bullying/Positive Behavior Assembly and/or Presentations
500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional hours for Classified Staff for additional help/coverage of students
500	LCFF - Supplemental 4000-4999: Books And Supplies

	Supplies/Materials for Safe School Ambassadors Trainings/Family Meetings
700	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes/Extra Time for Safe School Ambassador Training/Implementation
500	LCFF - Supplemental 4000-4999: Books And Supplies Books and Supplies for use with students in Social/Emotional situations

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to help all students be more physically and mentally fit, to be healthy, have better attendance, and for our students to achieve Healthy Fitnessgram targets, classroom teachers and PE teacher will ensure proper amount of PE minutes each week.

Classroom teacher and PE teacher will focus 5th grade PE instruction on areas of the Healthy Fitnessgram - specifically areas that can be impacted by repeated exercises and practice.

In order to emphasize and promote fitness activities and ensure the school is equipped for 21st century learning, Valley Oaks will continue to purchase supplemental fitness equipment, technology, and supplies for use by students during recess.

In order to emphasize and promote fitness activities and ensure the school is equipped for 21st century learning, Valley Oaks will continue to purchase supplemental fitness equipment, technology, and supplies for use by students during PE.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Site Formula Funds 4000-4999: Books And Supplies Recess Equipment
	Site Formula Funds 4000-4999: Books And Supplies Fitness Equipment, Technology, and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Service learning participation will maintain at a level of 100% of all students.

Students will participate in one or more class or school-sponsored service learning projects, as chosen by their teacher.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200

Source(s)

Title I
4000-4999: Books And Supplies
Materials to be used during Service Learning Projects

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students, Band/Choir Students

Strategy/Activity

Understanding that additional activities such as as Music, Band, and Choir play an important role in the social/emotional and mental health of many students, Site Formula funds will be used to purchase supplementary music, choir, and/or band instruments and supplies to provide all students with additional access to newer, modern visual/performing arts tools.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Music/Band Instrument and Supplies Purchase and Repair

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Principally Directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

All students will have the ability to sign up for after-school clubs that increase their engagement and interest in College/Career and Career Tech exposure, offered through the BFLC/Expanded Learning Program - ranging from Homework Help to Lego Club, from Ballet to Crochet Club, from Minute to Win It to Student Yoga Club, and many more.

Students will be given opportunities to participate in the Makerspace Club, when possible with available personnel, where they are able to make and create things, utilize technology for innovation and learning, and have a safe area to tinker, explore, make things, and use problem-solving skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Site Formula Funds 4000-4999: Books And Supplies Publicity of all clubs, after-school, through the BFLC
950	Title I 1000-1999: Certificated Personnel Salaries Teacher/Staff Pay for Makerspace Club
350	Title I 2000-2999: Classified Personnel Salaries IA in Makerspace Club

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Principally Directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

In order to continue providing families access to data through parent and student portals in the Student Information System (Synergy), information will be provided to parents at the 2023-2024 Back to School Night. Login and access information is made available to parents in English and Spanish via the school website and through the office secretaries.

Additional information related to student/parent login to personalized learning websites such as RenLearn (AR) will be shared with parents/guardians.

Ongoing conversations with stakeholders regarding the information system and other important school topics take place on a regular basis, via Parent/Teacher conferences and regular PTO, ELAC and SSC meetings.

Spanish translations/interpretations, both written and verbal, are provided for parents at all meetings, including Parent/Teacher Conferences, via our bilingual staff members.

Parents will be invited, by flyer, email, text messages, social media (Facebook/Instagram), and phone calls, to participate school events, in discussions with site administration, as well as important parent meetings held at the school or at the district office.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1406	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpreting/Translating Services
3544	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Office Assistant
200	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Child Care at Parent Meetings
100	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Training Supplies/Materials

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

In order to continue the use of SPSA data, community surveys for parent, student, staff input used by LEA and stakeholder groups in the yearly revision of the LCAP and annual update reporting, Valley Oaks will continue to use a variety of avenues for student, parent, teacher feedback regarding district and site SPSA and LCAP goal areas.

The School Site Council will review and advise SPSA annually.

Surveys will be conducted for staff and students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
150	Title I

4000-4999: Books And Supplies
Supplies for Parent/Stakeholder Meetings
and/or Surveys

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Breakfast, lunch, and after-school menus will continue to follow federal nutritional guidelines.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No cost to site

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Exterior plants and landscaping, as well as sitting benches, will be purchased and installed on campus for beautification and parent/student comfort.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Plants, Landscaping, Benches for school grounds

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We have the following data to analyze the effectiveness of the strategies/activities to achieve our goal:

- *Chronic Absenteeism Data
- *Suspension/Expulsion Data
- *CaSCHLS Survey Data

All of these data tools will be used to determine the effectiveness of the above listed strategies/activities to achieve our goal.

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

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

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

This goal and these strategies/activities will continue in 2023-2024.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$109,731
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$286,002.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$81,964.00
Title I Part A: Parent Involvement	\$1,706.00
Title III	\$26,061.00

Subtotal of additional federal funds included for this school: \$109,731.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Supplemental	\$176,271.00

Subtotal of state or local funds included for this school: \$176,271.00

Total of federal, state, and/or local funds for this school: \$286,002.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	81,964.00	0.00
Title I Part A: Parent Involvement	1,706.00	0.00
LCFF - Supplemental	176,271.00	0.00
Title III	26,061.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	176,271.00
Title I	81,964.00
Title I Part A: Parent Involvement	1,706.00
Title III	26,061.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,700.00
2000-2999: Classified Personnel Salaries	248,061.00
4000-4999: Books And Supplies	21,241.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	700.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	167,709.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,862.00
1000-1999: Certificated Personnel Salaries	Title I	11,000.00
2000-2999: Classified Personnel Salaries	Title I	52,685.00
4000-4999: Books And Supplies	Title I	13,279.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,606.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100.00
2000-2999: Classified Personnel Salaries	Title III	26,061.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	272,002.00
Goal 2	14,000.00

School Site Council Membership

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

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

Name of Members	Role
David Nelson	Principal
Lupita Ayala	Classroom Teacher
Gayleen Gomez	Classroom Teacher
Amy Mangili	Classroom Teacher
Vanessa Torres	Other School Staff
Brenda Avalos	Parent or Community Member
Kelly Cullers	Parent or Community Member
Melissa Lehn-Anzaldúa	Parent or Community Member
Lisa Rhodes	Parent or Community Member
Nayeli Chaidez	Parent or Community Member

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