School Year: **2020-21**

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
Valentine Elementary School	19649640000000	December 16, 2020	

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.

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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).

Our School Site Council, Leadership Team, parents, teachers and staff as well as community members review and make recommendations in planning and implementing the School Improvement Plan, Safety Plan and school activities. Each year our parents, staff and students are provided with the opportunity to complete a survey to provide us with input on our enrichment programs, safety issues and school communication.

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

Student achievement is monitored by schoolwide and grade level assessments, teacher informal and formal observations, administration's formal observations and classroom visits, and grade level team meetings sharing student data and student work. Classroom walk-through observations focus on the implementation of our math curriculum, Everyday Mathematics, and our ELA curriculum, Journeys and Benchmark Advance. Staff are provided with regular feedback from these walk-through observations on the implementation of key components of the program, student engagement in the lessons, and the use of research based mathematical instructional 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)

Valentine participates in all phases of the state's standards-based assessment system, including the Smarter Balance Assessment Consortium, California Standards Test in Science, and the ELPAC.

- Teachers use benchmark tests, performance assessments, and publishers' tests to monitor progress and identify "at risk" or underperforming students. Small group instruction for re-teaching concepts is instituted.

- ELL students are given specific assessments yearly, but are also assessed regularly for progress toward English Language Development Standards in listening and speaking, reading, and writing. Students are grouped for instruction at identified levels of English language proficiency.

- All students in grades two through five are assessed at the beginning and end of the year using the LevelSet assessment to determine their individual Lexile levels in nonfiction reading. Growth in each student's Lexile level is monitored monthly by staff using the Achieve3000 program. All students using the program are assessed at the conclusion of the school year using the LevelSet assessment to monitor and determine each individual student's Lexile Level growth in nonfiction reading during the school year. Lexile levels are used by the State of California and the Smarter Balance Assessment Consortium to determine reading level goals for all grade levels.

- All kindergarten and first grade students are assessed three times during the school year using Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) assessments and grade level developed tests at the beginning of the school year to develop small instructional groups for reading. Student progress is monitored throughout the school year to determine which students need additional support and to regroup students based upon progress or need for additional instruction.

- All second and third grade students who have tested below proficient in ELA or have been identified by grade level assessments to be below grade level in reading, are assessed using the SIPPS program to determine proficiency in basic phonics skills. Small group instruction occurs for students based upon identified needs in the above referenced assessments.

- All second through fifth grade students are assessed three times a year using an Achieve3000 Thought Question to monitor the student's ability to compose and type a short response answer after reading an informational text article. Grade level teams score these responses and use the data to monitor and adjust instructional practices. Data, anchor papers, and samples of student writing are shared with all staff to monitor the improvement of student writing across all grade levels during staff professional development activities.

- All students progress in mathematics is assessed at the end of each unit of study using the Everyday Mathematics online assessment program. Teachers are able to use this data and daily classroom assessment data entered into the online program, to determine the need for small group assessment and to monitor student progress.

- All students in kindergarten through fifth grade are assessed in keyboarding skills using our online program. Keyboarding skills are assessed frequently throughout the school year. to monitor student progress towards state standards for keyboarding skills.

- Fifth grade students are assessed each year in physical fitness using the President's

Physical Fitness Exam.

- Students in grades 1st & 2nd are assessed weekly using the online Journeys assessment program. Students in grades 3,4 & 5 are assessed at the conclusion of each 3 week unit of study using the Benchmark Advance on-line assessment.

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

- Teachers use benchmark tests, performance assessments, and publishers' tests to monitor progress and identify "at risk" or underperforming students. Small group instruction for re-teaching concepts is instituted.

- All kindergarten and first grade students are assessed using SIPPS assessments and grade level developed tests at the beginning of the school year to develop small instructional groups for reading. Student progress is monitored throughout the school year using SIPPS progress monitoring assessments to determine which students need additional support and to regroup students based upon progress or need for additional instruction.

- All second and third grade students who have tested below proficient in ELA or have been identified by grade level assessments to be below grade level in reading, are assessed using the SIPPS, DIBELS, and Words with Meaning assessments. Small group instruction occurs for students based upon identified needs in the above referenced assessments. Student progress is monitored throughout the school year using SIPPS progress monitoring assessments and Journeys assessments to determine which students need additional support and to regroup students based upon progress or need for additional instruction.

- All students in grades two through five are assessed at the beginning and end of the year using the LevelSet assessment available through our Achieve3000 Program to determine their individual Lexile levels in nonfiction reading. Growth in each student's Lexile level is monitored monthly by staff using the Achieve3000 program. The Achieve3000 program determines the current Lexile level of every student at the end of each month based upon the students performance in the program.

- All second through fifth grade students are assessed three times a year using an Achieve3000 Thought Question to monitor the student's ability to type a short response answer after reading an information text article. Grade level teams score these responses and use the data to monitor and adjust instructional practices.

- All students in kindergarten through fifth grade are assessed in keyboarding skills using our on-line program. Keyboarding skills are assessed frequently throughout the school year using this same program to measure accuracy and words per minute and progress towards state keyboarding level goals.

- All students progress in mathematics is assessed at the end of each unit of study using the Everyday Mathematics online assessment program. Teachers are able to use this data and daily classroom assessment data entered into the online program, to determine the need for small group assessment and to monitor student progress.

- Classroom teachers have received professional development in the use of on-line progress monitoring assessments in our ELA programs: Journeys & Benchmark Advance and regularly use the assessments to monitor student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For the school year 2020-2021, all Valentine teachers were (1) NCLB compliant, (2) fully credentialed in the subject area taught, and (3) certified to instruct English learners (SDAIE or CLAD).

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

All new teachers received professional development on the ELA adoption materials: Journeys (K, 1st & 2nd) and Benchmark Advance (3rd, 4th & 5th grades) & Everyday Mathematics program.

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

Professional development is research-based and designed to assist teachers in implementing effective research-based instructional practices and aligning curriculum and instructional materials with common core content standards.

- Staff development occurs during our district designated professional development days, monthly staff meetings, monthly leadership team meetings, monthly grade level team meetings and grade level team planning days.

- All teachers participate in grade level, vertical and horizontal articulation meetings to assess data and student work during SD opportunities.

- A focus of professional development during 2020 - 2021 school year will be:

(1) to deepen staff knowledge of distance learning protocols and best practices in all classrooms.

(2) the successful district wide implementation of and training in a new learning management system, Schoology.

(3) to train and build understanding among staff members of PBIS, Implicit Bias, Trauma Informed Practices.

- Professional development on the use of SIPPS, Achieve 300, Dreambox, Everyday Mathematics, Journeys, Benchmark Advance & classroom technology, student devices (Chromebooks and iPads) will available to all new certificated staff members.

- Classified staff members at Valentine ES will be provided with more than 20 hours of professional development during this school year to increase skills and knowledge in working with students with special needs, student bullying & harassment prevention training, use of EpiPens, and safety plan implementation.

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

Professional development opportunities at Valentine include presenters who are outside content experts and our own staff members. Many of our staff members provide on-going professional development for fellow grade level team members and other staff members during professional development days, before & after school, and during the school day. Several staff members have been provided with substitute coverage to observe lessons in other teachers classroom and to be observed by a fellow teacher who can then provide feedback and the opportunity to reflect together on teaching and learning observed. Staff members have been compensated for time spent gathering resource materials, developing model lessons and mentoring other teachers as we grow and learn together. Our new teachers participate in the Induction Program and are provided with additional release days to work with their mentors, to observe lessons in classrooms and to be observed by their mentors.

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

Teacher Collaboration is at the heart of school improvement at Valentine. Each grade level team is working together during the 2020-21 school year to successfully implement our ELA programs Journeys & Benchmark Advance and to align instructional materials and instructional practices in ELA with the California Common Core standards. Our grade level teams collaborate daily and have several official opportunities to collaborate throughout the school year including monthly grade level team meetings one Tuesday after school per month, four team planning days during the school year and during professional development. Month staff meetings include time for grade level teams and cross grade level teams to collaborate on instructional issues.

Teaching and Learning

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

The California Common Core State Standards are the basis of all of our curricular and instructional decisions at Valentine. The adoption of the Everyday Mathematics Program was a significant step forward in the alignment of our math instruction and curriculum materials to the Common Core state standards in mathematics. During the 2020 summer, our teachers collaborated together to aligning their curriculum and instructional practices with the implementation of a new learning management system, Schoology. Staff have participated in webinars, attended Zoom meetings, and collaborated to develop, adapt and implement distance learning aligned with ELA and Math state standards.

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

Valentine teachers adhere to instructional schedules created to provide a minimum of 60 minutes per day of instruction in mathematics and 90 minutes per day of instruction in reading/language arts. Cross-curriculum instruction and integration of ELA standards in social studies, science, music, arts, library and computer lab provide opportunities for our students to learn in an enriched instructional environment.

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

Teachers collaborate in grade level teams to establish lesson pacing schedules to ensure that all standards are addressed.

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

All students are provided with instructional materials for math, language arts, science and social studies.

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

Specialized Academic Instruction and English Language Development students all have the opportunity to receive appropriate subject are adoption texts and support materials at their instructional level.

Opportunity and Equal Educational Access

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

All kindergarten and first grade students are assessed at the beginning of the year using SIPPS assessments. Data on student progress in reading skills in phoneme awareness, phonics and sight work recognition is monitored through the use of the SIPPS program and unit assessments. Grade level teams meet regularly to assess student progress and reassign skill level groups based on student progress. First grade students who are below grade level in basic phonics skills are provided targeted skill level instruction in beginning reading skills for 30 minutes per day with a Literacy Coach or classroom teacher. This instruction is designed to reinforce classroom targeted skill instruction. Valentine's CARE and Student Success Teams (SST) meet regularly to create an action plan with classroom teachers to meet the academic needs of students struggling with academic skills.

Evidence-based educational practices to raise student achievement

Research-based instructional practices are at the heart of Valentine's professional development and daily classroom instruction. Beginning reading instruction is designed to provide targeted skill level instruction for students in small groups using research based instructional materials (SIPPS). The Everyday Mathematics Program is based on 25 years of research by the University of Chicago Math Department and uses research-based best practices in math instruction. Our ELA programs are research based, state approved and aligned with California Common Core Standards in ELA.

Parental Engagement

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

Our PTA and parents provide strong support through volunteer hours and generous financial support for programs at our school that support under-achieving students. PTA funds and supports our implementation of technology that allows us to have available programs, including Achieve3000 and Dreambox,- programs that are designed for students to be actively engaged at their assessed level. Achieve3000 provides the opportunity for students to read grade level informational text materials at their own Lexile level so that they can participate actively in classroom lessons, discussions and vocabulary development at their grade level even their reading level is below grade level. Dreambox is a math program that assesses students conceptual understanding of math skills and provides highly engaging math games for students to develop and deepen their conceptual understanding of skills at their own level. In both of these programs, students at all levels are able to progress and learn the foundational skills required to move forward either to grade level standards or to progress beyond their own grade level in those targeted areas where they have met standards.

Summer school programs are offered to our students by PTAffliates that provide students additional opportunities to learn math, reading and writing skills. The SMUSD offers remedial reading and writing classes for students in the summer.

San Marino's Crowell Public Library supervises students after school who need a place to do homework, use the internet, read for pleasure and have access to research materials after school every day. The library also sponsors a summer reading program and weekly read aloud program for preschool students. San Marino Recreation Department and the San Marino Chinese Club offer daily after school programs for students including the San Marino Chinese School Program. These after school programs provide enrichment learning opportunities in a child's area of interest as well as homework support and skill instruction.

Our PTA supports financially and through volunteer hours our Art, Music, Computer Lab, and Library instructors and programs. These programs provide us with the opportunity to teach the "whole child" ensuring that students who may be struggling academically in math, reading and writing are able to build confidence and find success in other subject areas.

San Marino Rotary Club sponsors mini grants to teachers for special projects. Valentine PTA provides generous support to teachers for classroom budgets to purchase instructional materials designed to meet a variety of student levels in their classrooms.

San Marino Community Athletics Association (SMCAA) and the San Marino National Little League (SMNLL) promote the positive community aspects of sports participation by teaching and modeling good sportsmanship and providing a high level of physical activity for our students. SMCAA and SMDLL strive to build a community spirit and strengthen the ties for our youth to our school and district. High school athletes volunteer at the youth camps and help to develop positive relationships between our students and their community and school. Good sportsmanship and citizenship on and off the field is developed and supported. A healthy body and positive mindset helps all of our students in their academic success at school. The SMCAA and and SMDLL also donate time and money to the improvement of our own school's athletic fields, helping us create a positive learning environment and beautiful campus that all of our students can be proud of.

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)

> The Valentine Site Council, composed of certificated and classified staff, parents and is the governance body that approves the implementation of consolidated application programs, including School Improvement, any categorical funds, ELAC and School Safety.

Funding

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

Fiscal support (EPC)

Stakeholder 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

> School Site Council members reviewed, made recommendations for, and approved the SPSA for the 2020-2021 school year on January 13th, 2021.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.51%	1.08%	1.05%	3	6	6
Asian	52.39%	56.24%	57.49%	307	311	330
Filipino	1.54%	1.45%	1.05%	9	8	6
Hispanic/Latino	4.95%	2.53%	1.39%	29	14	8
Pacific Islander	0.17%	0.18%	0.17%	1	1	1
White	28.16%	24.77%	26.13%	165	137	150
Multiple/No Response	%	%	12.54%			1
			Total Enrollment	586	553	574

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	89	87	106
Grade 1	84	87	94
Grade 2	100	88	94
Grade3	93	99	95
Grade 4	107	86	99
Grade 5	113	106	86
Total Enrollment	586	553	574

Student Enrollment by Grade Level

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	72	80	66	12.3%	14.5%	11.5%
Fluent English Proficient (FEP)	136	112	145	23.2%	20.3%	25.3%
Reclassified Fluent English Proficient (RFEP)	67	0	35	56.8%	0.0%	43.8%

Conclusions based on this data:

1.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101	91	101	100	88	100	100	88	100	99	96.7	99
Grade 4	108	103	87	106	103	86	106	103	86	98.1	100	98.9
Grade 5	87	115	108	85	111	108	85	111	108	97.7	96.5	100
All	296	309	296	291	302	294	291	302	294	98.3	97.7	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2556.	2555.	2533.	88.00	84.09	76.00	6.00	9.09	17.00	5.00	3.41	4.00	1.00	3.41	3.00
Grade 4	2594.	2596.	2580.	81.13	81.55	77.91	16.04	13.59	15.12	1.89	4.85	2.33	0.94	0.00	4.65
Grade 5	2615.	2623.	2633.	71.76	79.28	77.78	21.18	14.41	19.44	5.88	4.50	1.85	1.18	1.80	0.93
All Grades	N/A	N/A	N/A	80.76	81.46	77.21	14.09	12.58	17.35	4.12	4.30	2.72	1.03	1.66	2.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73.00	76.14	77.00	26.00	21.59	20.00	1.00	2.27	3.00
Grade 4	79.25	81.55	69.77	20.75	16.50	27.91	0.00	1.94	2.33
Grade 5	58.82	72.07	75.93	38.82	24.32	23.15	2.35	3.60	0.93
All Grades	71.13	76.49	74.49	27.84	20.86	23.47	1.03	2.65	2.04

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	82.00	80.68	58.00	15.00	17.05	38.00	3.00	2.27	4.00
Grade 4	77.36	70.87	60.47	21.70	27.18	36.05	0.94	1.94	3.49
Grade 5	75.29	79.28	72.22	23.53	19.82	26.85	1.18	0.90	0.93
All Grades	78.35	76.82	63.95	19.93	21.52	33.33	1.72	1.66	2.72

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	65.00	69.32	60.00	34.00	30.68	38.00	1.00	0.00	2.00
Grade 4	62.26	62.14	59.30	34.91	37.86	38.37	2.83	0.00	2.33
Grade 5	56.47	52.25	62.04	42.35	45.95	34.26	1.18	1.80	3.70
All Grades	61.51	60.60	60.54	36.77	38.74	36.73	1.72	0.66	2.72

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	83.00	82.95	71.00	16.00	12.50	24.00	1.00	4.55	5.00
Grade 4	83.02	78.64	68.60	16.04	21.36	26.74	0.94	0.00	4.65
Grade 5	76.47	78.38	80.56	22.35	18.02	18.52	1.18	3.60	0.93
All Grades	81.10	79.80	73.81	17.87	17.55	22.79	1.03	2.65	3.40

Conclusions based on this data:

1. The ELA mean scale score improved for 4th & 5th grades from 2017-18 to 2018-19. There is no data from the 2019-2020 school year due to Covid-19 and the suspension of standardized testing in California public schools.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101	91	101	101	91	101	101	91	101	100	100	100
Grade 4	108	103	87	108	103	87	108	103	87	100	100	100
Grade 5	87	115	108	87	114	108	87	114	108	100	99.1	100
All Grades	296	309	296	296	308	296	296	308	296	100	99.7	100

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2545.	2555.	2535.	78.22	80.22	67.33	12.87	14.29	25.74	7.92	4.40	5.94	0.99	1.10	0.99
Grade 4	2585.	2587.	2586.	74.07	80.58	83.91	21.30	12.62	4.60	3.70	6.80	8.05	0.93	0.00	3.45
Grade 5	2607.	2616.	2616.	68.97	77.19	75.00	24.14	14.04	15.74	5.75	5.26	6.48	1.15	3.51	2.78
All Grades	N/A	N/A	N/A	73.99	79.22	75.00	19.26	13.64	15.88	5.74	5.52	6.76	1.01	1.62	2.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	85.15	83.52	83.17	10.89	13.19	15.84	3.96	3.30	0.99
Grade 4	82.41	86.41	86.21	15.74	11.65	9.20	1.85	1.94	4.60
Grade 5	78.16	80.70	78.70	17.24	15.79	16.67	4.60	3.51	4.63
All Grades	82.09	83.44	82.43	14.53	13.64	14.19	3.38	2.92	3.38

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78.22	82.42	66.34	18.81	15.38	31.68	2.97	2.20	1.98
Grade 4	74.07	79.61	81.61	24.07	16.50	10.34	1.85	3.88	8.05
Grade 5	64.37	78.07	63.89	32.18	18.42	31.48	3.45	3.51	4.63
All Grades	72.64	79.87	69.93	24.66	16.88	25.34	2.70	3.25	4.73

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	78.22	86.81	76.24	18.81	13.19	23.76	2.97	0.00	0.00
Grade 4	80.56	75.73	79.31	19.44	22.33	13.79	0.00	1.94	6.90
Grade 5	56.32	66.67	74.07	40.23	28.95	22.22	3.45	4.39	3.70
All Grades	72.64	75.65	76.35	25.34	22.08	20.27	2.03	2.27	3.38

Conclusions based on this data:

1. The mean scale score increased for 3rd, 4th & 5th grades between 2017-18 and 2018-19.
There is no data from the 2019-2020 school year due to Covid-19 and the suspension of standardized testing in California public schools.

2. The percentage of students who exceeded standard increased at all three grade levels in 2018-19: 3rd- 2%; 4th- 6.5%; 5th- 8.22%

3. The percentage of students not meeting standard in mathematics remained very low at 1.62%.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1466.7	1477.1	1467.0	1476.2	1465.8	1479.3	62	16
Grade 1	1520.4	1490.6	1493.0	1483.0	1547.2	1497.7	31	11
Grade 2	1560.7	*	1552.8	*	1568.2	*	22	4
Grade 3	1527.8	*	1520.1	*	1534.9	*	20	*
Grade 4	1531.9	*	1530.3	*	1533.0	*	16	7
Grade 5	1558.3	*	1554.9	*	1561.3	*	22	4
All Grades							173	45

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	70.97	50.00	*	37.50	*	6.25	*	6.25	62	16
1	83.87	27.27	*	72.73		0.00	*	0.00	31	11
2	95.45	*	*	*		*		*	22	*
3	*	*	*	*	*	*	*	*	20	*
4	*	*	*	*	*	*	*	*	16	*
5	59.09	*	*	*	*	*	*	*	22	*
All Grades	67.63	44.44	19.65	46.67	7.51	4.44	*	4.44	173	45

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	67.74	62.50	20.97	31.25	*	0.00	*	6.25	62	16
1	87.10	27.27	*	72.73		0.00	*	0.00	31	11
2	95.45	*		*	*	*		*	22	*
3	*	*	*	*	*	*	*	*	20	*
4	*	*	*	*		*	*	*	16	*
5	68.18	*	*	*	*	*	*	*	22	*
All Grades	71.10	51.11	17.92	40.00	*	2.22	*	6.67	173	45

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	62.90	37.50	*	37.50	22.58	18.75	*	6.25	62	16
1	80.65	36.36	*	45.45	*	18.18	*	0.00	31	11
2	81.82	*	*	*		*		*	22	*
3	*	*	*	*	*	*	*	*	20	*
4	*	*	*	*	*	*	*	*	16	*
5	54.55	*	*	*	*	*	*	*	22	*
All Grades	60.12	37.78	18.50	37.78	16.18	20.00	*	4.44	173	45

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	79.03	43.75	17.74	50.00	*	6.25	62	16
1	87.10	63.64	*	36.36	*	0.00	31	11
2	95.45	*	*	*		*	22	*
3	*	*	*	*	*	*	20	*
4	*	*	*	*	*	*	16	*
5	68.18	*	*	*	*	*	22	*
All Grades	74.57	48.89	19.65	46.67	*	4.44	173	45

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.06	68.75	37.10	25.00	*	6.25	62	16
1	80.65	9.09	*	90.91	*	0.00	31	11
2	95.45	*		*	*	*	22	*
3	70.00	*	*	*	*	*	20	*
4	*	*	*	*	*	*	16	*
5	77.27	*	*	*	*	*	22	*
All Grades	71.10	51.11	21.97	40.00	6.94	8.89	173	45

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	56.45	18.75	43.55	75.00		6.25	62	16
1	87.10	63.64	*	36.36	*	0.00	31	11
2	81.82	*	*	*		*	22	*
3	*	*	70.00	*	*	*	20	*
4	*	*	*	*	*	*	16	*
5	*	*	*	*	*	*	22	*
All Grades	57.23	37.78	34.68	57.78	8.09	4.44	173	45

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	67.74	62.50	27.42	25.00	*	12.50	62	16
1	70.97	27.27	*	72.73	*	0.00	31	11
2	77.27	*	*	*		*	22	*
3	*	*	*	*	*	*	20	*
4	*	*	*	*	*	*	16	*
5	77.27	*	*	*	*	*	22	*
All Grades	67.63	46.67	27.17	46.67	*	6.67	173	45

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. There is no data from the 2019-2020 school year due to Covid-19 and the suspension of standardized testing in California public schools.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
553	**4.3**	**14.5**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	80	14.5
Socioeconomically Disadvantaged	24	4.3
Students with Disabilities	30	5.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.1
Asian	311	56.2
Filipino	8	1.4
Hispanic	14	2.5
Two or More Races	76	13.7
Pacific Islander	1	0.2
White	137	24.8

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Valentine students demonstrated strong academic achievement in ELA and Math in all grades tested in 2018-19.

2. Chronic absenteeism is extremely low at Valentine.

3. No students were suspended in 2019-20.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	4	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
115.3 points above standard	104.6 points above standard	0 Students
Declined -7.5 points	Declined -12.3 points	
288	82	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	123.8 points above standard	34.7 points above standard
	Increased ++5.3 points	Declined -6.9 points
	13	23

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	122.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3		Declined -9.6 points	4
		155	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	Green	No Performance Color	Green
82.9 points above standard	119.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	101.7 points above standard
Maintained ++1.3 points	Declined -4.4 points	1	Declined Significantly -16.3 points
11	43		71

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
61.7 points above standard	122.3 points above standard	118.2 points above standard
Increased Significantly ++26.7 points	Declined -14.3 points	Declined -4.9 points
24	58	180

Conclusions based on this data:

1. Designated ELD instruction has a positive impact on EL students' English language acquisition.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	4	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	
96.8 points above standard	97.9 points above standard	
Declined -6.5 points	Declined Significantly -20.4 points	
288	82	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Color	No Performance Color
	104.6 points above standard	26.8 points above standard
	Increased ++8.9 points	Increased ++4.7 points
	13	23

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		107.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
		Declined -9.7 points	
3			4
		155	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	Green	No Performance Color	Green
55.9 points above standard	97 points above standard	Less than 11 Students - Data Not Displayed for Privacy	78.9 points above standard
Maintained -2.4 points	Declined Significantly -17.3 points	1	Declined -6.9 points
11	43		71

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
73.8 points above standard	107.9 points above standard	93.4 points above standard
Declined -14.9 points	Declined Significantly -17.6 points	Declined -4.4 points
24	58	180

**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
71.4 making progress towards English language proficiency
Number of EL Students: 21
Performance Level: Low
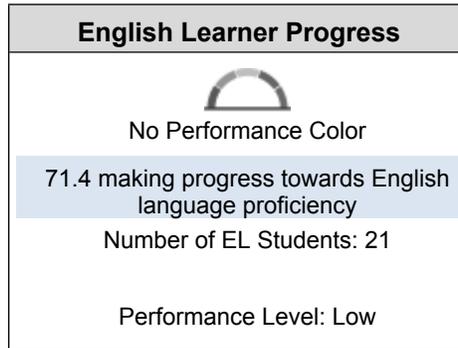
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
14.2	14.2	4.7	66.6

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
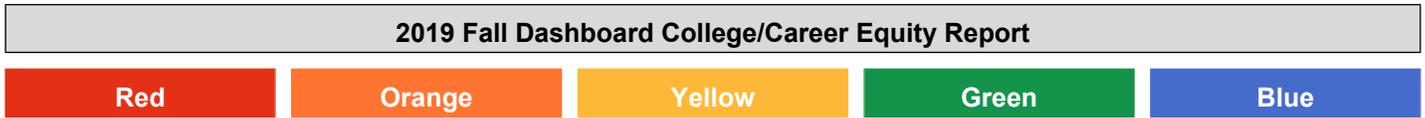
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

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

2019 Fall Dashboard College/Career by Race/Ethnicity

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

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	3	2
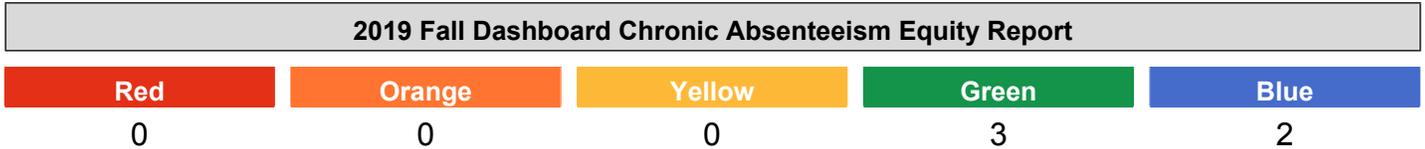
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
3.3	4.8	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.3	Declined -8.6	0
575	84	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	Blue
Less than 11 Students - Data Not Displayed for Privacy	0	0
0	Declined -6.7	Declined -7.5
	27	34

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.7	Less than 11 Students - Data Not Displayed for Privacy
6	0	Declined Significantly -3.3 322	8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	Green	No Performance Color	Green
0	3.7	Less than 11 Students - Data Not Displayed for Privacy	2.8
Declined -6.9	Declined -1.7	1	Declined -3.3
14	81		143

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
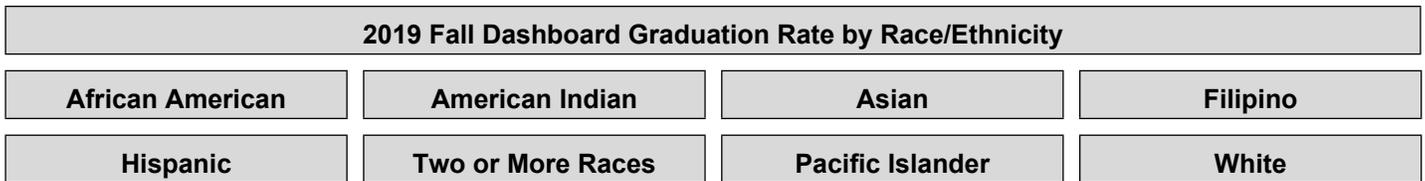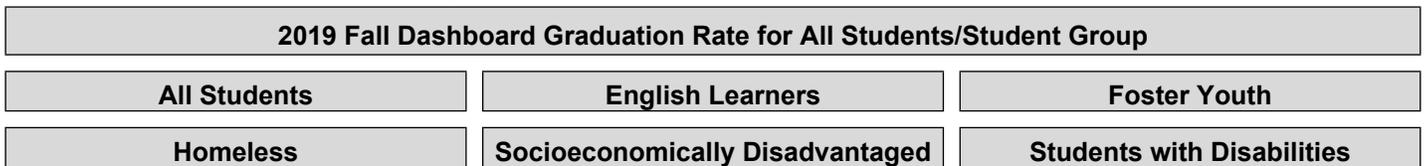
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.
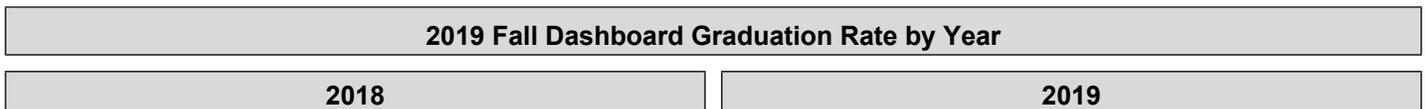
School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5
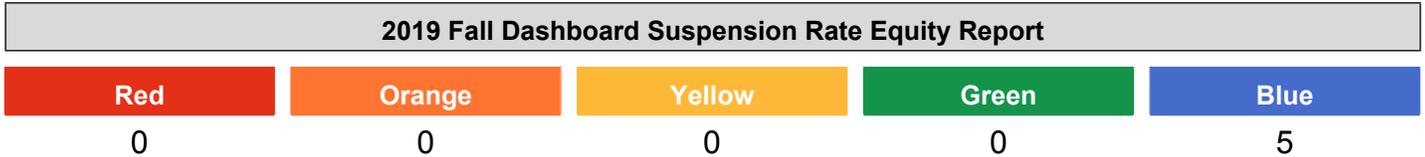
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	
0	0	
Maintained 0	Maintained 0	
581	87	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Color	Blue
	0	0
	Maintained 0	Maintained 0
	27	34

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 6		Blue 0 Maintained 0 328	No Performance Color Less than 11 Students - Data 8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Maintained 0 14	Blue 0 Maintained 0 81	No Performance Color Less than 11 Students - Data 1	Blue 0 Maintained 0 143

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0

Conclusions based on this data:

1.

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

Conditions of Learning

LEA/LCAP Goal

The San Marino Unified School District will hire, train, and retain the best most highly effective, fully credentialed and appropriately assigned teachers and staff as well as ensuring a safe, secure, effective and engaging learning environment, by providing students access to the latest and best equipment and facilities, and by providing students and staff members access to world-class tools and resources including standards-aligned instructional materials.

Goal 1

Valentine Elementary School will ensure a safe, secure, effective and engaging learning environment by providing students highly trained and effective teachers with access to world-class tools and resources including standards-aligned instructional materials, equipment, and facilities.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Valentine will earn an overall rating of Exemplary on their Facility Inspection Tool. Any individual areas rated below Exemplary will be addressed at the site level in collaboration with SMUSD Maintenance & Operations Department.	Pending	Valentine will earn an overall rating of Exemplary on their Facility Inspection Tool.
Valentine ES will reduce the total number of Priority 1 and Priority 2 findings by 10% from the previous year on the School Site Safety Audit.	Pending	Valentine ES will reduce the total number of Priority 1 and Priority 2 findings by 10% from the previous year on the School Site Safety Audit.
Valentine will continue to hire high quality & highly skilled teachers and classified staff.	Valentine currently has 100% highly qualified and skilled teachers and classified staff secured for the 2020-2021 school year.	Valentine will continue to hire high quality & highly skilled teachers and classified staff.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Principal and staff will continue to participate in interviewing activities and join recruitment opportunities to identify highly qualified and effective candidates for teaching positions.

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)
100.00	Donations 4000-4999: Books And Supplies Copy expenses for hiring packet information & water for interview team and applicants

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

New teachers will participate in the Induction Program. Mentors in the Induction Program will be assigned based on knowledge of the Common Core standards and instructional practices aligned with CCCSS and the ability to work effectively with others.

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)
100.00	District Funded 4000-4999: Books And Supplies Copying expenses for induction activities & presentations

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

Additional release days beyond the Induction Program requirements will be provided for new teachers to observe in classrooms, collaborate with mentor and attend professional development with mentor.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
560.00	Donations 1000-1999: Certificated Personnel Salaries Substitutes for new teachers
250.00	Donations 1000-1999: Certificated Personnel Salaries Additional hours of compensation for mentor and new teachers.

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

A rubric for interview question responses will be developed to set & maintain high standards for candidates knowledge of research based instructional practices, implementation of Common Core Math & ELA curriculum, and effective use of technology for instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
150.00	Donations 1000-1999: Certificated Personnel Salaries Extra hourly for staff participating in rubric development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff Safety Committee will be formed with a representative from each grade level, specialists & classified staff. This committee will meet monthly to review safety concerns, develop implementation plan for safety initiatives & monitor implementation of action plans.

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)
100.00	Donations None Specified Emergency Donations Funds for committee copying costs

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase Emergency Equipment for school campus to implement safety plan initiatives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Donations 4000-4999: Books And Supplies Playground Emergency Equipment
75.00	Donations 5000-5999: Services And Other Operating Expenditures Repair & replace radios
	None Specified None Specified
1800.00	Donations 4000-4999: Books And Supplies Replace Safety Supplies

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

Staff will maintain equipment and supplies to keep students safe & classrooms operating

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)
3000.00	Donations 4000-4999: Books And Supplies Furniture, Signs, Flags,
	None Specified None Specified

Strategy/Activity 8
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.

	None Specified None Specified

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

Pupil Outcomes

LEA/LCAP Goal

The San Marino Unified School District will ensure that all students experience academic progress and success by equipping them with the 21st Century learning skills and experiences in creativity, communication, collaboration, critical thinking and civic responsibility needed to ensure that all students graduate, college and career-ready.

Goal 2

Valentine Elementary School will ensure that all students experience academic progress and success by equipping them with the 21st Century learning skills and experiences in creativity, communication, collaboration, critical thinking and civic responsibility needed to ensure that all of our students are on track to graduate and be college and career-ready.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students meeting or exceeding standard in ELA will increase by 2% at all grade levels.	3rd -93% 4th -95% 5th-94%	3rd-95% 4th-97% 5th-94%
The percentage of students exceeding standard in ELA will increase by 2% at all grade levels.	3rd- 84% 4th- 82% 5th- 79%	3rd- 86% 4th- 84% 5th- 81%
Valentine will maintain the percent of all students in the met/exceeded range of the Mathematics CAASPP at or above 93% in 3rd & 4th grades and increase by 2% in 5th grade.	3rd- 93% 4th- 94% 5th- 88%	3rd- 93% 4th- 94% 5th- 91%
Valentine will increase the percentage of students in the met/exceeded range on the ELA and Mathematics CAASPP by 5 points for Hispanic/Latino students.	ELA 5th- 85.6% Overall- 84% Math 5th- 71% Overall- 80%	ELA 5th- 90.6% Overall- 89% Math 5th- 76% Overall- 85%
The percentage of students classified as ELL 12 months or		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
more will increase the percentage of students in met/exceeding standard in ELA & Mathematics CAASPP by 5%.		

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)

Kindergarten, First and Second grade students who fall below grade level in reading will be identified using our SIPPS assessment. Interventions will be provided based on data and progress monitoring.

Strategy/Activity

Literacy Coaches will provide ELA Response to Intervention to small groups of students requiring Tier-II reading support.

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

Amount(s)	Source(s)
50,000.00	Other 1000-1999: Certificated Personnel Salaries Literacy Coaches
	None Specified None Specified
1,000.00	Donations 4000-4999: Books And Supplies Technology, materials for Literacy Coaches
150.00	Donations 4000-4999: Books And Supplies Copying & Materials

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

Valentine ES will continue the implementation of the CCSS & Mathematics Framework through the use of Everyday Mathematics instructional materials & Dreambox in all classrooms.

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)
7,275.00	Donations 4000-4999: Books And Supplies Dreambox online mathematics program designed to build understanding of math concepts
22,566.95	Donations 4000-4999: Books And Supplies Everyday Mathematics Journals, Homelinks, Online subscription
	4000-4999: Books And Supplies Canon Supplies
	Grade Level Planning Days, Team Leaders Meeting, Staff Meetings, Professional Development Days
670.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Homelinks workbooks
	None Specified Walk through observations documentation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students K - 5th

Strategy/Activity

Valentine will continue to implement with fidelity the Benchmark Advance & Journeys curriculum across all K-5th grade classrooms.

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)
	None Specified 4000-4999: Books And Supplies Benchmark Advance Grammar, Spelling & Vocabulary
	None Specified 4000-4999: Books And Supplies Copies
	Grade Level Planning Days, Team Leaders Meeting, Staff Meetings, Professional Development Days
	Walk through observations documentation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students grades 2nd - 5th.

Strategy/Activity

Staff in grades 2nd- 5th will continue to implement Achieve3000 to engage students in relevant and meaningful informational text articles.

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)
13,515.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Achieve3000 online subscription
100.00	Donations 4000-4999: Books And Supplies Grade Level Planning Days, Team Leaders Meeting, Staff Meetings, Professional Development Days, AchieveReports

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Valentine will continue the implementation of Next Generation Science Standards in all classrooms across all grade levels through collaboration & shared decision-making: grade level team meetings, grade level planning days.

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)
500.00	Site Formula Funds 4000-4999: Books And Supplies Grade Level Planning Days, Team Leaders Meeting, Staff Meetings
1,000.00	Donations 4000-4999: Books And Supplies Engineering Science Fair

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Valentine will provide adequate copying & office supplies to support all of our academic programs & office requirements.

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)
18,366.00	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Canon Lease & Maintenance Agreement & Overage Charges
1,100.00	Site Formula Funds 4000-4999: Books And Supplies Copying supplies
20,000.00	Site Formula Funds 4000-4999: Books And Supplies General Classroom & Office Supplies

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

Valentine will maintain 1:1 levels of student access to technology through devices at each grade level & to engaging, curriculum related software.

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)
15,908.34	Donations 5000-5999: Services And Other Operating Expenditures Edclub (Typing Program) Brainpop, Learning A-Z,

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All ELL students

Strategy/Activity

Valentine School will continue to implement designated and integrated English Language Development services to English Learners of all proficiency levels.

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)
	District Funded 1000-1999: Certificated Personnel Salaries

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

Pupil Engagement

LEA/LCAP Goal

The SMUSD will provide all students the programs, staff, tools and skills needed to meet their social and emotional needs to ensure growth and improvement of students' sense of school connectedness.

Goal 3

Valentine will provide all students the programs, staff, tools and skills needed to meet their social and emotional needs to ensure growth and improvement of students' sense of school connectedness.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Counselor, classroom teacher and PE teacher will implement Second Step lessons in classrooms including the Bully Prevention Supplemental Unit.

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)
	District Funded 1000-1999: Certificated Personnel Salaries Second Step Program
300.00	Donations

	4000-4999: Books And Supplies Copying Expenses

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

Our comprehensive Bullying & Harassment policy will be published on our website in alignment with district policy and state law and best practices for school based programs. Staff will be provided with review on the policy and policy will be communicated to our parents.

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)
	Review for Staff
	Second Step classroom lessons
	Staff Meetings
	Leadership Team 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

Staff will work with PTA to maintain & improve strong relationships between staff, parents, and community.

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)

800.00	Donations 1000-1999: Certificated Personnel Salaries Substitute salaries for Teacher representative to attend PTA meetings.

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

Second Step student, staff & parent surveys will be administered

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)
500.00	Site Formula Funds 4000-4999: Books And Supplies Survey Distribution
	Staff Meetings
	Leadership Team Meetings

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Counselor will provide information for parents on Second Step strategies, vocabulary and lessons through emails following each Second Step lesson to parents providing information on the lesson taught in the classroom including strategies and discussion suggestions for parents to use at home with their students to reinforce and discuss lessons taught at school & parent presentations.

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)

	Second Step parent/staff emails
	PTA General Meetings
	Staff Meetings
	Valentine Update

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Reduce the number of tardies by 5% & absences by 1%. Tardy and absence letters will be sent home monthly & per 3-6-9. Students greeted each day at the front gate by principal, counselor, support staff. Friendly reminders to be on time and thank students for arriving on time. Meetings for students exceeding 10% of absences for school year.

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)
500.00	Site Formula Funds 4000-4999: Books And Supplies Parent Letters & Contacts for Tardiness, Copying Expenses, Stamps
	Staff Meetings
	Counselor Interventions

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students 2nd -5th grades

Strategy/Activity

Primary teachers will create homework assignments that require parents/guardians to read to and read with their child. Question stems for parents will be developed to increase the level of

discussion about reading content. Student homework and classroom assignments that provide opportunities for students to reflect on discussions about reading content with their parents will be created that are developmentally appropriate for kindergarten & first grade students. Teachers in grades 2-5 will create homework opportunities for parents to discuss Achieve3000 articles with their child and for students to provide written responses to questions reflecting on issues being discussed.

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)
300.00	None Specified 4000-4999: Books And Supplies Copies

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

All Valentine teachers and staff will be trained on PBIS, Implicit Bias , and Trauma Informed Teaching practices by LACOE PBIS experts in order to create a safe welcoming learning environment for all students at Valentine Elementary School.

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

Amount(s)	Source(s)
	District Funded

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

Pupil (Parent) Engagement

LEA/LCAP Goal

The SMUSD will promote opportunities for shared and distributed leadership and expanded transparent communication amongst school and community members through active involvement in decision-making at all levels.

Goal 4

Valentine School will increase parent's involvement and participation in their child's academic success as measured by an increase in the number of opportunities for meaningful parent involvement in homework assignments and by parent survey data indicating an increase in the amount of time parents spend reading and discussing what they have read with their primary age children and the amount of time parents are involved in meaningful discussions with their child(ren) about what they are learning at school, current events, and problem solving within the context of social skills & concepts learned in school. Increase parent involvement in our English Learner Advisory Council (ELAC) meetings and opportunities for families new to our community and country.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Primary teachers will create homework assignments that require parents/guardians to read to and read with their child. Question stems for parents will be developed to increase the level of discussion about reading content. Student homework and classroom assignments that provide opportunities for students to reflect on discussions about reading content with their parents will be created that are developmentally appropriate for kindergarten and first grade 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)
	Grade Level Team Meetings
	Professional Development Days
	Team Planning Days

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

Teachers in grade 2-5 will create homework assignments that provide opportunities for parents to discuss Achieve3000 articles with their child and for students to provide written responses to questions reflecting on issues discussed.

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)
	Grade Level Team Meetings
	Professional Development Days
	Achieve3000
	Team Planning Days

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

Staff will discuss and create grade level plans to increase homework activities that promote meaningful interactions & discussions with parents, family and other significant adults in our student's lives.

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)
	Grade Level Team Meetings
	Professional Development Days
	Team Planning Days

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All ELL students

Strategy/Activity

Identify meaningful topics for parents of ELL students and create a survey to gather information from parents on topics of interest. Schedule ELAC meetings online.

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)
	Leadership Team
	ELAC Meetings

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All ELL students

Strategy/Activity

Schedule parent coffees for ELL parents with translation.

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)
	Parent Coffees

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All ELL students

Strategy/Activity

Coordinate with PTA to increase outreach to new ELL families; increase the number of translated documents

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)
	PTA Board Meetings

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

Survey parents for topics for discussion for PTA meetings, parent coffees, PTAffliates & book studies.

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)
	PTA Parent Survey

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

Parent informational sessions on CAASSP will be conducted by staff to build awareness and understanding among parents. Strategies for parents to support student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	Donations 4000-4999: Books And Supplies Parent Information Meetings

Strategy/Activity 9

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.

	PTA Board Meetings

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

Pupil Outcomes

LEA/LCAP Goal

The SMUSD will provide students access to the latest and best equipment and facilities, and by providing students and staff members access to world-class tools and resources including standards-aligned instructional materials. SMUSD will ensure that all students experience academic progress and success by equipping them with the 21st Century learning skills and experiences in a creativity, communication, collaboration, critical thinking and civic responsibility needed to ensure that all students graduate, college and career-ready.

Goal 5

Valentine Elementary School will ensure an effective and engaging learning environment by providing students access to the latest and best equipment and facilities, and by providing students and staff members access to world-class tools and resources including standards-aligned instructional materials. During distance learning, Valentine Elementary School will ensure that all students experience academic progress and success by equipping them with the 21st Century learning skills and experiences in creativity, communication, collaboration, critical thinking and civic responsibility needed to ensure that all students are on target to graduate, college and career-ready.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Grade level teams will adjust ELA lessons and distribute materials throughout the year to ensure (1) all state standards are adequately covered for students to master skills at all levels (2)sufficient practice is available for students needing additional support (3) students are provided opportunities for challenge (4) needs of ELD students are met for vocabulary development (5) students have multiple opportunities to practice demonstrating knowledge in a format similar to CAASPP item specifications (6) if vocabulary used in the CAASPP is consistent with vocabulary in our instructional materials.

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)
	District Funded 4000-4999: Books And Supplies Classroom teachers

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

Principal will conduct classroom observations during distance and in-person instruction to collect data on ELA & Math implementation of common core standards using look-fors from publishers & protocols created by principal.

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)
	Administration

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

Grade level teams will identify additional instructional materials needed to address any areas of need identified in the curriculum analysis of ELA materials with specific focus on ELL 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)
	Site Formula Funds 4000-4999: Books And Supplies Classroom teachers

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

All students in Kindergarten and First grade will be assessed by classroom teachers in acquisition of phonics skills using SIPPS assessment three times during the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	4000-4999: Books And Supplies Classroom teachers

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

Teachers in grades 2-5 will continue to implement Achieve3000 and analyze the effective integration of Achieve3000 with ELA materials.

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)
	Donations 0001-0999: Unrestricted: Locally Defined Achieve 3000

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

Students will participate in the CAASPP interim assessments. Staff will score extended response & short response items. Staff will compare interim scores with assessment date from newly adopted program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Classroom teachers

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will evaluate scoring rubrics and scoring guides in the adopted ELA curriculum materials for alignment with scoring rubrics and scoring guides for the CAASPP including performance task specifications for ELA. Alignment recommendations will be implemented.

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)
Classroom teachers

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Grade level teams will use planning days, staff meetings and collaboration opportunities to share student work in ELA/ELD, assessment data and to share instructional strategies, lessons and materials that are effective during distance learning and aligned with our ELA/ELD 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)	Source(s)

	Classroom teachers, planning days, staff meetings, weekly meetings

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Valentine ES will continue implementation of the California Next Generation Science Standards in all grade levels during distance learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Classroom teachers

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$161,886.29

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District Funded	$100.00
Donations	$56,335.29
Lottery: Instructional Materials	$14,185.00
None Specified	$300.00
Other	$50,000.00
Site Formula Funds	$40,966.00

Subtotal of state or local funds included for this school: $161,886.29

Total of federal, state, and/or local funds for this school: $161,886.29

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	100.00
Donations	56,335.29
Lottery: Instructional Materials	14,185.00
None Specified	300.00
Other	50,000.00
Site Formula Funds	40,966.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	51,760.00
4000-4999: Books And Supplies	75,676.95
5000-5999: Services And Other Operating Expenditures	34,349.34
None Specified	100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	100.00
1000-1999: Certificated Personnel Salaries	Donations	1,760.00
4000-4999: Books And Supplies	Donations	38,491.95
5000-5999: Services And Other Operating Expenditures	Donations	15,983.34

None Specified	Donations	100.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	14,185.00
4000-4999: Books And Supplies	None Specified	300.00
1000-1999: Certificated Personnel Salaries	Other	50,000.00
4000-4999: Books And Supplies	Site Formula Funds	22,600.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	18,366.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,135.00
Goal 2	152,151.29
Goal 3	2,400.00
Goal 4	200.00

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

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

Name of Members	Role
Alana Faure	Principal
Colleen Levy	Classroom Teacher
Kelly Duncan	Classroom Teacher
Maria Butron	Other School Staff
Linda Luong	Parent or Community Member
HannahTsao	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
a Fauré	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 1-13-2021.

Attested:

a Fauré	Principal, Alana Fauré on 1/13/2021
K Duncan	SSC Chairperson, Kelly Duncan on 1/13/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019