

Single Plan for Student Achievement

Valencia Valley Elementary School

2022-23



County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
19 64832 6107171	June 29, 2021	July 19, 2022

School Purpose Statements

Instructional Leadership Team Purpose Statement

To influence, guide, and support staff through mutual accountability that fosters an optimistic and data-driven culture and commitment to improving practices that result in high levels of learning for all students.

Collective Commitments

At Valencia Valley, we commit to:

- Providing for the academic and social development of all our students
- Ensuring that students have a safe and nurturing climate
- Providing enrichment opportunities to all, while ensuring an effective system of intervention to meet the unique needs of our students

School Demographics/Profile

Valencia Valley School is a California Distinguished School located in the City of Santa Clarita, and is one of ten schools in the Newhall School District. The school maintained an average enrollment of 689 students in grades TK-6 in 2021-22, and offers class size reduction in grades K-3. Twenty different languages are spoken by students and families of VV, and the school continues to become more and more diverse. During the 2021-22 school year, Valencia Valley's student population was 47% White, 30% Hispanic, 6% Asian, 3%Filipino, 2% Black/African American and 11% other ethnicities. English Learners comprise about 7% of our student body. Valencia Valley also has the NSD SDC 3 Program, in which 22 students were enrolled in grades K-3 in 2021-22. They share learning experiences with their general education peers as appropriate for their learning goals. Valencia Valley School consists of a core building housing classrooms, the library, multi-purpose room, science lab, and school offices. There are two outside buildings with fourth, fifth, sixth grades.

As part of the Newhall School District, students who attend NSD are provided with a comprehensive program which includes music and art. In addition our campus provides both intervention and extension opportunities including WIN (What I need) and Student Council.

Our PBIS program is grounded in a research-based framework. Our PBIS program has made a positive impact at Valencia Valley Elementary in terms of student behavior and adult behavior. It is preventative, multi-tiered and equitable for ALL students. We have created a shared vision with a common language, shared beliefs about behavior, and common behavior expectations that are clear to staff and students. Our staff, parents, and students have worked collaboratively to create common behavior expectations at school. We are Vikings On a Quest to be Respectful, Responsible, and Safe.

In the 2021-22 school year, we maintained our PBIS program but plan to build on it in the 2022-23 school year. Teachers and staff have explicitly taught expectations to our students in each school setting including the home setting. PBIS incentives are offered for positive behavior choices and attendance. Our next steps include data collection, tier 2 supports, parent workshops and social emotional support for students who are having difficulty returning to the school setting. We plan to grow our PBIS program to include additional incentives and supports this year. We will add a student store as another option for students to use their reward tickets. We will add monthly citizenship awards based on being respectful, responsible, and safe. Additionally, we plan to implement the check-in/check-out system once our team has received the training. This is a plan to support students who have behavioral challenges by providing them a trusted adult to check in with regularly in a structured manner.

Teachers operate as a Professional Learning Community, studying students' academic and social performance. The data drives instructional decisions, including grouping students for What I Need (WIN) time and referral for further study or services such as (Student Support Team) SST and counseling services. We have a full time counselor who runs groups, sees students one-on-one, and provides lessons to classes and grade levels.

At Valencia Valley, we believe that it is the partnership with families that completes a rich school experience. We have many opportunities for families to participate in their child's education. Parents can be a part of PTA or our Technology Foundation, raising funds and promoting family involvement. They can serve as School Site Council or English Learner Advisory Committee members. Parents are invited to be active partners through communication with teachers and administrators through Parent Square. School administrators keep an open line of communication through regularly scheduled Coffee and Chat meetings where relevant topics can be discussed more informally. In the 2022-23 school year, we look forward to partnering with parents to re-imagine our school mission and vision. Together, families and school staff create the warm, caring, intentional environment for which Valencia Valley is known!

School Staff

For the 2022-23 school year, it is anticipated that Valencia Valley School staff will include:

Administration	<ul style="list-style-type: none"> • 1 Principal – Full Time
Office Staff	<ul style="list-style-type: none"> • 1 Office Manager – Full Time • 1 Office Assistant II – Part Time • 1 Community Outreach Support Person - Part Time • 1 Health Assistant- Part Time

Classroom Teachers	<ul style="list-style-type: none"> • 25 General Education Teachers • 3 Special Day Class Teachers • 1 Orchestra Teacher - 1 day per week • 1 Music Teacher - 1 day per week • 1 Art Teacher - 1 day per week
Intervention Staff	<ul style="list-style-type: none"> • 1 Learning Support Teacher (LST) • 1 (.47) Tier II/Tier III Intervention - Teacher • 3 Curriculum Specialists - Part Time • 2 Behavior Support Specialists
Special Education Staff	<ul style="list-style-type: none"> • 1 Psychologist- Full Time • 1 Resource Specialist - Full Time • 1.4 Speech and Language Pathologists • 2 Occupational Therapists - Part Time • 1 Adaptive Physical Education Teacher- Part Time • 6 Instructional Assistants - Part Time
Other Support Staff	<ul style="list-style-type: none"> • 1 Counselor- Full Time • 1 Library/Media Technician- Part Time • 1 Support Specialist- Science- Part Time • 1 Support Tech - Technology - Full Time • 6 Safety Supervisors • 1 Day Custodian • 2 Night Custodians • 2 Cafeteria Staff

Executive Summary

In 2021, we welcomed students back to school after the many changes during the COVID pandemic! We anticipated a need for learning recovery and social emotional support as students transitioned back into a school year that was closer to normal.

Instructional Leadership

Our Valencia Valley Instructional Leadership Team is comprised of one lead teacher from each grade level along with a special education teacher and an intervention teacher. The ILT purpose statement is “to influence, guide, and support staff through mutual accountability that fosters an optimistic and data-driven culture and commitment to improving practices that result in high levels of learning for all students.” We work toward our purpose by meeting regularly to review data, discuss how we can

support teachers, and plan implementation of support based on the Center for Educational Leadership (CEL) 5D instructional framework.

In 2021-22, we worked together to establish school-wide goals focused on the following CEL indicators: CEC3 Use of Learning Time (to support student independence) and P5 Success Criteria. The ILT provided opportunities for learning and discussion focused on these indicators during staff meetings. The ILT will also continue the work with teachers to deepen their understanding of the 5D framework so that we can have common language and understanding of high leverage teacher moves.

In November 2022, our ILT will attend the Solution Tree Professional Learning Communities at Work Institute:

When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it.

Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos

School Improvement Initiatives for Academic Achievement:

- NSD Core Instructional Best Teaching Practices for ELA and math utilizing adopted curriculum: Benchmark Advance (ELA) and Bridges/College Preparatory Math (CPM)
- What I Need (WIN) time for tier II and III small group instruction
- School-wide technology
- Kelso's Choices for primary classes
- Counseling services including classroom lessons and individual and small group counseling sessions
- Using Fastbridge universal screeners at the beginning, middle, and end of year to monitor every students' progress over time
- Using Fastbridge progress monitoring tools to monitor students' achievement in their tier I and tier II intervention groups
- Designated and integrated English learner support, providing English learners with daily contextualized language development
- Use of GLAD strategies and Depth and Complexity ICONS to support all learners in deeply understanding curriculum
- Use of thinking maps to assist students in identifying cause/effect relationships, comparing texts on similar topics, making inferences, and categorizing and classifying information
- Use of Daily 5 structures to provide high quality independent practice while teachers pull small groups as part of their tier I instruction to assess, instruct, and monitor student progress in reading/language arts/writing while building stamina and purposeful practice
- Use of tier I small group instruction to assess, instruct, and monitor student progress in math while building fluency, duration and frequency of practice, and opportunities for technology use in math
- Follow the District Coherent Writing Program, focused on Constructed Response and Brief Writes as well as the grade level genres
- Work with grade-level teams to create cycles of instruction including pre/post assessments, common formative assessments (CFAs), exit tickets, and pre-planned re-teaching/spiraling/enrichment

- Prepare for Common Core math lessons and units by creating anchor charts and graphic organizers, crafting “I can” statements, student progress rubrics, and embedding mathematical practices within instruction
- Use technology resources: Dreambox, RazKids, Benchmark Advance, StemScopes, Brain Pop, Scholastic News

Celebrations from the 2021-22 school year included:

- PBIS work was maintained with incentives for students, including prize trolley and lineup awards
- We added a District-funded Learning Support Teacher to lead a team in addressing learning recovery through WIN
- We added an additional site-funded curriculum specialist so that we could expand our intervention supports to upper grade students
- Weekly parent communication with the SMORE newsletter
- Administration and teachers used Parent Square for parent communication
- Our school counselor provided many classroom lessons supporting social emotional well-being as well as countless small-group counseling opportunities
- Our PTA remained active, ramping up in the spring when COVID restrictions loosened
- Student Council supported many activities on campus including: valet, Quest Ambassadors, and spirit days
- Began Monday morning assemblies
- YMCA weekly PE
- PTA Activities

- Gratitude Day celebration
- School Carnival
- Egg Drop and Science Fair
- 911 Remembrance Day
- Variety Show
- Apex Fundraiser and Character Building
- Evening Under the Stars
- Magic Night
- Reflections Art Contest
- Diann Heath Art Gallery

The following goals have been created for the 2022-23 school year:

English Language Arts:

All students will meet or exceed end of year grade level expectations in reading as measured by District universal screener tools in grades K-2 and CAASPP ELA assessment in grades 3-6. In K-2, the focus is on sound-letter correspondence, phonics, decoding, and fluency. In grades 3-6, the focus is on comprehension and vocabulary to understand informational text.

Mathematics:

All students will meet or exceed end of year grade level expectations as measured by District universal screener tools in K-2 and CAASPP mathematics assessment in grades 3-6.

School Climate:

Valencia Valley Elementary School staff and community will provide a safe learning environment in which students feel connected to school and they have social emotional learning supports they need.

All well students will attend school every day.

Parents:

On the School Effectiveness Survey, only 86.5% of parents have indicated that they are aware that VV teachers teach the state standards in basic academic areas. For that reason, family guides will be shared with families and grade level teachers will hold a one hour workshop explaining the expectations to parents, helping them to understand how teachers are approaching the return to school with the standards in mind.

Teachers:

We will be welcoming 8 teachers to Valencia Valley this school year! We will spend a great deal of time building relationships during various staff meeting opportunities. Teachers will be provided many professional development opportunities to dig into supporting students' basic reading skills. This will include additional primary teachers participating in Explicit Phonics training. Additional teachers will also have access to the CORE reading training provided by the District. This training covers understanding of phonemic awareness, phonics, vocabulary, and comprehension.

Additionally, our Instructional Leadership Team will attend the PLC conference to reinvigorate our PLC work that is so critical to meeting all students' individual needs.

Students:

In addition to academic supports such as small group instruction and WIN, students will have access to counseling lessons within the classroom. We will be implementing a SEL universal screener to students whose parents have provided consent. We found that when students returned to school in the fall of 2021, there were conflicts and incidents we wouldn't normally see on campus. Therefore, we will couple our PBIS expectations with social skills lessons in every classroom. Primary teachers will use Kelso's Choices, a conflict management program that promotes solving small problems independently. Teachers will also be supported in providing regular social emotional check-ins for students so that smaller concerns can be addressed before they grow larger.

UPK:

In the 2022-23 school year, we are expanding our TK program to include students who will be five as late as February 2, 2023 in line with the state guidance for Universal Preschool (UPK). Valencia Valley will have two classes of up to 24 students each, supported by a certificated teacher and a classified instructional aide, to meet the state requirement of a 12:1 ratio. Teachers will use the adopted curriculum for ELA, Benchmark Advance, and for math, Bridges. They will modify it as necessary to meet the developmental needs of our youngest learners.

Communication:

Communication with stakeholders is vital to student success. To keep families informed, staff uses several communication tools: a weekly "SMORE" newsletter, an updated website, Instagram, school marquee, bulletin boards, Remind App texts, and paper communication. We use Parent Square to send text, email, and phone notifications to families, as needed. Administration will schedule monthly Coffee and Chat meetings with parents as well.

Administration uses a weekly schedule to communicate with staff as they plan for meetings for all staff, IEPs, Instructional Leadership Team, Team Leaders, and Professional Learning Communities. Teachers and administrators are present at PTA, Technology Foundation, and School Site Council

meetings in order to round out school-wide communication. Teachers and administrators also attend a variety of district-level meetings and report back regularly at staff meetings. These communication structures ensure that we all have the information we need to provide a safe and effective learning environment for students.

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

The stakeholder engagement process is an ongoing, annual process. Our site goals are nested under the District LCAP priorities and are revisited throughout the year. In February, 2022, District personnel met with Newhall School District parents to review the LCAP priorities and accept any input.

Valencia Valley teachers operate as a Professional Learning Community (PLC), meeting regularly to analyze student achievement data and coordinate What I Need (WIN) time for their students. They collaborate with the intervention support staff to arrange 6-8 week cycles of instruction based on their data analysis.

This data, along with trends in state assessment data were used to monitor previous SPSA goals and to develop the goals and strategies for the 2022-23 SPSA.

Student achievement data and school plan monitoring are ongoing topics on the School Site Council agenda.

Along with their regular analysis of student achievement during PLC meetings, teachers provided formal SPSA input at the June 7 staff meeting. The final document was approved by School Site Council members on June 29, 2022. This final draft will be brought to the NSD governing Board on July 19, 2022 for presentation and approval.

Goals, Strategies, Expenditures, & Annual Review

Goal 1-ELA

All students will meet or exceed end of year grade level expectations in reading as measured by District universal screening tools in grades TK-2 and CAASPP ELA assessment in grades 3-6. In TK-2, the focus is on sound-letter correspondence, phonics, decoding, and fluency. In grades 3-6, the focus is on comprehension and vocabulary to understand informational text.

Identified Need

Students in kindergarten through second grade are focusing on foundational literacy skills. Kindergarteners are working on phonemic awareness, phonics, blending and segmenting, decoding CVC words, and learning sight words to build fluency. In 2022, 92% of kindergarteners met proficiency on the Early Reading Screener. According to ESGI, 95% of students met the District benchmark for decoding CVC words. Using ESGI assessments, 91% met the District benchmark for sight word knowledge.

First grade students are focusing on expanding their sight word recognition and expanding their mastery of phonics as they learn more complex letter patterns such as vowel digraphs. First graders continue work on fluency so they can comprehend when they read. According to the District Fastbridge screeners, 85% of all first graders demonstrated proficiency on the Early Reading assessment while 91% of English learners (ELs) (11 students) were proficient. Fluency appears to be an area of need, as 55% of all first graders and 45% of ELs met the District benchmark on the Fastbridge CBM Fluency assessment.

Second grade students expand further on their decoding skills, learning more complex sound spelling patterns. They are breaking apart multisyllabic words to increase fluency and build their comprehension of text. According to Fastbridge data, 78% of all second graders and 55% of ELs (9 students) met District benchmark on aReading. On the CBM Fluency assessment, 75% of all students met benchmark while 58% of ELs met benchmark, indicating that fluency is an area of need for next year's third grade students.

Students in grades 3-6, are focusing on ensuring reading foundational skills are solidified so that they can make the transition from learning to read to reading to learn. As they become more fluent, students can focus on reading critically for deep meaning, skills that will be captured on the CAASPP assessments. While CAASPP assessment data is still not available at the site level as of the drafting of this document, the Fastbridge screeners are meant to be predictive of student performance on CAASPP. Below is a table indicating student performance on 2022 spring assessments.

Typically, the percentage of students who meet or exceed standard on the CAASPP ELA assessment is in the mid-to-upper 70% range. On the 2021 CAASPP, grade level results ranged from 73%-85% of students meeting or exceeding standard, with a low of 73% in 6th grade. The 2022 CAASPP ELA results ranged from a low of 69% to a high of 85%.

Historically, English learners (ELs) have not achieved at the same level as their English-only peers on District benchmarks and CAASPP. English learners will receive designated and integrated supports to ensure they have access to and can achieve master in grade level content. Designated supports include daily small group support in English language development during which they will receive front-loading of vocabulary and content for future lessons as well as explicit instruction on English language structures. Integrated supports include strategies such as use of anchor charts, multi-sensory strategies, use of visuals, and academic discourse. ELs have access to the small group instruction in tiers I, II, and III as well.

With all of the changes in our teacher staffing this year, the Valencia Valley Instructional Leadership Team will be more important than ever! During COVID, we focused on applying the knowledge we had on learning targets and success criteria to distance learning. Then, coming back in 2021-22, we worked to support learning recovery.

Our Instructional Leadership Team needs to lead us all back to the intentional work of a PLC, answering the four critical questions as grade-level teams:

- What do we want students to know and be able to do?
- How will we know that they have learned it?
- How will we respond when some students do not learn?

- How will we extend the learning for students who are already proficient

If we are to truly meet the needs of ALL students, these questions should guide our work as we review, celebrate, and strategically plan using data.

ELA CAASPP 2020-21/2021-22 Cohort Comparison

	% Exceeded 2021	% Exceeded 2022	% Met 2021	% Met 2022	% Partially Met 2021	% Partially Met 2022	% Not Met 2021	% Not Met 2022
2021-22 2nd Graders	N/A	49	N/A	23	N/A	17	N/A	11
2021-22 3rd Graders	51	53	27	19	10	11	11	17
2021-22 4th Graders	62	55	23	30	5	9	10	6
2021-22 5th Graders	43	34	33	35	10	23	13	8

Percentage of Students Met or Exceeded ELA Standard on CAASSP by English Fluency

2021-22 Grade	Number of English Learners	% Met or Exceeded All Students 2022	% Met or Exceeded English Learners 2022
3rd Grade	9	72	55
4th Grade	5	72	20
5th Grade	1	85	0
6th Grade	2	69	0

Annual Measurable ELA Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Reading Fluency Benchmark	End of Year Fluency Assessment 2019/2022 (goal 93%) Kindergarten: Not Required/Sight words 94%, CVC Words 95% First Grade: 70%/55% Second Grade: 85%/75%	End of Year Fluency Assessment 2023 Kindergarten- Sight words 97%, CVC Words 97% First Grade: 70% Second Grade: 85%
District Reading Skills Benchmark	Fastbridge Early Reading 2022 (percentage of students meeting or exceeding benchmark) Kindergarten- 92% First Grade- 85% Fastbridge aReading/CBM Fluency 2022 First Grade- N/A/55% Second Grade- 78%/75% Third Grade- 86%/88% Fastbridge aReading/AUTOREading 2022 Fourth Grade- 74%/95% Fifth Grade- 77%/99% Sixth Grade- 75%/96%	End of Year Fastbridge Assessment 2023 Kindergarten- Early Reading 95% First Grade- Early Reading- 88% CBM Fluency- 68% Second Grade- aReading- 81% CBM Fluency- 78%
CAASPP	CAASPP ELA Spring 2019 Third-Sixth Grade: 77% Met or exceeded standard 2021 CAASPP Outcomes Third Grade- 78% Fourth Grade- 85% Fifth Grade- 76% Sixth Grade- 72% 2022 CAASPP Outcomes Third Grade- 72% Fourth Grade- 72% Fifth Grade- 85% Sixth Grade- 69%	CAASPP ELA Spring 2023 Third Grade- 81% Fourth Grade- 87% Fifth Grade- 79% Sixth Grade- 75%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

All students will be assessed using the District universal screening to determine students' baseline and inform small, flexible groups for targeted instruction within the classroom. Throughout the year, students will be re-grouped based on needs indicated in grade-level common formative assessments as well as progress monitoring data.

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, Other State, and/or Local.

Amount(s)	Source(s)
N/A	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Teacher-identified Groups of Students

Strategy/Activity

During "What I Need" (WIN) time, all students will receive lessons at their instructional level. Identified students will participate in targeted instruction based on needs indicated through tier 1 instruction common formative assessments, and progress monitoring data. Teachers will collaborate with the intervention team (Learning Support Teacher, WIN Teacher, 3 Curriculum Specialists) to plan and provide 6-8 week cycles of WIN 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)
\$65,000: 1 WIN Teacher- part time, 2 Curriculum Specialist, part time	Supplemental Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

With all of the changes in our teacher staffing this year, the Valencia Valley Instructional Leadership Team will be more important than ever! During COVID, we focused on applying the knowledge we had on learning targets and success criteria to distance learning. Then, coming back in 2021-22, we worked to support learning recovery.

Our Instructional Leadership Team needs to lead us all back to the intentional work of a PLC.

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, Other State, and/or Local.

Amount(s)	Source(s)
\$20,000 (planned carryover from 2021-22)	Site Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Primary Students

Strategy/Activity

Teacher Professional Development

First Grade, resource, and intervention teachers participated in 3/5 sessions of Explicit Phonics (EP) training provided by a District coach. They began using strategies in their small group instruction in spring 2021 and saw growth in their students' phonics and decoding skills. Four of our primary teachers have retired, including some in the group who attended the training. We will need to finish training with the original group of teachers and initiate explicit phonics training for the primary teachers who are new to Valencia Valley or haven't had access.

Kindergarten and second grade teachers will participate in EP training.

Select teachers and curriculum specialists will participate in the CORE professional development.

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)
\$ 10,000- teacher extra hourly and/or guest teacher cost	Supplemental Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Students not performing at grade level

Strategy/Activity

Upper grade teachers will explore the intervention materials in our adopted Benchmark ELA program to determine whether they have appropriate resources to address students' phonemic awareness and phonics needs. Grade level teams will be able to purchase grade-level appropriate intervention materials as-needed. For example, leveled decodable text for upper grade students still working on phonics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,000	Supplemental Allocation

Goal 2-Math

All students will meet or exceed end of year grade level expectations in math as measured by District universal screener tools in grades TK-2 and CAASPP mathematics assessment in grades 3-6.

Identified Need

Common Core K-6 math standards call for strong foundational skills with an emphasis on number sense and facility with mathematical practices. While the curriculum does spiral, it is clear and sequenced. Kindergarten instructional focus is on counting and cardinality, counting and comparing, and basic place value. Students in first and second grade build on this knowledge, learning to solve algorithms and real world problems. They strengthen their math fluency and learn basic fraction, measurement, and time concepts. Students in grades 3-6 are solidifying their foundational skills so they can use that knowledge to understand concepts in multiplication and division. Upper grade students are reasoning more abstractly and using a variety of models to make sense of real world problems.

Our 2022 spring Fastbridge screener data indicated that 94% of our kindergarteners met the District benchmark on their early math assessment. 91% of our first graders demonstrated proficiency on the screener and 75% of our second graders met benchmark.

The Fastbridge aMath screener data is meant to be predictive of CAASPP results for 2022. According to the Fastbridge data, we should have expected similar results to the following: third grade 87% of students met proficiency, 77% of 4th graders met, 78% of fifth graders, and 83% of sixth graders were expected to meet proficiency on the math portion of the CAASPP test. Our Fastbridge data for math did not show to be predictive of our CAASPP results. Below you will see results ranging from 63% of students meeting or exceeding standard in fourth grade to just 75% of students in sixth grade. We will need to be sure students have access to both ELA and Math intervention in 2022-23.

Historically, English learners (ELs) have not achieved at the same level as their English-only peers on District benchmarks and CAASPP. English learners will receive designated and integrated supports

to ensure they have access to and can achieve master in grade level content. Designated supports include daily small group support in English language development during which they will receive front-loading on vocabulary and content for future lessons as well as explicit instruction on English language structures. Integrated supports include strategies such as use of anchor charts, multi-sensory strategies, use of visuals, and academic discourse. ELs have access to the small group instruction in tiers I, II, and III as well.

MATH CAASPP 2020-21/2021-22 Cohort Comparison

	% Exceeded 2021	% Exceeded 2022	% Met 2021	% Met 2022	% Partially Met 2021	% Partially Met 2022	% Not Met 2021	% Not Met 2022
2021-22 2nd Graders	N/A	41	N/A	25	N/A	22	N/A	12
2021-22 3rd Graders	44	39	27	24	14	26	14	11
2021-22 4th Graders	35	44	37	23	18	22	10	11
2021-22 5th Graders	22	54	27	21	30	14	22	11

Percentage of Students Met or Exceeded Math Standard on CAASSP by English Fluency

2021-22 Grade	Number of English Learners	% Meet or Exceed All Students 2022	% Meet or Exceed English Learners 2022
3rd Grade	9	66	55
4th Grade	5	63	40
5th Grade	1	67	100
6th Grade	2	75	100

Annual Measurable Math Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Benchmark Assessments	2022 Outcomes	Fastrbridge Math Spring 2023
	Fastbridge Early Math 2022	Fastbridge Early Math 2022

	(percentage of students meeting or exceeding benchmark) Kindergarten- 94% First Grade- 91% Fastbridge aMath/Math Automaticity 2022 Second Grade- 75%/N/A Third Grade- 87%/95% Fourth Grade- 77%/91% Fifth Grade- 78%/94% Sixth Grade- 83%/95%	(percentage of students meeting or exceeding benchmark) Kindergarten- 97% First Grade- 94% Fastbridge aMath/Math Automaticity 2022 Second Grade- 80%/N/A Third Grade- 90%/97% Fourth Grade- 80%/93% Fifth Grade- 80%/95% Sixth Grade- 86%/96%
CAASPP	CAASPP Math Spring 2019 78% of students in grades 3-6 met or exceeded standard 2021 CAASPP Outcomes Third Grade- 71% Fourth Grade- 72% Fifth Grade- 48% Sixth Grade- 63% 2022 CAASPP Outcomes Third Grade- 66% Fourth Grade- 63% Fifth Grade- 67% Sixth Grade- 75%	CAASPP Math Spring 2023 Third Grade- 87% Fourth Grade- 77% Fifth Grade- 78% Sixth Grade- 83%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

All students will be assessed using the District universal screening to determine students' baseline and inform small, flexible groups for targeted instruction within the classroom. Throughout the year, students will be re-grouped based on needs indicated in grade-level common formative assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
No funding needed, part of regular programming	N/A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Teacher-identified Groups of Students

Strategy/Activity

During “What I Need” (WIN) time, all students will receive lessons at their instructional level. Identified students will participate in targeted instruction based on needs indicated through tier 1 instruction, common formative assessments, and progress monitoring data. Teachers will collaborate with the intervention team (Learning Support Teacher, WIN Teacher, 3 Curriculum Specialists) to plan and provide 6-8 week cycles of WIN 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)
\$65,000: 1 WIN Teacher- part time, 2 Curriculum Specialist, part time	Supplemental Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Teachers will provide an “assigned focus” for Dreambox and students will complete 5-7 lessons per week. The purpose of the “assigned focus” component of Dreambox is to provide additional support to students on specific standards as well as provide extension opportunities.

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)
N/A	District Funded

Goal 3-

Valencia Valley Elementary School staff and community will provide a safe learning environment in which students feel connected to school and they have social emotional learning supports they need.

All well students will attend school every day.

Identified Need

The California Healthy Kids Survey is given to 5th graders across the state each year. The intent is to gather student input on school climate. With the changing conditions over the COVID years, our data is a bit all over the place, however, there are concerning results in three particular indicators.

It is important to interpret the results of this survey with caution, as it is the perspective of a select group of students on campus, only 5th graders.

Unfortunately, the CHKS questions were not the same this year, making it impossible to measure progress on our proposed goals. However, our CHKS results on three specific indicators over time are shown below.

Indicator of School Climate	% of Students Reporting “Yes, most of the time” or “yes, all of the time”		
	19-20	20-21	21-22
School Connectedness	81	72	71
Social Emotional Learning Supports	82	91	68
Feel Safe at School	86	86	67

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022	Expected Outcome 2023
CHKS School Connectedness	71%	81%
CHKS Social Emotional Learning Supports	69%	82%
CHKS Feel Safe at School	67%	86%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

PBIS Incentives will be bolstered to add a student store, which will be run by PTA volunteers. Students will be able to choose to use their tickets to enter the drawings for the prize trolley or save their tickets to purchase experiences or items from the student store.

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)
\$3960	PBIS

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

UPK through third grade teachers will use Kelso's Choices, a research-based conflict resolution curriculum to develop a common language and practices around resolving conflict independently.

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)
\$2,000- materials	Base Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The full time school counselor will provide grade-level appropriate social skill lessons to all students within their classes. Grade spans will decide upon any specific resources they would like to use, if needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,000- materials	Base Grant

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Students who have behavior challenges

Strategy/Activity

PBIS check in/check out system whereby students who have behavior challenges are paired with a staff member with who they can check in regularly, giving them an additional caring adult on campus with whom they have a positive relationship.

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)
N/A	N/A

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Weekly Monday morning assemblies to set the tone for the week. During these assemblies, we will recognize students monthly for citizenship awards along with other positive recognitions.

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- materials	Base Grant

Goal 4-

All well students will attend school every day.

Identified Need

Our attendance rate dropped below 95% during the 2021-22 school year, which was lower than 2020-21. We typically maintain closer to 97-98%. Many of the absences were not illness related. Some were due to family vacations or student school refusal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Rate	95-96% monthly attendance rate January-June 2021 Attendance rate overall for 2021-22 was 94.7 with a high rate of chronic absenteeism	Maintain a monthly rate of 98% or higher August 2022-June 2023

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

We will continue our attendance incentive program but adjust it slightly. We will leverage the A2A resources to honor students for having no unexcused absences. In a time when it is especially important to stay home when you are ill, we would like to acknowledge all students who come to school every day possible. They will receive a certificate and a small prize. The two classes with highest rates of attendance will be rewarded with keeping our Vic mascot in their classroom for the following month.

The principal will share facts regarding the importance of regular student attendance as well as the effects of poor attendance on student achievement and well-being in a special section of the weekly SMORE. This will include information regarding the fiscal impact on the District.

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)
\$2,000- materials and incentives	Base Grant, PBIS

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Chronically Absent Students

Strategy/Activity

When students have reached 10% of school days absent, they are considered “chronically absent.” We will monitor students’ absence rates and identify students who are approaching chronic absenteeism and meet with the parents and students to develop an attendance contract with rewards built in to accomplish attendance goals.

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- materials and incentives	Base Grant, PBIS

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	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 163,048

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 (\$)
Base Grant	\$51,000
Supplemental Allocation	\$ 112,048
PBIS	\$ 3,960

Total of federal, state, and/or local funds for this school: \$ 167,008