

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Valencia Valley Elementary School

A California Distinguished School



23601 Carrizo Dr.

Valencia CA 91355

2020-21

County-District School (CDS) Code: 19 64832 6107171

School Site Council Approval: July 8, 2020

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Valencia Valley School Mission Statement

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

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.

All Kids are Our Kids.

School Profile/Context/Demographics

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 maintains an average enrollment of 711 students in grades TK-6, and offers class size reduction in grades K-3. Twenty-two different languages are spoken by students and families of VV, and the school continues to become more and more diverse. During the 2019-20 school year, Valencia Valley's student population was 53% White, 31% Hispanic, 9% Asian, 2% Black/African American and 5% other ethnicities. English Learners comprise about 6% of our student body. Valencia Valley also has the NSD SDC 3 Program, in which 26 students are enrolled in grades K-1, 2-3 and 6. 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 and two SDC classrooms.

For the 2020-21 school year, it is anticipated that Valencia Valley School staff will include:

Administration	<ul style="list-style-type: none">• 1 Principal – Full Time• 1 Assistant Principal – Half 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">• 26 General Education Teachers• 2 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 (.47) Tier II/Tier III Intervention - Teacher• 1 Curriculum Specialist - Part Time• 2 Behavior Support Specialists

Special Education Staff	<ul style="list-style-type: none"> • 1 (.80) Psychologist • 1 Resource Specialist - Full Time • 1 Speech and Language Pathologist • 2 Occupational Therapists - Part Time • 1 Adaptive Physical Education Teacher • 4 Instructional Assistants - Part Time
Other Support Staff	<ul style="list-style-type: none"> • 1 Counselor- Part Time • 1 Library/Media Technician- Part Time • 1 Support Specialist- Science • 1 Support Tech - Technology - Full Time • 6 Safety Supervisors • 1 Day Custodian • 2 Night Custodians • 2 Cafeteria Staff

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 Blackboard Connect Ed to send text, email, and phone notifications to families, as needed. During the COVID-19 school closures, administration also met with families in weekly Zoom meetings to encourage family connection to school.

Administration uses a weekly schedule to communicate with staff as they plan for meetings for all staff, IEPs, team leaders, 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.

Valencia Valley as a Community

Valencia Valley students and staff benefit from a strong PTA, reporting 10,475 volunteer hours and \$51,421 raised in 2019-20, even with COVID-19 closures March-June! Our very active PTA provides many opportunities for family engagement in our school. They plan events such as Evening Under the Stars, fall carnival, Veterans Day Celebration, book fair, science fair, Variety Show, assemblies, and field trips, to name just a few.

This year, PTA hosted a fundraiser with APEX with the goal of raising enough money for a shade structure over the playground. The structure was installed this spring!

Valencia Valley also benefits from a Technology Foundation, whose members host many small fundraisers throughout the year with a larger Tri-R-Athon each spring. This year, Foundation raised about \$20,000, which is used to provide Accelerated Reader, Brain Pop, Scholastic, and other technology resources to students. This year, the Foundation purchased two-way radios to support student safety.

California School Dashboard

High expectations and level of rigor is a long tradition in the Newhall School District and Valencia Valley Elementary School. One of the ways that we continue to measure our school's performance is through the new California School Dashboard (www.caschooldashboard.org). The Dashboard is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. California's new school accountability system provides a more complete picture of how schools are meeting the needs of all students.

There are three important advantages to California's approach:

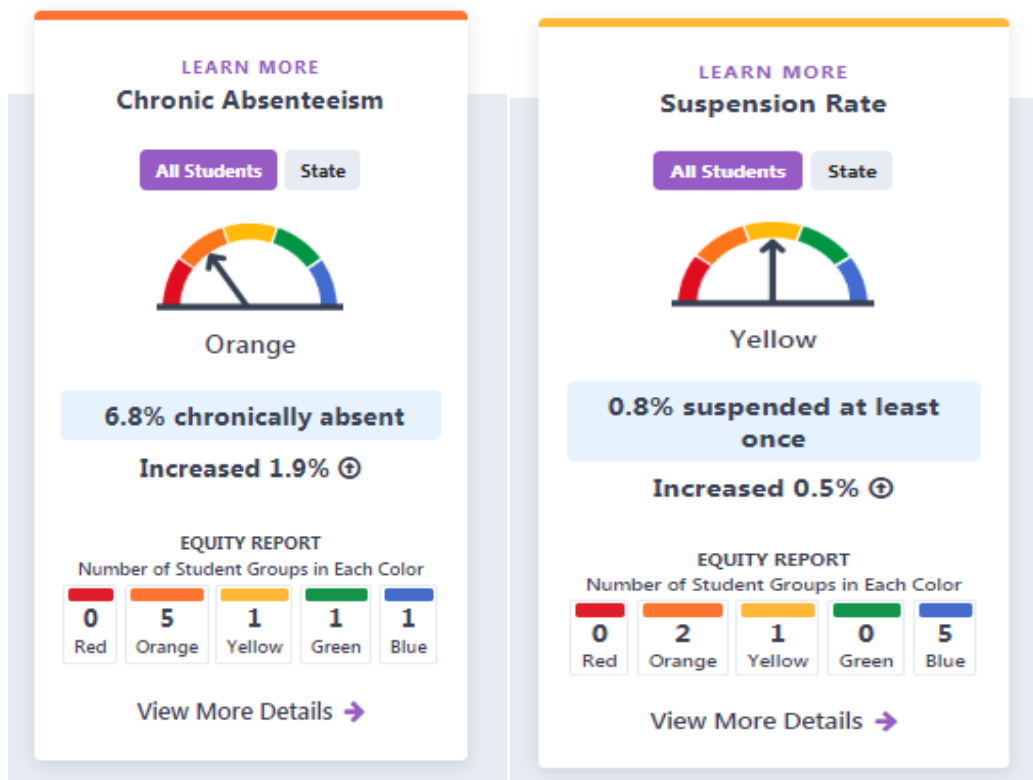
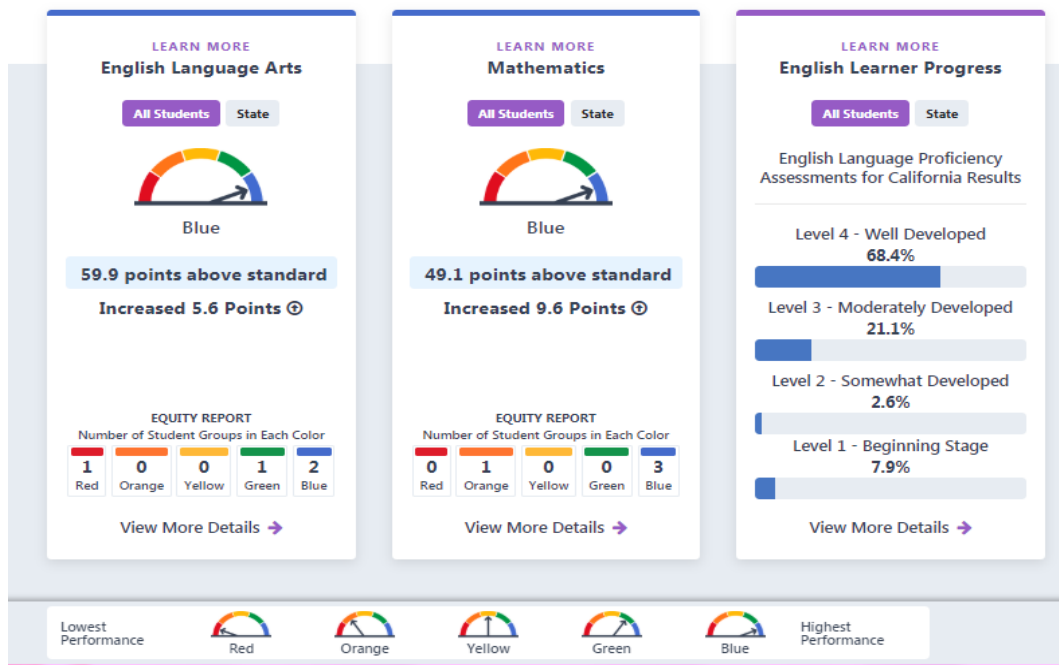
- More than a single number: The multiple measures of student success define a quality education more broadly than a single test score.
- Equity: There is an increased focus on identifying and addressing disparities among student groups.
- Support for Local Decision Making: State accountability tools provide information to support the local planning process around improving student performance.

The state indicators are based on data that is collected consistently across the state from districts through the California Longitudinal Pupil Achievement Data System (CALPADS) and testing vendors. The state indicators that are measured for elementary schools are:

- Academic Indicator (reported separately for English language arts/literacy and mathematics assessments)
- English Learner Progress
- Suspension Rate

There are five performance levels to indicate a school's performance in each of the state indicators. Schools strive to be in the green and blue performance levels.

****Due to Covid-19 19/20 CAASPP testing was canceled. The results below are from the 18/19 school year.**



Reference of Acronyms

Within education, there are countless numbers of acronyms to provide a “shorthand” for commonly used words and phrases. Listed below are the common acronyms, which will be used throughout this document.

CAASPP	California Assessment of Student Performance and Progress
CEL	Center for Educational Leadership
CFA	Common Formative Assessment
CPM	College Preparatory Math-6th grade curriculum
CS	Curriculum Specialist
DL	Distance Learning
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELPAC	English Language Proficiency Assessment of California
EO	English Only
GATE	Gifted and Talented Education
GLAD	Guided Language Acquisition and Development
IAB	Interim Assessment Block
IEP	Individualized Educational Plan
ICA	Interim Comprehensive Assessment
ILP	Individualized Learning Plan
ILT	Instructional Leadership Team
PBIS	Positive Behavior Interventions and Support
PLC	Professional Learning Community
RACE	<p>ELA: Restate the Question, Answer the Question, Cite Evidence, Explain the Answer</p> <p>Math: Read and Restate, Assemble a Model, Calculate Your Answer, and Elaborate</p>

RFEP	Reclassified Fluent English Proficient
Rtl	Response to Intervention
Tier I	Core Instruction
Tier II	Intervention
Tier III	Significant Intervention
WIN	“What I Need”/Tier II intervention time

Executive Summary

Goals for the 2020-21 School Year

- Prepare for the possibility of Distance Learning continuing in 2020-21
- Begin the year evaluating student readiness and needs following school closures in 2019-20
- Commit to NSD Best Practices in every building classroom and Google Classroom
- Support students and staff as special education students are included in the general education setting
- Continue to refine our work with Year 2 PBIS full implementation, including strategies in Distance Learning
- Ground instruction and teacher evaluation in the 5 Dimensions of Teaching and Learning from Center of Educational Leadership
- Maintain a safe and secure school for all students
- Ensure the well-being of all students socially and emotionally
- Increase attendance rates with attendance incentives from PBIS and attendance awards
- Keep suspension rates low
- Continue to increase parent involvement in various ways
- Continue to commit to an authentic PLC culture
- Integrate new staff and families to our school

Student Focus

- Ensure families have access to devices and programs they need to participate in Distance Learning, as necessary
- Ensure families have the support needed to be successful using the Google Suite
- Provide students with re-teaching of foundational skills necessary to be ready for current grade-level curriculum
- Kindergarten through sixth grade to be provided What I Need (WIN) time, 2 to 4 times a week in ELA/Math or both. WIN time will address current student needs based on assessment data. Teachers will deliver cycle of instruction based on those needs for a 4 to 6 week period. At the end of a cycle, students will take a post assessment to determine the effectiveness of the intervention and the skills mastered
- School wide designated ELD instruction 5 days a week for 30 minutes
- School wide goal around learning targets using “I Can” statements (Learning Targets) and student self-assessment
- Purposeful increase in student discourse or “student talk” across grade levels
- Increased work with counselor and school psychologist to promote the social well-being of all students through group sessions, class presentations and individual counseling sessions.

- Participation in Valencia Valley's PBIS program setting the framework for common language around school expectations.
- Provide student access to technology as needed in class and at home
- Encourage the use of Dreambox and RazKids in class and at home

Staff Focus

- Develop skills to provide high quality Distance Learning instruction using the Google Classroom
- Administration to continue their partnership with CEL around the work of eliminating the achievement gap, using the 5D and 5D+ for professional development and teacher evaluation
- Work with Student Support Services staff to ensure students and staff are supported in inclusion of students with special needs
- The ILT will work to refine work around supporting all students by creating cohesive schedules and administering professional development.
 - WIN
 - Learning Targets - I Can statements - school wide focus
 - Student Self-Assessment - using Success Criteria
 - Work in the CEL 5D framework
- ILT and teachers to continue to work and grow in our PLC practice
- Continue to work with the site EL lead and district coaches to further our knowledge and implementation of designated and integrated supports for ELs
- Encourage teachers to make use of DreamBox and track student progress
- Implement PBIS expectations/standards of behavior and recognition structures
- Increase work with district literacy coaches and NGSS Science coaches

Family/Community Focus

- Provide training and support to families for Distance Learning
- Provide technical support to families at home
- Work with PTA to continue to bring the community together remotely
- Principal to send weekly Sunday SMORE electronic newsletter via email
- Use Blackboard to send timely notifications to families
- Keep the school's website current with relevant and updated information
- Continue to use Instagram (@valenciavalleyvikings) as a communication tool
- Promote parent involvement in PTA, Technology Foundation, ELAC, DELAC and other school and District committees and events
- Establish a safe and secure campus for students through regularly scheduled emergency drills and posted emergency plans in all classrooms and offices.
- Create and distribute PBIS parent information, including a Distance Learning component to increase family support

**Valencia Valley Elementary School
Grade K 2020-2021
ELA Plan**

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Students will meet or exceed proficiency on District Narrative Writing Assessment.	85%	**
Basis for Goal: Why this one over others?	In order for students to be able to write proficiently, they must have a strong foundation in sound-symbol relationships and be able to organize their ideas. By choosing writing as a focus, we are building the prerequisite skills into the goal.	

2019-20 DATA: PERCENT PROFICIENT							
Student Group	#	Tri 1 Sight words	Tri 2 Sight words	Tri 3 Interim 4	Opinion Writing	Information Writing	Narrative Writing
All	98	84%	83%	**	73%	**	**
White	61	87%	86%	**	77%	**	**
Hispanic	23	74%	75%	**	61%	**	**
Asian	9	100%	89%	**	86%	**	**
EL	11	91%	73%	**	64%	**	**
EO	83	82%	84%	**	73%	**	**
RFEP	0	0	0	**	0	**	**
Students with Disabilities	13	69%	62%	**	46%	**	**

** Due to COVID-19 and distance learning, students were not assessed for Tri 3 Interim 4, Information Writing, and Narrative Writing.

AREAS of SUCCESS

Teacher Actions

- Teachers started teaching the different writing genres earlier in the year. Students were writing on each genre at least once a month
- Students were on track based on writing samples done during class to meet the goal set forth for this year
- Teachers implemented a daily phonemic awareness program starting in January and continued it through distance learning
- Kindergarten Team met for vertical articulation with the TK Teacher and 1st Grade Team at least once a month
- Curriculum Specialists did an RTI rotation on name writing at the beginning of the year.
- SDC Teacher was involved in Kindergarten PLC meetings
- Students with Disabilities were mainstreamed based on IEP plans. All students were mainstreamed for at least 45 minutes a day
- Teachers provided a rich learning experience through distance learning despite the challenges. Feedback from parents was overall positive
- Based on some assessment completed during distance learning students were showing progress and growth

AREAS of GROWTH

Teacher Actions

- Begin implementation of the daily phonemic awareness program starting in August
- Teachers will implement the writing program again towards the beginning of the year
- Continue collaboration with the SDC and RSP Teacher to include SWD and accommodate their needs
- Continue vertical articulation with TK Teacher and 1st Grade Team

2019-20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (Site / LCAP)	ACTUAL EXPENDITURES
Use ELA Proficiency Map and Priority Standards during PLC, collaboration, and Vertical articulation (All Students)	Teachers met in PLC to plan and collaborate on lessons. Team met with grades above and below to discuss essential standards and how skills and learning has transferred to the next grade level to see growth and areas to improve upon.	None	None

Refine/develop ELA Learning Targets during collaboration (All Students)	During PLC meetings, the Team discussed learning targets. Team also started having conversations around success criteria.	None	None
WIN groups (2 days/week) (All Students)	Teachers created WIN groups based on assessment data. WIN groups focused on: letter identification, letter sounds, and CVC words.	.47 Teacher \$33,346	.47 Teacher \$33, 028
Increased ELD to 3-4 days/week, focusing on correct grammar (English Learners)	Teachers work collaboratively to deliver Designated ELD instruction. ELD students are pulled in groups for 30 minutes. Teachers rotated every Benchmark Unit.	None	None
Integrated supports for EL students which will also benefit all students (i.e. sentence frames, scaffolding, metacognitive strategies, etc) (EL Students)	Teachers provided sentence frames, scaffolded instruction, and provided students multiple opportunities throughout the day to engage in student talk.	None	None
Begin using Success Criteria as soon as January (All Students)	Teachers were in the process of learning how to incorporate success criteria into daily lessons, prior to COVID-19 school closure.	None	None
Mainstreaming SpEd (Special Education students)	Students with disabilities were mainstreamed into the General Education setting based on IEPs and those students who were not able to be	None	None

	mainstreamed were presented the material with scaffolding.		
Decodable books and Sight word Rainbow Words (All Students)	Students received decodable phonics booklets as a part of their weekly homework. Rainbow words (high frequency word) were given and assessed throughout the year in order to help students become more fluent readers	None	None
Primary writing journals with daily writing starting Dec-Jan (All Students)	Teachers provided opportunities for students to engage in writing activities in September. Teachers began teaching the different writing genres as early as October. All three genres were taught prior to the school closure although only opinion writing was assessed.	None	None
RAZ Kids (All Students)	Introduced in December to increase confidence and fluency in reading as well as computer skills. In addition, depending on the student's independent reading level, they were given opportunities to practice comprehension skills.	District Funded	District Funded

OVERALL EFFECTIVENESS OF STRATEGIES**CHANGES TO STRATEGIES**

WIN Groups	Continue and possibly start earlier
PLC: Team met during PLC to analyze student data and design WIN cycles	Continue
Collaboration: Team met weekly (outside of PLC) to discuss and plan lessons together	Continue
Designated ELD 4 days/week	Continue
Writing: Teachers provided opportunities for students to engage in writing activities in September. Teachers began teaching the different writing genres as early as October. All three genres were taught prior to the school closure although only opinion writing was assessed.	Continue
Phonemic Awareness: Teachers saw a need for additional support with phonemic awareness skills and implemented a daily routine of working on phonemic awareness: letters, sounds, blending, syllables, rhyming, word families and nursery rhymes, etc.	Continue but start at the beginning of the year

2020-21 Plan

	2020 - 21	2021 - 22	2022-23
GOAL: Students will meet or exceed proficiency in decode CVC words.	85%	88%	92%
Basis for Goal: Why this one over others?	Being able to decode CVC words is the foundational skills needed to be successful readers in the future grades.		

2020-21 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
Use ELA Proficiency Map and Priority Standards during PLC, collaboration, and Vertical articulation	Teachers will meet for PLC to plan using ELA Proficiency Maps and Essential standards. Team will also work with Grade level	None

(All Students)	above and below for vertical articulation.	
Learning Targets (All Students)	Learning targets will be posted, reviewed. Teachers will work on developing success criteria to provide students the ability to assess their own learning.	None
Phonemic Awareness (All Students)	Teachers will incorporate a routine focused on phonemic awareness skills at least 4 days a week.	None
WIN groups (2 days/week) (All Students)	Students will receive intervention on content standards depending on their level.	Curriculum Specialist: \$15,035
ELD (4 days/week) (English Learners)	With more targeted support, EL students will have improved access to grade level curriculum, moving us closer to eliminating the achievement gap	None
Integrated supports for EL students which will also benefit all students (i.e. sentence frames, scaffolding, metacognitive strategies, etc) (EL Students)	EL students will be supported with scaffolds in order to access grade level content.	None
Mainstreaming SpEd (Special Education students)	Special Education students will have access to grade level curriculum	None
Decodable books and Sight word Rainbow Words (All Students)	Students will receive phonics and sight word support to become more fluent readers.	None
Primary writing journals with daily writing starting Oct-Dec (All Students)	Students will practice writing daily as early as October.	\$200
RAZ Kids (All Students)	Students have access to individualized ELA practice	District Funded
Benchmark Online (All Students)	Students and parents have access to Benchmark curriculum	District Funded

	at home, allowing for additional practice in grade level content	
Distance Learning Plan (All Student)	<p>Prepare live and video recorded lessons</p> <p>Prepare ELD groups</p> <p>Small group differentiated lessons</p> <p>Develop CFAs</p> <p>Provide feedback through the work students submit</p>	District funded

**Valencia Valley Elementary School
Grade K 2020-21
MATH Plan**

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Math Fluency	Addition 97% Subtraction 85%	**
Basis for Goal: Why this one over others?	If students are able to fluently add and subtract numbers to ten, it gives a good foundation for success in the future grades.	

2019-20 DATA: PERCENT PROFICIENT									
Student Group	#	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Fluency
All	100	96%	94%	71%	89%	89%	**	**	**
White	60	98%	93%	83%	93%	92%	**	**	**
Hispanic	25	96%	100%	48%	80%	87%	**	**	**
Asian	9	89%	100%	78%	78%	78%	**	**	**
EL	11	91%	89%	45%	91%	90%	**	**	**
EO	85	98%	94%	75%	89%	88%	**	**	**
Students with Disabilities	13	85%	75%	42%	69%	85%	**	**	**

** Due to COVID-19 and distance learning, students were not assessed for Unit 6, 7 and Math Fluency.

AREAS of SUCCESS

- For Unit 1,SWD scored 15% higher in the number of students proficient or exceeding proficiency.
- For Unit 2 overall, the number of students who were proficient or exceeded proficiency increased by 5%. All sub-groups except for EL students showed an increase.
- For Unit 3, SWD scored 22% higher in the number of students proficient or exceeding proficiency and EL students scored 5% higher.
- Unit 5, all groups showed growth in number of students proficient or exceeding with a huge increase in the EL sub group by 40%.

Teacher Actions:

- Teachers were intentional with making sure EL students were engaged in academic discourse.
- SDC Teacher planned with Kindergarten Team
- All Students with Disabilities were given the opportunity for mainstream in the area of math.
- Students engaged in workplaces daily.
- Teachers encouraged and foster opportunities for student talk
- Used DreamBox regularly and introduced in October.

AREAS of GROWTH

- For unit 3, the number of students who met or exceeded proficiency was lower (71%) compared to the previous year (78%). 3 out of the 5 sub-groups showed a decline of at least 3% to 5% with the exception of the Hispanic sub group which has a decline of about 17%.
- For unit 4, the percentage of students who met or exceeded standards decreased slightly in 3 out 5 sub groups with a bigger decrease of 9% to 12% decrease in Hispanic and EL.

Teacher Actions:

- Spend time reinforcing vocabulary
- Spend more time on computation, fluency, and Number Corner
- Pull up students for review
- Find math games to support skills that can be used in small groups

2019-20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES (SITE/LCAP)
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Math Workplaces (All Students)	Workplaces were utilized daily to reinforce skills that were being taught or reviewed. Teachers created and added additional workplaces to reinforce skills.	None	None
Refine/develop math Learning Targets during collaboration (All Students)	Teachers posted and reviewed learning targets throughout their lessons and students repeated or discussed learning targets.	None	None
Number Corner: Spend more time on computational fluency (All Students)	Engaged students in Number Corner daily	None	None
DreamBox (All Students)	Students had access to Dreambox at home and in the computer lab starting in October. Dreambox was also used at times in the classroom.	District Funded	District Funded
PLC (All Students)	Team met regularly for PLC meetings to discuss student progress. SDC Teacher was included in PLC planning with the Kindergarten grade team.	None	None
Student Talk (All Students)	Students engaged in conversations about math concepts in which academic vocabulary was highly reinforced.	None	None
Manipulatives	Students had access and engaged in hands-	None	None

All Students)	on activities to help build their understanding of concepts taught.		
Mainstream SWD (Students with Disabilities)	Students with disabilities were mainstreamed into the General Education setting based on IEPs and those students who were not able to be mainstreamed were presented the material with scaffolding and support.	None	None

OVERALL EFFECTIVENESS OF STRATEGIES

CHANGES TO STRATEGIES

Collaboration between the General Education Teachers and SDC Teachers in planning and mainstreaming	Continue
Students had the opportunity to engage in movement, song and enriching visuals to support skills taught. Literature stories were also used.	Continue
Providing more opportunities for student talk meant that students were able to demonstrate understanding by using the language of the discipline.	Provide even more structured opportunities for student talk, planning them along with the lessons especially with our English Language Learners.
Use of Bridges Home Connections for homework	Continue
Workplaces: Workplaces were taught explicitly. Students engaged in workplaces daily to continue reinforcement of skills taught.	Continue

2020-21 Plan			
	2020 – 21	2021 - 22	2022-23
GOAL: Students will be able to fluently add and subtract within 5.	85%	87%	90%
Basis for Goal: Why this one over others?	If students are able to fluently add and subtract numbers to 5, it gives a good foundation for success in the future grades.		

2020-21 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
Math Workplaces (All Students)	Students will have targeted practice on math skills.	None
Learning Targets: (All Students)	Learning targets will be posted, reviewed. Teachers will work on developing success criteria to provide students the ability to assess their own learning.	None
DreamBox (All Students)	Students will have access to practice at their level in the computer lab and at home.	District Funded
PLC (All Students)	General Education Teacher and SDC Teacher to meet regularly for PLC meetings to discuss student progress and plan to address student needs.	None
Student Talk (All Students)	Students will use academic vocabulary to discuss grade level math content. Teachers shall provide sentence frames to foster academic discourse.	None
Manipulatives	Students will use hands-on	None

All Students)	materials to help reinforce skills being taught.	
Mainstream SWD (Students with Disabilities)	Students with disabilities will have access to grade-level curriculum in the least restrictive environment, as appropriate.	None
Distance Learning Plan (All students)	<p>Prepare live and video recorded lessons</p> <p>Prepare ELD groups</p> <p>Small group differentiated lessons</p> <p>Develop CFAs</p> <p>Provide feedback through the work students submit</p>	District Funded

Valencia Valley Elementary School
Grade 1 2020-21
ELA Plan

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Students will meet or exceed proficiency on Gr. 1 Reading Fluency assessment.	60%	**
Basis for Goal: Why this one over others?	This assessment measures student proficiency accurately, reads and comprehends grade level text indicating readiness for the next grade level.	

2019-2020 DATA: PERCENT PROFICIENT								
Student Group	#	Tri 1 Interim 2	Tri 2 Interim 3	Tri 3 Interim 4	Opinion Writing	Information Writing	Narrative Writing	19-20 Gr. 1 Reading Fluency
All	107	81%	86%	**	68%	**	**	**
White	67	87%	92%	**	69%	**	**	**
Hispanic	27	78%	81%	**	71%	**	**	**
Asian	8	63%	50%	**	75%	**	**	**
EL	6	67%	75%	**	67%	**	**	**
EO	99	84%	87%	**	69%	**	**	**
RFEP	0	0	0	**	0	**	**	**
Students with Disabilities	11	45%	33%	**	22%	**	**	**

** Due to COVID-19 and distance learning, students were not assessed for Tri 3, Informative, Narrative and Reading Fluency.

AREAS of SUCCESS

- Compared to last year, overall more students met or exceeded proficiency on TRI 1 (81%) and TRI 2 (86%) assessments.
- When looking at sub groups, 5 out of 6 sub-groups had more students who met or exceeded proficiency on TRI 1 and TRI 2.
- For our WIN cycles as we moved throughout the year we saw more and more students meeting the fluency benchmark set out. We were on track with meeting or exceeding our goal for fluency this year, but due to the COVID-19 closures we were not able to assess.

Teacher Actions:

- Teachers attended ELD professional development at the end of the last school year with district ELD coaches.
- Used priority standards as a guide for planning instruction
- Used ELA Proficiency Map to be sure core instruction and intervention were aligned with essential standards
- Learning targets were used for ELA
- Used A/B partners to increase student discourse
- Teachers implemented Daily 5
- Mainstreamed SWD according to their IEPs
- Used CFAs to group students for WIN
- Re-structured our WIN time. As a grade level, we moved the whole grade level during the WIN rotations. Students who did not need decoding or fluency practice, worked on reading comprehension and finding text evidence. We used the WIN support staff to assist teachers in the lowest fluency groups so that group sizing was smaller.
- Started WIN Rotations earlier in the year (September)
- Teachers work collaboratively to deliver Designated ELD instruction. Each Teacher taught a Unit of ELD instruction. ELD students are pulled in groups for 30 minutes and teachers rotate every Benchmark Unit. We are using the ELD lessons and supporting with more opportunities to read, write and turn and talk. Sentence frames were posted. "I can" statements were being used.

AREAS of GROWTH

- Compared to last year when looking at sub-groups, 1 sub-group (Asian) showed a decline in the number of students who met or exceeded proficiency on TRI 1 and TRI 2 assessments.

Teacher Actions:

- Continue to use a CFA to assess students phonic skills and progress monitor them frequently
- Use the Core Phonics Survey to track student need and growth.
- Group students for WIN based on phonics skills in which they need support.
- Engage students in daily writing.

2019-20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (Site / LCAP)	ACTUAL EXPENDITURES
PLC: (All Students and SWD)	Team met regularly for PLC meetings to discuss student progress. SDC Teacher was included in PLC planning with the 1st grade team.	None	None
WIN: Track data cycles with team during PLC (All Students)	Team met frequently to discuss and assess data. Groups were adjusted every 6 to 8 weeks based on CFA assessments.	Curriculum Specialists: \$30,000	Curriculum Specialists: \$31,446
Tier 3 Intervention: Students who do not respond to Tier 2 (WIN) will receive Tier 3 support with .47 teacher using Signs for Sounds and other supplementary materials (Students who are performing below grade level)	Due to the K/1 split, the .47 needed to be used as an additional Teacher to teach for WIN; therefore, no TIER 3 intervention was possible.	None	None
Designated ELD: Students receive 20 minutes 4x/week of leveled ELD support (EL Students)	Teachers work collaboratively to deliver Designated ELD instruction. ELD students are pulled in groups for 30 minutes. Teachers rotated every Benchmark Unit.	None	None

Integrated supports for EL students which will also benefit all students (i.e. sentence frames, scaffolding, metacognitive strategies, etc) (EL Students)	Teachers provided sentence frames, scaffolded instruction, and provided students multiple opportunities throughout the day to engage in student talk.	None	None
Student Talk: Structured A/B partner talk (All Students)	Teachers provided students with multiple opportunities throughout the day to engage in student talk.	None	None
Learning Targets: Develop and refine Learning Targets for each ELA lesson. Students will discuss Learning Targets and assess their own progress toward mastery (All students)	During PLC meetings, the Team discussed learning targets. Learning targets were posted and discussed throughout lessons. PL was provided around Success Criteria and after the Team started having conversations around success criteria.	None	None
ELA/ELD Coaches: Consult with coaches on best practices for teaching phonics and developing fluency (All Students)	Teachers attended ELD professional development at the end of the last school year with district ELD coaches.	District Funded	District Funded
Mainstream Students with Disabilities (Students with Disabilities)	Students with disabilities were mainstream into the General Education setting based on IEPs and those students who were not able to mainstream were presented the material with scaffolding and support.	None	None

Big Buddies: (All Students)	Classes did have buddy with upper grade classes to pair 1 st graders with older peers for fluency practice, behavior and other activities throughout the year.	None	None
Benchmark Online: (All Students)	Families had access to state/District adopted curriculum resources especially during distance learning in which students engaged in learning activities from Benchmark.	District Funded	District Funded
RAZ Kids: Track student progress (All Students)	Students had access to practice listening to leveled readers and practiced reading comprehension during Daily 5, homework and during distance learning.	District Funded	District Funded

OVERALL EFFECTIVENESS OF STRATEGIES

CHANGES TO STRATEGIES

WIN: Teachers taught the highest need students during WIN while Curriculum specialists pushed in to assist teachers in the lowest fluency groups so that group sizing was smaller.	Continue
Used CFAs to determine small groups and provide differentiated instruction	Continue and possibly look at using the CORE Phonics Survey to assess phonic skills and group students based on phonics skills that they need support in.
PLC time: The team met during the agreed upon PLC time to analyze student data and plan WIN cycles.	Continue
Learning Targets: Developed and utilized during ELA lessons	Continue and look into success criteria to help students be able to assess their own learning.

2020-2021 Plan

	2020-21	2021 - 22	2022 - 23
GOAL: Students will meet or exceed proficiency on Gr. 1 Reading Fluency assessment.	60%	65%	70%
Basis for Goal: Why this one over others?	This assessment measures student proficiency in accurately reading and comprehending grade level text, indicating readiness for the next grade level.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
PLC: (All Students and SWD)	Teachers will meet during the agreed upon times to analyze student work and achievement data and plan instruction. SDC and RSP teachers will be included	None
WIN: Track data cycles with team during PLC (All Students)	Students receive support on grade level standards in specific areas of need, including enrichment	Curriculum Specialist: \$15, 035
Tier 3 Intervention: Students who do not respond to Tier 2 (WIN) will receive Tier 3 support with .47 teacher using Signs for Sounds and other supplementary materials (Students who are performing below grade level)	Students receive support on grade level standards in specific areas of need.	.47 Teacher: \$32,712
Designated ELD: Students receive 20 minutes 4x/week of leveled ELD support (EL Students)	Students will receive targeted support in order to access grade level content standards and work toward eliminating the achievement gap	None

Integrated supports for EL students which will also benefit all students (i.e. sentence frames, scaffolding, metacognitive strategies, etc) (EL Students)	EL students will receive scaffolds in order to access grade level content. Students will have opportunities to strengthen their academic language and content vocabulary.	None
Learning Targets: Refine Learning Targets as needed for each ELA lesson. Develop success criteria aligned with the Learning Targets. Students will discuss Learning Targets and assess their own progress toward mastery based on the Success Criteria. (All students)	Teachers will look at skills being taught and determine what students need to be able to do in order to be successful. Teacher will then articulate and post the success criteria. Students will develop clarity around their learning and be able to articulate their own progress toward learning goals.	None
Professional Development around Explicit Phonics and administration of the CORE Phonics Survey. (All Students)	Teachers will have a better foundation on teaching phonics skills and helping to develop stronger readers.	District Funded
Mainstream Students with Disabilities (Students with Disabilities)	Students with disabilities will have access to grade-level curriculum in an inclusive setting.	Behavior support is District Funded
Big Buddies: (All Students)	Classes will buddy with upper grade classes to pair 1 st graders with older peers for fluency practice and other activities throughout the year	None
Benchmark Online: (All Students)	Families have access to state/District adopted curriculum resources.	District Funded
RAZ Kids: Track student progress (All Students)	Students have access to practice leveled listening and reading comprehension during Daily 5 and homework.	District Funded
Distance Learning Plan	Prepare live and video	District Funded

	<p>recorded lessons</p> <p>Prepare ELD groups</p> <p>Small group differentiated lessons</p> <p>Develop CFAs</p> <p>Provide feedback through the work students submit</p>	
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Valencia Valley Elementary School
Grade 1 2020-2021
MATH Plan

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Students will meet or exceed proficiency on the Grade 1 Math Fluency assessment.	81%	**
Basis for Goal: Why this one over others?	Having computational fluency will allow students to focus on critical thinking and problem solving to solve more complex problems in grade 2.	

2019-2020 DATA: PERCENT PROFICIENT									
Student Group	#	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Gr 1 Math Fluency
All	103	90%	87%	87%	95%	98%	**	**	**
White	65	91%	93%	85%	94%	94%	**	**	**
Hispanic	28	89%	78%	93%	96%	100%	**	**	**
Asian	7	86%	62%	67%	100%	88%	**	**	**
EL	6	83%	67%	60%	100%	100%	**	**	**
EO	97	91%	88%	88%	96%	95%	**	**	**
RFEP	0	0	0	0	0	0	**	**	**
Students with Disabilities	10	70%	36%	50%	82%	83%	**	**	**

** Due to COVID-19 and distance learning, students were not assessed for Unit 6, 7 and Grade 1 Math Fluency.

AREAS of SUCCESS

- 5 out of the 8 student groups increased compared to last year. (Unit 1)
- The student groups of Hispanic and Students with Disability made the biggest jump of 6% compared to last year on the Unit 1 assessment.
- 6 out of 8 students groups met our team goal. (Unit 1)
- Staff has noted that students came into 1st Grade a lot more prepared having had a full year of Kindergarten.
- Students are engaged in Work Places daily.
- Unit 5 - We used the checkpoint to help monitor students' progress towards understanding the standards being assessed.
- Overall as a grade level, we had a high number of students who were proficient or exceeded on each Unit assessment compared to the previous year.

Teacher Actions:

- Used proficiency map to determine priority standards
- Used Learning Targets for lessons
- Used partner talk strategies to encourage academic discourse
- Used Home Connections for homework
- Used DreamBox during computer lab time and homework
- Tracked student DreamBox use
- Pulled small groups during Workplaces
- Used teacher made assignments to review concepts taught and students engaged in those review collaboratively.

AREAS of GROWTH

- Overall in Units 2 and 3, the number of students who scored proficient was below 90%.
- The number of English Language Learners and Students with Disabilities who scored proficient on Units 2 and 3 were significantly lower than all other units assessed.

Teacher Actions:

- Continue to use learning targets and work on having students assess their own learning or level of understanding.
- Continue to include SDC and Resource Teachers in PLC.
- Use daily warm-up for continual practice with some focus on Units 2 and 3 and other essential standards that are being taught.
- Provide opportunities to practice fluency throughout the school year.

2019 - 20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES (SITE/LCAP)
PLC: Teachers will meet at the agreed upon time to analyze students data and make instructional decisions based on their analysis. SDC teachers will be included. (All Students and SWD)	Team met regularly for PLC meetings to discuss student progress. Team reviewed unit assessment data after every assessment and discussed next steps. SDC Teacher was included in PLC planning with the 1st grade team.	None	None
Assign DreamBox lessons for use during small groups and for homework (All Students)	Dreambox was used as a going tool to review essential standards, but specifically assigned based on specific lessons.	District Funded	District Funded
Learning Targets: (All Students)	Learning targets were developed as a team and posted. Teachers reviewed learning targets, before, during and after lessons.	None	None
Begin fluency practice and assessment early in the year: All Students)	Students were given the opportunity to practice facts with fluency on unit assessments, but due to COVID-19, we were not able to not able to build upon students' fluency.	None	None
Workplaces: Teach explicitly to increase independence level so teacher can pull small groups (All Students)	Students engaged in math workplaces regularly to help reinforce concepts taught in class using a hands-on approach.	None	None

Mainstream Students with Disabilities (SWD)	Students with disabilities were mainstream into the General Education setting based on IEPs and those students who were not able to mainstream were presented the material with scaffolding and support.	None	None
Distance Learning	Students were taught essential standards that were not yet previously taught. Students engaged in a variety of activities from watching videos, listening to teacher presented lessons, hands-on activities. Students also were provided the opportunity to continue with Dreambox for continual practice of skills.	None	None

OVERALL EFFECTIVENESS OF STRATEGIES

CHANGES TO STRATEGIES

Learning Targets: Teachers made sure that learned targets were posted and communicated before, during and after lessons.	Continue to post learning targets and communicate them throughout the lesson. Incorporate success criteria and student assessment of their learning based on the learning targets.
Workplaces: Workplaces were taught explicitly to increase independence level so teacher can pull small groups	Continue
DreamBox: Students had access to DreamBox at home and at school both in the classroom and during computer lab since September.	Continue to have students engage in DreamBox lessons while also looking for a program or something to help work on building math fluency.

2020-2021 Plan			
	2020-21	2021 - 22	2022 - 23
GOAL: Students will meet or exceed proficiency on the Grade 1 Math Fluency assessment.	80%	82%	85%
Basis for Goal: Why this one over others?	Having computational fluency will allow students to focus on critical thinking and problem solving to solve more complex problems in grade 2.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
PLC: Teachers will meet at the agreed upon time to analyze students data and make instructional decisions based on their analysis. SDC teachers will be included. (All Students and SWD)	Teachers will be able to make decisions to support students' needs.	None
Assign DreamBox lessons for use during small groups and for homework (All Students)	Teachers will provide students with continual access to Dreambox at home and at school.	District Funded
Learning Targets: (All Students)	Learning targets will be posted, reviewed. Teachers will work on developing success criteria to provide students the ability to assess their own learning.	None
Begin fluency practice and assessment early in the year: All Students)	Students will be provided ongoing practice of math facts throughout the year. Teachers will work on finding resources to help build fluency.	None
Workplaces: Teach explicitly to increase independence level so	Students will be able to practice math content standards	None

teacher can pull small groups (All Students)	independently using a hands-on approach	
Mainstream Students with Disabilities (SWD)	Students with disabilities will have access to grade level curriculum	Behavior support will be provided by District
Distance Learning	<p>Prepare live and video recorded lessons</p> <p>Prepare ELD groups</p> <p>Small group differentiated lessons</p> <p>Develop CFAs</p> <p>Provide feedback through the work students submit</p>	None

Valencia Valley Elementary School
Grade 2 2020-2021
ELA Plan

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Students will meet or exceed proficiency on Reading Fluency assessment for Tri 3	On the end of the year fluency assessment, 85% of our students will be proficient reading above 90 wpm.	**
Basis for Goal: Why this one over others?	The students came in struggling with reading fluency which is a crucial foundational skill. If students are not fluent readers they will have difficulty comprehending grade level text.	

2019-20 DATA: PERCENT PROFICIENT									
Student Group	#	18-19 Gr 1 Reading Fluency	Tri 1 Unit 3	Tri 2 Unit 6	Tri 3 Unit 8	Opinion Writing	Information Writing	Narrative Writing	19-20 Gr 2 Reading Fluency
All	101	54%	62%	56%	**	72%	**	**	**
White	46	45%	60%	52%	**	68%	**	**	**
Hispanic	41	57%	63%	58%	**	71%	**	**	**
Asian	9	100%	75%	89%	**	89%	**	**	**
EL	11	33%	33%	63%	**	75%	**	**	**
EO	84	55%	65%	56%	**	73%	**	**	**
RFEP	2	50%	100%	50%	**	100%	**	**	**
Students with Disabilities	10	30%	30%	40%	**	44%	**	**	**

** Due to COVID-19 students were not able to complete the Information Writing, Narrative Writing, and end of the year fluency assessments.

AREAS of SUCCESS

- The team addressed both phonics skills and reading fluency based on beginning of the year data
- The students showed significant growth in reading fluency on the first trimester fluency test
- RTI WIN groups created based on CFAs and given as pre and posttests to measure growth
- Tier 2 WIN groups meet 2 times per week for 40 minutes to address student needs on grade level standards
- Tier 3 groups meet with Chrissy Haring, our .47 teacher, either 4x per week for 30 min. (most intensive) or 2 x per week for 30 min. in order to address their foundational skills
- Team is administering the weekly assessments periodically either online or paper/pencil in order to practice test taking skills and finding text-evidence
- Leveled readers are utilized during small groups and WIN groups
- EL students are performing higher than our EO students in several areas.
- 6th grade buddies came in during their lunch time to work with struggling readers during Daily 5
- Committed ourselves to ongoing data analysis during PLC meetings. Data will be logged and tracked in a living document. The ongoing analysis of student group data from district assessments helped identify areas of success and areas of need

Teacher Actions

- Collaborated with team and .47 teacher during PLC to analyze data and determine WIN groups
- Implemented WIN 4x/week (2 days of WIN, 2 days curriculum specialists push into classrooms)
- Use different components of Benchmark curriculum
- Used District fluency assessments to analyze student performance and plan instruction
- Implemented additional purposeful writing activities during Daily 5 to practice NSD/Benchmark writing expectations
- Designated ELD 5 days/week 30 min. Incorporated ELD learning targets and student journals daily
- Used Think-Pair-Share and A/B partners to increase student discourse
- Used essential standards to guide instruction
- Committed to the agreed-upon NSD core instruction best practices

AREAS of GROWTH

- Significant gap between All students and Students with Disabilities
- Students need to be able to explain reasoning that supports specific points the author makes in text
- When writing, students struggle with capitalization, spelling, and staying in the same verb tense
- Implement best practices during designated and integrated ELD

Teacher Actions

- Collaborate with SDC teacher in order to improve SWD proficiency
- Implement Benchmark leveled readers to support small group instruction
- Supplement instruction to meet the needs of SWD
- Use CFA data to inform instruction and provide targeted feedback to our students
- Revisit learning targets and check for student understanding

2019-2020 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (Site / LCAP)	ACTUAL EXPENDITURES
Implement WIN, including mini-lessons addressing standards in which students need additional support	Implemented WIN 40 min 2x/week with 2days of additional push in from the curriculum specialists	Curriculum Specialists: \$30,000	Curriculum Specialists: \$31,446
Continue to analyze data to reconfigure WIN groups and monitor student growth during PLC	Used IOS (EADMS) to analyze data during team time. Referred to essential standards to choose focus for WIN groups	District Funded	District Funded

Close reading mini-lessons of standards that need additional focus	Mini-lessons incorporated in order to address needs during Tier 1 instruction	None	None
Use fluency test (provided by district) to analyze student performance	Students made gains in fluency from beginning of the year to Tri 1 and Tri 2	None	None
Designated ELD instruction	Grade level collaborated to plan out ELD instruction and consistently meet with group 5x per week/30 minutes	None	None
Incorporate self-editing/ peer editing procedures in the classroom in order to improve writing conventions	Student rubrics were emphasized which promote self editing	None	None
Use Think Pair Share to increase Student Discourse	<p>Student discourse was more evident in classrooms</p> <p>Teachers chose questioning carefully</p>	None	None

OVERALL EFFECTIVENESS OF STRATEGIES**CHANGES TO STRATEGIES**

WIN: Students were able to participate in intervention as well as enrichment, as appropriate. WIN cycles were determined by data examined at PLC	Continue to refine to be able to meet all students' needs
Tier 3 Support: Students who needed additional phonics received additional support 4 times (more intensive) or 2 times per week.	Continue to refine and assess student progress in order to promote students out of the program
Daily 5: Students benefited from additional writing practice	Provide more prompts to students in addition to their free write choices
Designated ELD Instruction: Students received academic vocabulary support to better access grade level content	Use strategies from Ellevation in order to promote the four domains Reading, Writing, Speaking, and Listening Use Ellevation for progress monitoring of EL students
Text based evidence to support answers	Consistently model Restate, Answer, and Elaborate (RAE model) to prepare students for RACE in 3rd grade
6th Grade Buddies serve as a motivation and support for our struggling readers	Start earlier in the school year and collaborate with 6th grade teachers to create a plan
ELA Enrichment: Students were provided with the opportunity to go deeper into ELA content and participate in a novel study. Students were engaged in various challenging tasks during WIN time	Continue to find ways to enrich our students who do not require additional support during Tier 2 WIN time

2020-2021 Plan

	2020-21	2021-22	2022-23
GOAL: Students will meet or exceed proficiency on Reading Fluency assessment for Tri 3	85%	90%	95%
Basis for Goal: Why this one over others?	The students came in struggling with reading fluency which is a crucial foundational skill. If students are not fluent readers they will have difficulty comprehending grade level text.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
During whole group Benchmark readings we will implement choral reading, whisper reading, partner reading, and other strategies to increase reading fluency and provide many opportunities to read (All students)	Students will have a variety of opportunities to practice reading a variety of texts	None
Small/flexible groups to focus on reading fluency and decoding (All students)	Students will receive reading instruction at their level	None
Analyze student data and collaborate with SDC teacher and RSP teacher during PLC (Students with Disabilities)	General education and special education teachers will deeply understand student needs and meet them at their level using grade level curriculum	None
ELD designated support to support language acquisition (EL students)	EL students will receive targeted language instruction to support vocabulary development and build background knowledge	None
Integrated supports for EL students which will also benefit all students (i.e. sentence frames, scaffolding, metacognitive strategies, etc) (EL Students)	EL student will receive scaffolds in order to access grade level content	None
Implement Benchmark leveled readers during small groups and during Daily 5 (All Students)	Students will use District adopted curriculum to access grade level content	None
Promote Accelerated Reader to provide incentives to motivate students to read (All Students)	Students will read books within their Zone of Proximal Development and take quizzes in the AR system	Technology Foundation Funded

Incorporate Benchmark Readers Theater to promote fluency (All Students)	Students will be engaged in highly motivated practical application of reading fluency	None
Orton Gillingham Supplemental Program (Students with Dyslexia)	Students who have been diagnosed with Dyslexia will have access to a research-based approach	\$500
Tier 3 ELA Groups	Students who are not responding to Tier I and Tier II supports will have access to content at their individual level in a small group with a certificated teacher	.47 Teacher \$32,712
RAZ Kids: Track student progress (All Students)	Students have access to practice leveled listening and reading comprehension during Daily 5 and homework	District Funded
Student Talk (All Students)	Use sentence frames, provide adequate wait time, ensure equity of talk, student talk exceeds teacher talk, structured A/B partner talk, students sit knee to knee, eye to eye to think-pair-share, restate partner's thinking to involve all students in learning	None
Review of previous grade foundational skills (All Students)	Vertical articulation with teams to identify essential standards and student outcomes from last year	None
Distance Learning Plan (All Students)	<p>Prepare live and video recorded lessons</p> <p>Prepare ELD groups</p> <p>Small group differentiated lessons</p> <p>Develop CFAs</p> <p>Provide feedback through the work students submit</p>	None

Valencia Valley Elementary School
Grade 2 2020-2021
MATH Plan

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Students will be proficient on the end of the year Math Fluency assessment	85%	**
Basis for Goal: Why this one over others?	This assessment is a cumulative assessment around Number Base Ten.	

2019-2020 DATA: PERCENT PROFICIENT										
Student Group	#	18-19 Gr 1 Fluency	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	19-20 Gr 2 Math Fluency
All	100	78%	80%	76%	74%	74%	82%	**	**	**
White	46	76%	83%	77%	70%	77%	76%	**	**	**
Hispanic	42	76%	71%	74%	74%	68%	84%	**	**	**
Asian	9	100%	100%	88%	88%	88%	100%	**	**	**
EL	10	67%	60%	83%	57%	50%	100%	**	**	**
EO	85	79%	82%	77%	77%	78%	81%	**	**	**
RFEP	2	50%	100 %	100%	100%	100%	100%	**	**	**
Students with Disabilities	12	64%	50%	33%	71%	27%	50%	**	**	**

**Due to COVID-19 students were not able to complete Unit 6 & 7 and Math fluency assessments

AREAS of SUCCESS

- Teachers are consistent with using the number line to skip count (make hops) by 5s, 10s, 100s.
- As a team, we are working in the same module in order to collaborate on upcoming lessons.
- Parent communication around math strategies and concepts (i.e. Bridges parent letters, Dreambox assignments weekly, parent teacher conferences sent home 2nd Grade strategies)
- Daily learning targets are posted
- Students understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
- Students are successful skip counting within 1000 by 5s, 10s, 100s
- Students compare two three-digit numbers based on place value and use the correct symbol to record their results
- Students add and subtract within 1000 using concrete models or drawings and strategies based on place value
- Students can mentally add or subtract 10 or 100 to a given number 100-900

Teacher Actions

- Provided mini-lessons for prerequisite skills and areas of needed support
- Some used Number Talks
- Used Workplaces to practice content
- Assigned DreamBox focus to students
- Spiraled key concepts throughout the year
- Used Bridges Home Connections weekly
- Use Number Corner regularly
- Implement WIN time for math based on a common formative assessment
- Student discourse during core instruction and Number Corner in order for students to share strategies and explain thinking
- Communicated student progress with parents after each unit assessment

AREAS of GROWTH

- Incorporate story problems on a regular basis using RACE strategy
- Teachers want students to assess their own learning using the levels of understanding
- Students need more practice solving two step story problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions
- Students struggled with solving story problems involving dollar bills and coins

- Students still struggle attending to precision and checking for reasonability and accuracy
- Students have difficulty with addition and subtraction basic facts within 20
- Differentiated small group instruction

Teacher Actions

- All teachers using Number Talks
- Fluency practice throughout the year to improve automaticity
- XtraMath as a supplement to assist with building math facts within 20
- Increase opportunities for student discourse

2019-20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES (SITE/LCAP)
WIN to provide mini-lessons of standards that need additional focus Focus on Essential Standards	WIN Cycle using a common formative assessment as a pre and post assessment	Curriculum Specialists: \$30,000	Curriculum Specialists: \$31,446
Assign DreamBox focus	Assigned Dreambox focus standards regularly and checked in on progress	District Funded	District Funded
Instruct prerequisite skills in small group instruction	Instruct prerequisite skills in small group instruction Curriculum specialists worked with Tier 3 students in math small groups two times per week	Curriculum Specialists: \$30,000	Curriculum Specialists: \$31,446
Spiral key concepts throughout the year to build mastery	Spiral key concepts throughout the year to build mastery through	None	None

	Number Corner, daily warm-ups, and Workplaces		
Student Discourse: Used Think-Pair-Share and A/B partners to promote student discourse during Bridges	Student Discourse: Used Think-Pair-Share and A/B partners to promote student discourse during Bridges and Number Corner	None	None
RACE story problem Journal at least two times per week (All Students)	RACE strategy used (Restate, Assemble a Model, Calculate, Explain)	None	None

OVERALL EFFECTIVENESS OF STRATEGIES

CHANGES TO STRATEGIES

“WIN” Cycles: Implemented What I Need time (“WIN” time) for Math. “WIN” time is designed to give students what they need based on current common formative assessment data. The team analyzed data and distributed the students into leveled groups. Instruction is then tailored to enrich or support each group’s needs. Instruction is delivered by the teachers and curriculum specialists. WIN cycles lasted approximately 3-4 weeks and met 2 times per week for 40 minutes.	Incorporate more Math cycles next year, alternating between English Language Arts and Math.
DreamBox: The 2nd grade team promoted the use of Dreambox in school and at home. We set an expectation for students to complete 5 -6 lessons per week. The team tracked student use of DreamBox on a regular basis and assigned standards.	Teacher assigns focused lessons corresponding to Bridges units
Instruct prerequisite skills in small group instruction	Curriculum specialists will meet with small groups to focus on foundational prerequisite skills twice a week

Spiral key concepts throughout the year to build mastery	Workplaces will be used on a more regular basis in order to spiral concepts and skills
Math Fluency: Number Talks, Addition and Subtraction strategies, Number Corner Computational Fluency activities, and XtraMath	Emphasis on the Computational Fluency component of Number Corner
Student Discourse: Used Think-PairShare and A/B partners to promote student discourse during Bridges	Continue and provide more opportunities
Mainstream Students with Disabilities	Collaborate further with SDC teachers to be sure students' needs are met
RACE story problem journal at least two times per week (All Students)	Consistently use RACE strategy to solve story problems

2020-2021 Plan			
	2020-21	2022-21	2022-23
GOAL: 85% of the students will be proficient on the end of the year assessment	85%	87%	89%
Basis for Goal: Why this one over others?	This assessment is a cumulative assessment around Number Base Ten.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
WIN: Use CFA data to determine intervention, grade-level, and enrichment groups (All Students)	Students will receive support in grade level content at their own level	Curriculum Specialists: \$15,035
Workplaces (All Students)	Students will engage in differentiated small group	none

	activities supporting grade level content.	
Student Discourse (All Students)	Students will have opportunities to use academic language during lessons	None
DreamBox (All Students)	Students improve their skills from their instructional level	District Funded
Fluency Practice (All Students)	Students will practice number facts to increase automaticity	None
PLC (All Students and SWD)	Teachers will analyze data and collaborate to make instructional decisions. SDC teachers will be included in PLC	None
Mainstream SWD (SWD)	SWD will be mainstreamed as appropriate, according to their IEPs	None
RACE story problem Journal at least two times per week (All Students)	Scaffolded support for grade-level content	None
Distance Learning Plan (All Students)	Prepare live and video recorded lessons Prepare ELD groups Small group differentiated lessons Develop CFAs Provide feedback through the work students submit	None

Valencia Valley Elementary School
Grade 3 2020-2021
ELA Plan

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Students will increase proficiency on CAASPP ELA as compared to 2017-18 results	77%	Due to COVID-19 students were not able to take CAASPP Testing.
Basis for Goal: Why this one over others?	This assessment provides a comprehensive analysis of student reading and writing skills based on grade level standards and readiness for the next grade level.	

2019-2020 DATA: PERCENT PROFICIENT														
Student Group	#	18-19 Gr 2 Reading Fluency	Unit 3	Unit 4	IAB: Literary Text B= Below N= Nearly A= Above			IAB: Informational Text			Info Writing	Opinion Writing	Narrative Writing	19-20 Gr. 3 CAASPP
					B	N	A	B	N	A				
All	101	97%	47%	51%	9%	27%	64%	**	**	**	58%	**	**	**
White	52	96%	51%	48%	7%	18%*	75%	**	**	**	59%	**	**	**
Hispanic	34	89%	35%	54%	16%	34%	50%	**	**	**	53%	**	**	**
Asian	13	100%	50%	54%	0%	33%	67%	**	**	**	62%	**	**	**
EL	6	100%	40%	50%	0%	50%	50%	**	**	**	60%	**	**	**
EO	89	96%	46%	49%	8%	26%	66%	**	**	**	56%	**	**	**
RFEP	3	100%	50%	67%	34%	33%	33%	**	**	**	100%	**	**	**
SWD	10	88%	0%	0%	NA	NA	NA	**	**	**	17%	**	**	**

** Due to COVID-19 and distance learning, students were not assessed for IAB, opinion and narrative writing, and CAASPP Testing.

AREAS of SUCCESS

- Students were able to successfully log into Benchmark and take weekly online assessments for all units through unit 8.
- Students were given immediate feedback of weekly assessments through Benchmark.
- Unit 3 Tri 1 ELA Assessment-students were able to make the transition from taking assessments.in EADMS rather than through Benchmark because of the practice from the prior units.
- Looking ahead at the unit assessment and isolating the skills that were emphasized helped identify essential lessons to target
- Unit 4 showed growth as compared to unit 3 test scores. By administering the non-mandatory unit 2 assessment, teachers were able to alert the D.O. of a flawed question in the unit 4 assessment on EADMS. This flawed question was later removed from the assessment.
- Teachers were able to successfully sign on to CAASPP and give the IAB Reading Literacy and scored the constructed responses.
- Grade level team utilized the 8-12 priority standards identified and pacing guide developed with coaches in prior years.
- Teachers participated in state mandated designated ELD each day for 30 mins.
- Team provided integrated ELD support in daily instruction. This included addressing core language practices in all academic subjects (i.e. building background knowledge and providing ample opportunities for oral language development).
- Teachers differentiated instruction through whole groups, small groups, and individualized instruction.
- Daily intervention for Tier III students through classroom teachers or .47s and curriculum specialists.

AREAS of GROWTH

- Identifying the main Idea and supporting details is an area of struggle for students. The team is continuing to develop different modalities and strategies to support students in this area of need.
- Teachers are continuing to develop strategies to help students Identify key events to summarize a story.
- Students need more support on how to support their answers with evidence from the text.
- The team continues to struggle with technological problems stemming from laptops malfunctioning
- Teachers will offer daily writing opportunities to build stamina and confidence.
- Students should be given more opportunities to utilize technology for writing assignments to prepare for CAASPP
- Teachers will offer opportunities to engage in partner talk across all the curriculum.
- Students will learn to write a response to a text evidence question using the RACE format

2019-2020 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	Actual Strategy	EXPENDITURES (Site / LCAP) (expenditures across all grade levels)	ACTUAL EXPENDITURES (expenditures across all grade levels)
Designated ELD time (EL Students)	EL students received targeted vocabulary development and support to access grade-level curriculum. Designated ELD time included more time for developing writing skills.	None	None
Collaborate with District ELD Coach and EL site lead	Collaborated with a new BCLAD team member who brought her expertise to guide instruction.	None	None
Collaboration with RSP Teacher (Students with Disabilities)	Collaborated with the Resource teacher to develop a plan to meet the needs of each student. Met regularly with the RSP teacher during weekly PLC time through December to discuss ongoing progress and ways to better support SWD to ensure regular monitoring of student progress. Team also collaborated with the grade-level SDC teacher.	None	None

WIN (All Students)	Teachers provided intervention in class through differentiated small groups and individual intervention. The .47 teacher was also utilized for small group targeted intervention for Tier III students.	Curriculum Specialists: \$30,000	Curriculum Specialists: \$31,446
PLC (All Students)	Teachers analyzed student data to make decisions about content standards to be addressed. We also collaborated and paced out our lessons. During distance learning, teachers collaborated to develop digital lessons and shared responsibilities of creating assignments throughout the grade-level.	None	None
Unit Benchmark content readers with text evidence questions, leveled (All Students)	Students were assigned leveled content readers during small group instruction.	None	None

Writing and Daily Five (All Students)	During Daily Five students were given opportunities to write on a weekly basis using writing prompts, starting with simple sentence frames and gradually to include brief writes, constructed responses, and essays. Teachers met after the district writing assessment to calibrate writing scores and develop further action plans to address common areas of weakness across grade-level. Students were given opportunities to type essays using technology that would help build stamina and precision while becoming more familiar with keyboarding.	None	None
Benchmark Weekly Companion Guides (All Students)	Teachers chose Weekly Companion Guides to teach essential standards per unit.	None	None
Integrated ELD (EL Students and All Students)	Students received vocabulary development and scaffolded language support to access grade-level curriculum.	None	None

Utilize CAASPP interim assessments throughout the school year to use as benchmarks and to prepare students for state testing (All Students)	Students successfully completed several IAB's in preparation for CAASPP.	None	None
Tier 3 ELA Groups (Students who need additional support)	Students who did not respond to Tier I and Tier II supports had access to small group instruction with the .47 teacher two times per week.	.47 Teacher: \$32,712	.47 Teacher: \$33,028
Learning Targets (All Students)	Teachers and students used Learning Targets to promote clarity of learning outcomes. Success Criteria was used so that students could measure their own progress toward standards.	None	None

OVERALL EFFECTIVENESS OF STRATEGIES

CHANGES TO STRATEGIES

Designated ELD time (EL Students)	Consider clustering EL students. This will allow for consistency in scaffolding and designated instruction, especially if it is from an experienced BCLAD teacher.
Collaborate with District ELD Coach and EL site lead	Utilize our EL site lead as needed.
Collaboration with RSP Teacher (Students with Disabilities)	No change.
WIN (All Students)	No change.
PLC (All Students)	No change

Writing and Daily Five (All Students)	No change
Benchmark Weekly Companion Guides (All Students)	No change
Integrated ELD (EL Students and All Students)	Consider clustering EL students. This will allow for consistency in scaffolding and designated instruction, especially if it is from an experienced BCLAD teacher.
Unit Benchmark content readers with text evidence questions, leveled (All Students)	No change
Utilize CAASPP interim assessments throughout the school year to use as benchmarks and to prepare students for state testing (All Students)	No change
Tier 3 ELA Groups (Students who need additional support)	Additional daily intervention with grade-level teachers will be utilized with an emphasis on phonemic awareness and comprehension.
Learning Targets (All Students)	Be sure LTs and success criteria are used in Distance Learning

2020-2021 Plan

	2020-21	2021 - 22	2022 - 23
GOAL: Students will increase proficiency on CAASPP ELA as compared to 2018-19 results	77%	79%	83%
Basis for Goal: Why this one over others?	This assessment provides a comprehensive analysis of student reading and writing skills based on grade level standards and readiness for the next grade level.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
Designated ELD time (EL Students)	EL students will receive targeted vocabulary development and support to access grade-level curriculum. Designated ELD time will also include more time for developing writing skills.	None
Collaborate with District ELD Coach and EL site lead	Teachers will access District and site EL support teachers to plan more effective ELD supports	None
Collaboration with RSP Teacher (Students with Disabilities)	Collaborating with the Resource teacher to develop a plan to meet the needs of each student, if writing is a component in their IEP will ensure we are meeting students' needs at their level. Meeting regularly with RSP teacher during weekly PLC time to discuss ongoing progress and ways to better support SWD will ensure regular monitoring of student progress.	None
WIN (All Students)	Teachers will analyze data to group students and support their individual needs	Curriculum Specialist: \$15,035
PLC (All Students)	Teachers will analyze student data to make decisions about content standards to be addressed	None
Unit Benchmark content readers with text evidence questions, leveled (All Students)	Students will have leveled access to grade-level content	District Funded

Writing and Daily Five (All Students)	Students will be able to work at their own pace on grade-level content Daily 5 will include daily writing prompts, starting with simple sentence frames and gradually to include brief writes, constructed responses, and essays. Teachers will meet after district benchmark writing assessment to calibrate writing scores and develop further action plans to address common areas of weakness across grade-level. Students will also be given writing tests online to build stamina and precision while utilizing word processing and to help them become more familiar with keyboarding.	None
Benchmark Weekly Companion Guides (All Students)	Students will have leveled access to grade-level content	District Funded
Integrated ELD (EL Students and All Students)	Students will receive vocabulary development and scaffolded language support to access grade-level curriculum	None
Utilize CAASPP interim assessments throughout the school year to use as benchmarks and to prepare students for state testing (All Students)	Students will learn how to access CAASPP assessments	None
Tier 3 ELA Groups (Students who need additional support)	Students who are not responding to Tier I and Tier II supports will have access to content at their individual level in a small group with a certificated teacher.	.47 Teacher \$32,712

Learning Targets (All Students)	Teachers and students will use Learning Targets to promote clarity of learning outcomes. Success Criteria will be used so that students can measure their own progress toward standards. This will be in the classroom lessons as well as in Distance Learning lessons.	None
Distance Learning (all students)	<p>Prepare live and video recorded lessons</p> <p>Prepare ELD groups</p> <p>Small group differentiated lessons</p> <p>Develop CFAs</p> <p>Provide feedback through the work students submit</p>	None

Valencia Valley Elementary School
Grade 3 2020-2021
MATH Plan

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: SWD will meet or exceed proficiency on math CAASPP	50%	**
Basis for Goal: Why this one over others?	The SWD group will need to meet or exceed 3rd grade level standards in order to be proficient in math concepts that are necessary for success in upper grade, particularly in foundational skills.	

2019-2020 DATA: PERCENT PROFICIENT										
Student Group	#	18-19 Gr. 2 Math Fluency	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	19-20 Gr. 3 CAASPP
All	101	85%	73%	74%	69%	58%	86%	**	**	**
White	52	85%	80%	75%	71%	67%	86%	**	**	**
Hispanic	34	84%	61%	67%	58%	41%	82%	**	**	**
Asian	13	50%	77%	92%	85%	62%	100%	**	**	**
EL	6	86%	50%	80%	50%	60%	100%	**	**	**
EO	89	85%	73%	72%	71%	58%	85%	**	**	**
RFEP	3	100%	100%	100%	33%	33%	100%	**	**	**
Students with Disabilities	10	22%	29%	33%	50%	11%	33%	**	**	**

** Due to COVID-19 and distance learning, students were not assessed for unit 6 & 7 and CAASPP Testing.

AREAS of SUCCESS

- SWD improved from their 2nd grade end of the year test on similar concepts of addition and subtraction strategies. The team introduced students to new strategies for addition and subtraction to differentiate all types of learners. Most of the SWD were able to complete the Unit 1 assessment in one sitting with minimal assistance.
- Small math groups once per week and using student self-assessment for additional small group support helped identify students needing more support with multi-digit addition and subtraction
- Teachers emphasized the use of academic vocabulary throughout Unit 4 as it relates to measurement units and fractions
- The focus of the last two WIN cycles on addition and subtraction improved the overall results for addition and subtraction questions for Unit 4 Assessment
- For Unit 5-overall the team did well helping students understand division as an unknown factor in a multiplication problem. Across the board, scores were 86%
- The 3rd grade focused on improving RTI instruction. The “WIN” Cycle model was utilized as an effective best instructional practice for Response to Intervention (RTI). The team used Pre and Post common formative assessments to analyze student progress for each cycle. This allowed the team to build “WIN” time groups based on individual student needs. The team used data to gear instruction as well as reteach for mastery. There was a collaboration between teachers and coaches to strategize best teaching practices.
- Used data from CFAs (pre-assessments, EADMS CFAs, IAB's, as well as checkpoints from Bridges) to differentiate instruction and create small groups.
- Provided Learning Targets, math journals, manipulatives, language scaffolds such as sentence frames and vocabulary cards, hands on learning (Bridges Workplaces), assigned focus within Dreambox, to develop meaningful learning opportunities for all students
- Implemented various strategies such as “Fist to Five” and Exit Tickets to determine students’ levels of understanding for small group intervention and reteach opportunities.
- Provided after-school math sessions to students needing additional support
- Provided immediate feedback to students and parents after unit assessments
- Teachers were able to stay on aligned pacing with District Proficiency Map while incorporating successful WIN cycles driven by student data
- Collaborated with the grade-level SDC and RSP teacher during weekly PLC to guide future lessons and areas of intervention

AREAS of GROWTH

- Identify struggling students for small group instruction and reteach in a proactive, timely manner before the unit assessment or end of WIN cycle
- Explicitly teach how to read and answer constructed response questions, reteach equality symbols as it relates to fractions, provide students with additional strategies to practice comparing fractions
- Teachers continue to expose students to a variety of algebraic equations with missing variables.
- Provide more opportunities for students to develop oral literacy in math such as student led Number Corners and sharing mathematical thinking. In addition, students were successful in sharing their written responses, while solving word problems using academic vocabulary starting earlier in the year.
- Incorporate small group differentiation to ensure student mastery in all Essential standards by providing students with data-driven instruction using various instructional strategies.
- Work with the Math Coaches to develop meaningful instructional strategies to ensure EL students develop academic and content area vocabulary and can demonstrate mastery of academic language.
- Develop and inform students of different strategies to analyze multi-step word problems
- Utilize IABs more frequently and earlier in the school year

2019-20 Plan

STRATEGY (List specific student groups to be served)	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP) (expenditures across all grade levels)	ACTUAL EXPENDITURES (SITE/LCAP) (expenditures across all grade levels)
GLAD strategies (EL Students)	Use GLAD strategies during math lessons	None	None
Collaborate with Special Education Teachers (SWD)	Collaborate with Special Education Teachers	None	None
Learning Targets (All Students)	Daily Learning Targets were posted in the classroom and on class work. Teachers and students discussed them throughout the lessons	None	None
WIN (All Students)	WIN time twice per week	Curriculum Specialists: \$30,000	Curriculum Specialists: \$31,446

Math Coach (All Students)	Did not meet with math coaches.	None	None
Small group instruction (All Students and SWD)	Small group instruction as needed and after school support was offered once per week.	None	None
Read and Restate, Assemble a Model, Calculate your answer, Explain (RACE) (All Students)	Read and Restate, Assemble a Model, Calculate your answer, Explain (RACE)	None	None
Number Corner (All Students)	Number Corner	None	None
Workplaces (All Students)	Workplaces with partners and whole class	None	None
Integrated science projects related to math standards (All Students)	Integrated science projects related to math standards	None	None
Bridges Manipulatives (All Students)	Bridges Manipulatives	District Funded	District Funded
Student Discourse: A/B pairs and Think-Pair-Share (All Students and ELD)	Student Discourse: A/B pairs and Think-Pair-Share	None	None
DreamBox, Learnzillion, Brainpop, Math Learning Center Apps (All Students)	DreamBox, Learnzillion, Brainpop, Math Learning Center Apps	District Funded	District Funded

OVERALL EFFECTIVENESS OF STRATEGIES	CHANGES TO STRATEGIES
GLAD strategies (EL Students)	None at this time
Collaborate with Special Education Teachers (SWD)	Collaborate with SDC teachers to include SWD when appropriate
Learning Targets (All Students)	Ensure LTs are in every lesson, in the classroom and in Distance Learning
WIN (All Students)	Integrate the use of IABs earlier in the school year as CFAs to form WIN groups
Math Coach (All Students)	No change or as needed
Small group instruction (All Students and SWD)	None at this time
Read and Restate, Assemble a Model, Calculate your answer, Explain (RACE) (All Students)	None at this time
Number Corner (All Students)	None at this time
Workplaces (All Students)	None at this time
Integrated science projects related to math standards (All Students)	None at this time
Bridges Manipulatives (All Students)	None at this time
Student Discourse: A/B pairs and Think-Pair-Share (All Students and ELD)	None at this time
DreamBox, Learnzillion, Brainpop, Math Learning Center Apps (All Students)	DreamBox, Learnzillion, Brainpop, Math Learning Center Apps, and Khan Academy

2020-21 Strategic Plan

	2020 - 21	2021 - 22	2022 - 23
GOAL: Students will increase proficiency on CAASPP Math as compared to 2018-19 results	83%	85%	87%
Basis for Goal: Why this one over others?	This assessment provides a comprehensive analysis of conceptual and procedural math fluency based on grade level standards and readiness for the next grade. This goal also takes into consideration the three months of distance learning in 2019-20, which will have an impact on the next year's proficiency of standards.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (SITE/LCAP) (expenditures across all grade levels)
Learning Targets (All Students)	Students will be able to articulate their learning and measure their own progress toward grade-level standards. Students will be able to restate learning targets in their own words.	None
WIN (All Students)	Teachers will develop CFAs and use IABs as pre and post cycle assessments. Teachers will analyze data to group students so that they will receive instruction at differentiated levels.	Curriculum Specialits: \$15,035
Small group instruction (All Students and SWD)	Teachers will differentiate instruction to meet the needs of a variety of learners. Small math groups to support tier III as needed.	None
Story Problems (All Students)	Students will use RACE (Read Restate, Assemble a Model, Calculate, Explain) or another model as a strategy.	None

Number Corner (All Students)	Students will use academic vocabulary to partner talk and discuss their observations. Vocabulary words will be displayed with the calendar.	None
Workplaces (All Students)	Students will engage in workplaces with partners and as a whole group.	None
Bridges Manipulatives (All Students)	Students will be able to demonstrate their understanding of grade-level content using a variety of modalities and manipulatives.	District Funded
Student Discourse: A/B pairs and Think-Pair-Share (All Students and ELD)	Students will have multiple opportunities to use academic language with partner work, number talk, and number corner. Students will be supported with sentence frames and teacher modeling.	None
Mathematical Fluency	Daily math fluency practice for all facts digitally (XtraMath) and/or on paper	None
DreamBox, Learnzillion, Brainpop, Math Learning Center Apps (All Students)	Teachers will utilize technology based sites to support student learning with assigned focus of essential standards on DreamBox.	District Funded
DISTANCE LEARNING (all students)	Prepare live and video recorded lessons Prepare ELD groups Small group differentiated lessons Develop CFAs Provide feedback through the work students submit	None

Valencia Valley Elementary School
Grade 4 2020-2021
ELA Plan

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Students will meet or exceed proficiency on CAASPP ELA assessment based on 2018-19 scores	76%	**
Basis for Goal: Why this one over others?	This assessment provides a comprehensive analysis of student reading skills based on grade level standards and readiness for the next grade level	

2019-2020 DATA: PERCENT PROFICIENT										
Student Group	#	18-19 Gr. 3 CAASPP	Unit 3	Unit 4	IAB: Literary Text B= Below N= Nearly A= Above	IAB: Info. Text	Opinion Writing	Information Writing	Narrative Writing	19-20 Gr. 4 CAASPP
All	91	74%	27%	18%	**	**	**	76%	**	**
White	56	76%	32%	27%	**	**	**	68%	**	**
Hispanic	22	60%	1%	0%	**	**	**	54%	**	**
Asian	5	66%	80%	0%	**	**	**	100%	**	**
EL	3	33%	0%	0%	**	**	**	67%	**	**
EO	88	68%	26%	18%	**	**	**	75%	**	**
RFEP	6	100%	33%	0%	**	**	**	50%	**	**
Students with Disabilities	9	38%	11%	0%	**	**	**	40%	**	**

** Due to COVID-19 and distance learning, students were not assessed for the IAB Literary and Informational Text, Opinion and Narrative writing, and CAASPP Testing.

AREAS of SUCCESS

- School wide ELD time takes place 30 minutes a day five times a week across all grade levels.
- Fourth grade level teams looked at data and created cycles of instruction with formative assessment
- Utilized site adopted PLC minutes and agendas.
- Grade level teams used formative assessments to continuously modify groups based on student needs (i.e. reteach or extension).
- Team provided integrated ELD supports in daily instruction. This includes addressing core language practices in all academic subjects (i.e. building background knowledge and providing ample opportunities for oral language development).
- Students were provided with student friendly learning objectives throughout each lesson (LTs).
- GATE students participated in enrichment and extension classes which included writing a newspaper
- Team enhanced digital learning through creating interactive Google Classrooms and assignments.
- This allowed for 21st Century cooperative and collaborative student groups.
- Teachers provide differentiated instruction through whole group, small group, and individualized instruction.

Teacher Actions

- Determined which eight to twelve standards will be our grade level priority standards for ELA proficiency map
- Teachers took on a shared responsibility to meet all students' needs. Our team used the site agreed upon PLC agenda/minutes throughout the school year.
- Committed to the agreed-upon NSD CORE instruction best practices
- Differentiated small group instruction based on student needs.
- Focused on developing purposeful "student talk" to develop student listening, talking, and critical thinking skills.
- Used Restate, Answer, Cite Evidence, and Elaborate (RACE) to analyze tasks and text and elaborate on student responses.
- Team collaborated and analyzed Benchmark curriculum to build grade continuity

AREAS of GROWTH

- Significant gaps exist between ELs and EOs on all assessments
- Students are performing relatively low in interim assessments, with the highest rate being 27% of students meeting proficiency on Unit 3

Teacher Actions

- Commit ourselves to ongoing data analysis in PLC meetings. Data will be logged and tracked in a living document.
- The ongoing analysis of student group data from district assessments will help identify areas of success and areas of need.
- Align assessments to proficiency maps in ELA.
- Grade level teams will build common formative assessments, and build instructional practices
- Incorporating Tier 2 instruction through .47 Intervention Specialist to give students what they need for reading fluency and comprehension based on current test data.
- Grade level teams analyze data and distribute students into 3 – 4 leveled groups within the classroom. Instruction is tailored to enrich or support each group's needs.
- Use of Benchmark Level Readers for small group instruction in ELA.
- Use Common Formative Assessments to track student progress in a unit.
- Utilize CAASPP ELA interim assessments throughout the school year to use as benchmarks and to prepare students for state testing.
- Integrate GLAD strategies to make learning more culturally relevant.
- Incorporate more opportunities for brief writes to build in consistent practice with each genre of writing.
- Collaborate with SDC and RSP teachers to meet the needs of SWD.
- Consistently use Learning Targets and Success Criteria so students can assess their own learning.

2019-2020 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (Site / LCAP)	ACTUAL EXPENDITURES
Commit ourselves to ongoing data analysis in PLC meetings. Data will be logged and tracked in a living document. The ongoing analysis of student group data from district	Committed ourselves to ongoing data analysis in PLC meetings. Data was logged and tracked in a living document. The ongoing analysis of student group data from district assessments helped	None	None

assessments will help identify areas of success and areas of need.	identify areas of success and areas of Need.		
Teachers take on a shared responsibility to meet all students' needs. Our team used the site agreed upon PLC agenda/minutes throughout the School year.	Teachers took on a shared responsibility to meet all students' needs. Our team used the site agreed upon PLC agenda/minutes throughout the school Year.	None	None
Commit to the agreed-upon NSD CORE instruction best practices.	Committed to the agreed-upon NSD CORE instruction best practices.	None	None
Align assessments to proficiency maps in ELA.	Aligned assessments to proficiency maps in ELA.	None	None
Use Restate, Answer, Cite Evidence, and Elaborate (RACE) to analyze tasks and text and elaborate on student Responses.	Used Restate, Answer, Cite Evidence, and Elaborate (RACE) to analyze tasks and text and elaborate on student responses.	None	None
Grade level teams will analyze data to structure "WIN Time", build common formative assessments, and build instructional Practices.	Grade level teams analyzed data to structure "WIN Time", build common formative assessments, and build instructional Practices.	Curriculum Specialists: \$30,000	Curriculum Specialists: \$31,446

Attend district sponsored training regarding online Benchmark resources.	Attended district sponsored training regarding online Benchmark Resources and implemented their use in brick and mortar classroom as well as Google Classroom.	None	None
Collaboratively monitor and plan lessons to support student proficiency.	Collaboratively monitored and planned in-person and online lessons to support students proficiency.	None	None
Collaborate to make Benchmark Units more culturally Relevant.	Collaborated to make Benchmark Units more culturally relevant and to build grade continuity.	None	None
Utilize Benchmark assessments as teaching tools.	Utilized Benchmark assessments as teaching tools.	None	None
Create sentence frames for academic Discourse.	Used sentence frames and focused on developing purposeful “student talk” to develop student listening, talking, and critical thinking skills.	None	None
Incorporate learning targets into each lesson.	Incorporated learning targets into each in-person and online lesson.	None	None

OVERALL EFFECTIVENESS OF STRATEGIES**CHANGES TO STRATEGIES**

<p>Align Benchmark Assessments: It was effective to align the Benchmark assessments with the proficiency map.</p> <p>We were able to pull data to drive instruction.</p>	<p>Add a stronger daily five structure to reading rotations and small group instruction.</p> <p>Use Benchmark Level Readers for small group instruction in ELA</p> <p>Integrate RACE strategies into the Benchmark curriculum.</p>
<p>Student Discourse: Increased student discourse using structured A/B partners and used sentence frames to encourage oral language development and writing.</p>	<p>None anticipated</p>
<p>ELD Instruction: Increased student discourse using structured A/B partners and used sentence frames to encourage oral language development and writing. Utilized learning targets in every designated ELD lesson and referenced it in the beginning, middle, and end of the lesson. Common formative assessments were used at the end of each designated ELD lesson in the form of exit tickets or student journals.</p>	<p>Improve the quality of questioning by planning questions with lessons and asking questions with a range of Depth of Knowledge (DOK) required.</p> <p>Integrate GLAD strategies to make learning more culturally relevant.</p>
<p>Utilizing the Benchmark Assessments as instruction was effective because students were able to become familiar with the language and questions that were asked.</p>	<p>Incorporate more opportunities for brief writes to build in consistent practice with each genre of writing.</p>
<p>Google Classroom: The team incorporated Google Classroom as a way to give students feedback on their assignments, and build collaborative groups during in-person teaching and Distance Learning.</p>	<p>Continue to build capacity and incorporate tools such as Jamboard and YouTube Studio</p>

2020-2021 Plan

	2020 – 21	2021 – 22	2022 - 23
GOAL: Students will meet or exceed proficiency on CAASPP ELA assessment, increasing from 2018-19 results	80%	82%	84%
Basis for Goal: Why this one over others?	This assessment provides a comprehensive analysis of student reading skills based on grade level standards and readiness for the next grade level.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
Small Group Instruction in reading with targeted reading goals: (All Students)	All students will have access to grade level curriculum at their level	None
Designated ELD time: (EL Students)	EL students will receive targeted language instruction to support their access to grade level content standards	None
Integrated supports for EL students which will also benefit all students (i.e. sentence frames, scaffolding, metacognitive strategies, etc) (EL Students)	EL student will receive scaffolds in order to access grade level content	None
Student Discourse: (All Students)	Students support their understanding of grade-level content having an active role in learning and	None

	by using the language of the discipline	
Learning Targets: (All Students)	Students will be able to communicate an understanding of the intended learning and assess their own progress	None
Common Formative Assessment: (All Students)	Teachers will analyze CFA data to group students for WIN	None
WIN: (All Students)	Students will have access to grade level curriculum at their level	Curriculum Specialist: \$15, 035
Use NSD proficiency Map: (All Students)	Assessments will be aligned and data will more accurately reflect student proficiency on grade level standards	None
Access District ELA Coach: (All Students)	Grade level teams will work with the ELA coach to analyze data, structure “WIN Time”, build common formative assessments, and build capacity in instructional practices	District Funded
PLC: (All Students and SWD)	Teachers will meet during the agreed upon PLC time to analyze student data and make instructional decisions. SDC and RSP teachers will be included in meetings	Curriculum Specialist : \$15, 035
Mainstream SWD: Mainstream SWD, as appropriate, according to their IEPs (SWD)	SWD will have access to grade level curriculum	None
Tier 3 ELA Groups	Students who are not responding to Tier I and	.47 Teacher:

	Tier II supports will have access to content at their individual level in a small group with a certificated teacher	\$34,000
Distance Learning Plan: (All Students)	<p>Prepare live and video recorded lessons</p> <p>Prepare ELD groups</p> <p>Small group differentiated lessons</p> <p>Develop CFAs</p> <p>Provide feedback through the work students submit</p> <p>Continue to build capacity and incorporate tools such as Jamboard and YouTube Studio</p>	None
Review of previous grade foundational skills (All Students)	Vertical articulation with teams to identify essential standards and student outcomes from last year	None
Teacher will use formative assessments to monitor progress and modify future lessons using the 5D+ Rubric (A4) (All Students)	Tracking and monitoring student progress.	None

Valencia Valley Elementary School
Grade 4 2020-2021
MATH Plan

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL:	76%	**
Basis for Goal: Why this one over others?	This assessment provides a comprehensive analysis of student math skills based on grade level standards and readiness for the next grade level.	

2019-2020 DATA: PERCENT PROFICIENT										
Student Group	#	18-19 Gr. 3 CAASPP	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	19-20 Gr. 4 CAASPP
All	91	88%	69%	75%	69%	64%	93%	**	**	**
White	56	89%	73%	77%	71%	66%	93%	**	**	**
Hispanic	22	85%	45%	64%	59%	55%	91%	**	**	**
Asian	5	100%	100%	100%	80%	100%	100%	**	**	**
EL	3	100%	33%	33%	33%	66%	33%	**	**	**
EO	88	82%	71%	72%	67%	61%	95%	**	**	**
RFEP	6	83%	67%	67%	50%	33%	100%	**	**	**
Students with Disabilities	9	38%	22%	33%	44%	22%	100%	**	**	**

** Due to COVID-19 and distance learning, students were not assessed for the Unit 6 and 7, and CAASPP Testing.

AREAS of SUCCESS

- Teachers identified priority standards at the beginning of the year and collected data to monitor student progress towards proficiency. Additionally, teachers used these priority standards to focus on WIN “What I Need” Cycles.
- Teachers used formative assessments (exit tickets, checkpoints, CFA’s, and unit assessment) to guide instruction.
- Teachers used Number Corner to preview and review skills.
- Team is continually using math spiral review to preview and review essential skills.
- Students are placed in heterogeneous grouping during whole group instruction to share solution strategies.
- Students were provided with weekly Dreambox lessons.
- Teachers used RACE to break down math words problems.
- More than 75% of students were proficient on unit 2 (Multi-digit Multiplication and Early Division), and unit 5 (Geometry and Measurement)

Teacher Actions

- Determined which eight to twelve standards will be our grade level priority standards for ELA proficiency map
- Aligned assessments to proficiency maps in Math.
- Teachers are took on a shared responsibility to meet all students’ needs. Our team will use the site agreed upon PLC agenda/minutes throughout the school year.
- Teachers utilized the assigned focus in DreamBox to provide support and extend student learning in class and at home.
- Made sure all students are completing a minimum of 5 lessons per week on DreamBox.
- Committed to the agreed-upon NSD CORE instructional best practices
- Differentiated small group instruction based on student needs
- Grade level teams worked with the math coach to analyze data, structure “WIN Time”, build common formative assessments, and build instructional practices
- Implemented What I Need time (“WIN” time) for ELA or Math. WIN time is designed to give students what they need based on current test data. Grade level teams analyze data and distribute the grade level into 3 – 4 leveled groups. Instruction was tailored to enrich or support each group’s needs. Teams set aside 40 minutes a day, two times a week for WIN time.
- Developed Common formative assessments to track student progress on essential standards and in differentiated “WIN Time” groups.
- We used Read and Restate, Assemble a Model, Calculate your answer, Explain (RACE) to help students make sense of problems and persevere, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

AREAS of GROWTH

- Teachers will consistently use RACE strategies to dissect word problems.
- Grade level team will consistently create CFAs
- Grade level team will track student data from district assessments to identify areas of need.
- Team will focus on integrated ELD strategies that support math story problems.
- Additional practice with using Super 7, standard algorithm, and ratio table.
- Team will use 5D+ to focus student discourse, scaffolding, and formative assessments.

Teacher Actions

- Commit ourselves to ongoing data analysis in PLC meetings. Data will be logged and tracked in a living document. The ongoing analysis of student group data from district assessments will help identify areas of success and areas of need.
- Utilize CAASPP interim assessments, in Math, throughout the school year to prepare students for state testing.
- Vertical Articulation with 3rd and 5th grade teachers to discuss essential standards and foundational skills.
- We will continue to use and refine our use of “RACE” in math. Read and Restate, Assemble a Model, Calculate your answer, Explain (RACE) to help students make sense of problems and persevere, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.
- Differentiated small group instruction based on student needs.
- Scaffolding using RACE to breakdown word problems and explain thinking.
- Focus on developing purposeful “student talk” to develop student listening, talking, and critical thinking skills.
- Use of CFAs to determine effectiveness of “WIN” cycles.
- Use GLAD strategies to be sure EL students have full access to curriculum.
- Use Learning Targets and success criteria throughout each lesson.

2019 - 20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES (SITE/LCAP)
Use Unit Assessments throughout the year	Used Unit Assessments throughout the year	None	None

DreamBox Top 5 for DreamBox	DreamBox Top 5 for DreamBox	District Funded	District Funded
Daily Math Problems to practice RACE strategy starting at the beginning of the year	Daily Math Problems to practice RACE strategy starting at the beginning of the year	None	None
Pull students into small groups that need re-teaching and provide enrichment activities for students that are proficient (WIN)	Pulled students into small groups that need re-teaching and provide enrichment activities for students that are proficient (WIN) for 40 min 2x/week	Curriculum Specialists: \$30,000	Curriculum Specialists: \$31,446
Implement lessons at the beginning of the year to develop classroom expectations on good listening	Implemented lessons at the beginning of the year to develop classroom expectations on good listening	None	None
Incorporate Learning Targets into each math lesson	Incorporated Learning Targets to classroom lessons as well as Distance Learning Lessons	None	None
	Additional Strategies Implemented: Determined which eight to twelve standards will be our grade level priority standards for ELA proficiency map Aligned assessments to proficiency maps in Math Took on a shared responsibility to meet	None	None

	<p>all students' needs. Our team will use the site agreed upon PLC agenda/minutes throughout the school year Utilized the assigned focus in DreamBox to provide support and extend student learning in class and at home. Ensured all students are completing a minimum of 5 lessons per week on DreamBox Committed to the agreed-upon NSD CORE instructional best practices</p> <p>Used partnering strategies to facilitate student discourse</p>		
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OVERALL EFFECTIVENESS OF STRATEGIES

CHANGES TO STRATEGIES

WIN time was effective because we were able to target student needs with re-teaching and enrichment	Continue including Learning Targets for every lesson
Using the RACE strategy was effective when asking students to analyze word problems and explain their thinking	Continue
It was effective using the Unit tests to assess student learning as a grade level	<p>Add D.O.K. level four and higher to every unit as a review.</p> <p>Utilize CAASPP interim assessments, in Math, throughout the school year to prepare students for state testing.</p>

	Vertical Articulation with 3 rd and 5 th grade teachers to discuss essential standards and foundational skills.
Learning Targets were effective in providing content focus for students	Revisit the student's level of learning periodically during the lesson to build intrinsic motivation and self-reflection. Facilitate student use of Success Criteria to assess their own learning.
Using partner strategies increased student talk	Continue and develop further, providing more opportunities to students

2020-2021 Plan			
	2020 – 21	2021 - 22	2022 - 23
GOAL: Students will meet or exceed proficiency on CAASPP ELA assessment	80%	82%	84%
Basis for Goal: Why this one over others?	This assessment provides a comprehensive analysis of student math skills based on grade level standards and readiness for the next grade level. Strategies for basic multiplication skills, which is an essential prerequisite skill for fractions.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
Small Group Instruction in math with targeted math goals (WIN) (All Students)	Teachers analyze data to group students for intervention, grade-level work, and enrichment	None
Student Discourse: (All Students)	Students will deepen their understanding of grade-level content by using academic vocabulary	None

GLAD Strategies: (EL Students)	Teachers will use GLAD strategies during instruction to allow EL students to access grade level curriculum	None
Learning Targets: (All Students)	Students will have clarity around intended learning and be able to assess their own learning of content standards	None
Common Formative Assessments: (All Students)	Teachers will analyze CFA data to measure student progress and group students for WIN	Curriculum Specialist: \$15,035
Mainstream SWD: (SWD)	SWD will have access to grade level curriculum	None
PLC: (All Students and SWD)	Teachers will meet for the agreed PLC time to analyze data and plan instruction for all students in the grade level. PLC will include SDC and RSP teachers	None
Review of previous grade foundational skills (All Students)	Vertical articulation with teams to identify essential standards and student outcomes from last year.	None
Teacher will use formative assessments to monitor progress and modify future lessons using the 5D+ Rubric (A4) (All Students)	Tracking and monitoring student progress.	None
Teacher will collaborate with RSP teacher	RSP students will have access to grade level curriculum	None
Distance Learning Plan (All Students)	Prepare live and video recorded lessons Prepare ELD groups Small group differentiated lessons Develop CFAs Provide feedback through the work students submit	

Valencia Valley Elementary School
Grade 5 2020-2021
ELA Plan

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Students will meet or exceed proficiency on ELA CAASPP assessment as compared to 2018-19 scores	74%	**
Basis for Goal: Why this one over others?	This assessment measures student proficiency in state grade level standards for reading and writing indicating readiness for 6th grade.	

2019-2020 DATA: PERCENT PROFICIENT														
Student Group	#	18-19 Gr. 4 CAASPP	Unit 3	Unit 4	IAB: Literary Text B= Below N= Nearly A= Above			IAB: Informational Text			Info Writing	Opin. Writing	Narr. Writing	19-20 Gr. 5 CAASPP
					B	N	A	B	N	A				
All	91	72.4%	22%	43%	8	25	67	5	34	61	44%	**	**	**
White	44	68.3%	27%	33%	7	27	66	3	34	63	43%	**	**	**
Hispanic	27	73.1%	22%	50%	16	20	64	11	30	59	48%	**	**	**
Asian	14	66%	36%	64%	0	33	67	0	67	33	43%	**	**	**
EL	4	0%	0%	0%	50	50	0	50	50	0	0%	**	**	**
EO	76	72.9%	22%	45%	7	23	70	3	34	63	43%	**	**	**
RFEP	6	83.3%	50%	50%	0	20	80	0	33	67	83%	**	**	**
Students with Disabilities	5	0%	0%	0%	60	40	0	40	60	0	0%	**	**	**

** Due to COVID-19 and distance learning, students were not assessed for Opinion and Narrative Writing, as well as, CAASPP Testing.

AREAS of SUCCESS

Teacher Success:

- Teachers used learning targets in whole group and small group lessons.
- Teachers incorporated GATE icons and thinking maps to deepen thinking.
- Students used accountable talk during discussions.
- Teachers taught RACE writing strategies to analyze texts and respond to novel reading.
- Teachers used Benchmark curriculum with fidelity
- Teachers followed proficiency standard maps to ensure teaching was following our plan.
- Teachers met with leveled small groups weekly utilizing Benchmark leveled readers.
- Team is utilizing Daily 5 model of instruction that focuses on the classroom management framework for teaching literacy and behaviors.
- Teachers used the Newhall School District writing program to teach all 3 writing genres.
- Teachers used IABs to prepare students for CAASPP assessment.
- Teachers utilized Benchmark spelling and grammar practice activities.
- Teachers incorporated weekly mentor sentences to review language structures.
- Teachers utilized Benchmark daily read-alouds, as well as, class novel studies.
- Team used Pineapple chart to observe team members and above grade level best practices through teacher observation
- Teacher participated in a state mandated designated ELD each morning for 30 minutes five days a week.
- Team enhanced digital learning through creating interactive Google Classrooms and assignments
- Team utilized site adopted PLC minutes and agendas.

AREAS of GROWTH

Students:

- 21-42% of students were proficient on Benchmark assessments
- 44% of students were proficient with Informational Writing
- Significant gaps exist between ELs and EOs on all assessments
- Significant gaps exist between Students with Disabilities and All Students in all areas
- Students are performing relatively low on interim assessments, with the highest rate being 67% of students meeting proficiency on Informational IAB.

Teacher Actions:

- Teachers will continue having students practice reading fluency during leveled small groups
- Improve listening comprehension by incorporating podcasts and daily read alouds.
- Time for explicit writing instruction within the weekly curriculum through novel read alouds and expository text Benchmark magazines.
- Teachers will incorporate success criteria to accompany the daily learning targets that hold students accountable for their learning.
- Teachers will focus on different ELD domains by using ELPAC test practice questions.
- Grade level teams will utilize success criteria for their lessons that will hold students

accountable for their learning.

- Team will continue to use the 5D+ Framework to focus on learning targets and student self-assessment
- Establish regular meetings with buddy teams to discuss vertical alignment.
- Teachers will collaborate with SDC and RSP teachers with regard to curriculum and effective teaching strategies that meet students' IEP needs

2019-2020 Plan

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES (SITE/LCAP)
Daily 5 Literacy Framework	Met with leveled small reading groups daily	None	None
Common Formative Assessments	Aligned assessments to essential standards and ELA proficiency maps.	None	None
Learning Targets	Incorporated learning targets in whole and small group lessons to clarify learning.	None	None
PLC time	Committed to ongoing data analysis in PLC meetings. Data was logged and tracked in a living document. The ongoing analysis of student groups helped identify areas of success and areas of need.	None	None
Google Classroom	Enhanced digital learning skills through interactive Google Classrooms and assignments	None	None
Designated ELD time	30 minutes of daily designated ELD instruction	None	None

OVERALL EFFECTIVENESS OF STRATEGIES**CHANGES TO STRATEGIES**

Daily 5 allowed teachers to interact and meet with small groups based on student need	Use the proficiency map to guide small group instruction Use CFAs for formative assessments to monitor student learning and adjust groups accordingly.
Groups were reconfigured each unit based on CFAs to focus on different essential standards	Use CFAs to determine student progress on ELA essential standards. Utilize Benchmark assessments (unit/weekly) as teaching tools.
Learning Targets for ELA lessons allowed students to gain clarity on the intended learning.	Increase student discussion of Learning Targets along with their ability to assess their own learning against the Learning Target using Success Criteria Learning Walks focused on a particular problem of practice facilitated by administrators/ILT.
Utilized time at the beginning of the year for sentence structure and paragraph writing review before transitioning to full essays. Included RACE writing strategies to respond to constructed response questions.	Integrate consistent opportunities for writing to build understanding of each genre.

2020-2021 Plan

	2020-21	2021 – 22	2022 - 23
GOAL: Students will meet or exceed proficiency on ELA CAASPP assessment as compared to 2018-19 scores	74%	76%	78%
Basis for Goal: Why this one over others?	Students need to meet or exceed 5th grade level standards in order to be proficient in reading and writing skills that are necessary for success in 6th grade.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
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Designated ELD time (EL Students)	EL students will receive targeted language development and support to access grade-level curriculum.	None
WIN Intervention (All Students)	Teachers will collaborate to group students for intervention, grade-level instruction, and enrichment, according to individual needs (30 min 2x/week)	Curriculum Specialist: \$15,035
PLC (All Students and SWD)	Teachers will meet for the agreed upon time to analyze CFA data to group students for WIN and to plan instruction based on student need. SDC and RSP teachers will be included.	None
Integrated ELD (EL students and All students)	EL students will receive vocabulary development and scaffolded language support to access grade-level curriculum.	None
Learning Targets / Success Criteria (All Students)	Consistently using learning targets with success criteria creates measurable goals for students to reflect on their own understanding,	None
Daily 5 Literacy Framework (All Students)	Students will receive small group instruction to access grade-level content.	None
Student Discourse (All Students)	Students will use grade-level academic language in A/B partners to deepen their understanding of grade-level content	None
ELA Proficiency Map (All Students)	Teachers will refer to proficiency maps when unit/essential planning. This will guide their instruction and possible intervention opportunities.	None

Tier 3 ELA Groups	Students who are not responding to Tier I and Tier II supports will have access to content at their individual level in a small group with a certificated teacher	.47 Teacher: \$32,712
Mainstream SWD: Mainstream SWD as appropriate, as indicated by their IEPs (SWD)	SWD will have access to grade level curriculum	None
Vertical Articulation with buddy teams (All Students)	Vertical articulation with teams to identify essential standards and student outcomes from last year.	None
Google Classroom (All Students)	Google Classroom creates an enhanced digital learning experience for 21st century learners to engage in.	None
Distance Learning Plan (All Students)	Prepare live and video recorded lessons Prepare ELD groups Small group differentiated lessons Develop CFAs Provide feedback through the work students submit Develop Rtl groups	None
Collaborate with RSP teacher to meet the curricular needs of SWD and provide accommodations as outlined in their IEPs	SWD will have access to grade level curriculum	None

Valencia Valley Elementary School
Grade 5 2020-2021
MATH Plan

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Students will meet or exceed proficiency on Math CAASPP	78%	Due to COVID-19 students were not able to take CAASPP Testing.
Basis for Goal: Why this one over others?	This goal demonstrates students' overall end-of-the-year performance on fifth grade Math standards.	

2019-2020 DATA: PERCENT PROFICIENT										
Student Group	#	18-19 Gr. 4 CAASPP	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	19-20 Gr. 5 CAASPP
All	91	75%	77%	80%	83%	86%	82%	**	**	**
White	44	71.5%	75%	80%	89%	49%	86%	**	**	**
Hispanic	27	77%	74%	81%	81%	29%	77%	**	**	**
Asian	14	100%	93%	93%	78%	93%	78%	**	**	**
EL	4	100%	25%	25%	25%	25%	0%	**	**	**
EO	76	72%	77%	82%	86%	88%	85%	**	**	**
RFEP	6	50%	100%	83.3%	100%	100%	100%	**	**	**
Students with Disabilities	5	0%	0%	50%	75%	60%	80%	**	**	**

** Due to COVID-19 and distance learning, students were not assessed for unit 6 & 7, and CAASPP Testing.

AREAS of SUCCESS

Student Success:

- Students used Dreambox weekly (5 lessons minimum)
- 83.5% of students were proficient on unit 3 (Decimals and Place Value)
- 86.7% of students were proficient on unit 4 (Multiplying and Dividing Whole Numbers and Decimals)
- Unit 3 (Decimals and Place Value) was a relative strength for all student groups.

Teacher Success:

- Teachers used learning targets in small and whole group lessons.
- Teachers used pre and post CFAs to analyze data during PLC and make instructional decisions.
- Teachers did Number Corner 15-20 minutes daily.
- Teachers pulled small groups/one-on-one for re-teaching and enrichment.
- Teachers and students participated in WIN 2x a week for 30 minutes, using pre- and post-data to group students.
- Teachers utilized exit slips to move students through groups during each cycle to ensure they receive the direct instruction at the level they are at
- Multiplication Fact Fluency
- Algebraic Expressions and Equations - multiplication strategies (double/halve, over/under)
- Equations vs. Expressions
- Order of operations
- Creating equivalent fractions

AREAS of GROWTH

- Team will work on creating real life problems for division to help students understand the concept of interpreting the remainder
- Teachers will continue to practice multi-digit multiplication algorithm so students achieve fluency
- Teachers will teach strategies to help students assess and solve word problems
- Team will work on fact families and multiplication/division fluency to help students achieve the essential standard of simplifying fractions
- Teachers will collaborate with RSP teachers to discuss curriculum and student accommodations
- Teachers will integrate GLAD strategies into math lessons
- Teachers will focus on clear success criteria for students to use to self-assess

2019 - 20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES (SITE/LCAP)
Learning Targets	Daily Learning Targets were posted, discussed, and written in student notebooks	None	None
Dreambox	Students were encouraged and monitored to complete a minimum of 5 lessons per week in Dreambox	District Funded	District Funded
Dreambox Assigned Focus	Utilized Dreambox assigned focus feature to align with Bridges lessons	District Funded	District Funded
Common Formative Assessments	Created CFAs to create groups for WIN cycles	None	None
Consistent use of CFAs to determine effectiveness of WIN Cycles	Pre and Post tests were used to form WIN groups, and data was analyzed by teachers.	None	None
Commit to WIN document for efficient tracking of students receiving extension/remediation	Utilized WIN document to track student progress towards meeting standards and to analyze teaching practices.	None	None
CAASPP Interim Assessments	Utilized CAASPP practice tests as teaching tools throughout the school year.	None	None

WIN Intervention	Students participated in WIN time for 40 minutes, 2x per week.	Curriculum Specialists: \$30,000	Curriculum Specialists: \$31,446
NSD Proficiency Maps	Aligned lessons and assessments to essential standards based on NSD proficiency map.	None	None

OVERALL EFFECTIVENESS OF STRATEGIES

CHANGES TO STRATEGIES

Learning Targets: Teachers posted daily learning targets for students that allowed for clarity of learning and self-assessment. (All students)	Continue to facilitate student discussion and self-assessment with success criteria.
Response to Intervention “WIN” Time: Students consistently showed proficiency in areas that were focused on in WIN cycles. Grade level team used pre and post CFAs to analyze data and build instructional practices that supported all students. (All students)	None at this time
Dreambox Lessons: All students completed a minimum of 5 lessons per week on Dreambox. Additionally, teachers provided students with assigned focus lessons. (All students)	Continue to utilize the Bridges assigned focus lessons in Dreambox.
Common Formative Assessments: Teachers used ongoing formative assessments (i.e. exit tickets, CFA’s, and checkpoints) to assess and then support students with grade level skills. (All Students)	None at this time

2020-2021 Plan			
	2020-21	2021 - 22	2022 - 23
GOAL: All student groups will increase proficiency in CAASPP Math testing as compared to 18-19 results.	78%	80%	82%
Basis for Goal: Why this one over others?	This assessment provides a comprehensive analysis of math conceptual and procedural fluency based on grade level standards and readiness for the next grade.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
Response To Intervention "WIN Time" (All students)	Teachers will use data analysis of CFA's to differentiate instruction and develop response to intervention groups to support individual needs.	Curriculum Specialist: \$15,035
Dreambox (All students)	Student will have access to math lessons and practice at their own instructional level Teachers will also utilize the assigned focus feature to meet individual student needs.	District Funded
Learning Targets with Success Criteria (All students)	Consistently using learning targets with success criteria creates measurable goals for students to reflect on their own understanding.	None
Integrated ELD supports (EL Students)	Targeted support for English Language Learners in order to assist them in meeting grade level standards.	None

Review of previous grade foundational skills (All Students)	Vertical articulation with teams to identify essential standards and student outcomes from last year.	None
PLC (All students and SWD)	Collaboration in PLC will allow teachers to analyze data and plan for student success. SDC and RSP teachers will be included in PLC.	None
CAASPP Interim Assessments: (All Students)	Grade level team will utilize CAASPP interim assessments throughout the school year to use as benchmarks for students.	None
Proficiency Maps (All Students)	Teachers will refer to proficiency maps when unit/essential planning. This will guide their instruction and possible intervention opportunities.	None
Distance Learning Plan (All students)	Prepare live and video recorded lessons Prepare ELD groups Small group differentiated lessons Develop CFAs Provide feedback through the work students submit Develop Rtl groups	None

**Valencia Valley Elementary School
Gr 5 2020-2021
Physical Fitness Plan**

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Aerobic Capacity	83%	Due to COVID-19 students were not able to take Physical Fitness Testing.
Basis for Goal: Why this one over others?	Aerobic capacity is the cornerstone for a healthy body that leads to developing healthy lifestyles in students.	

Test Area	2018 Site % Meeting Standard	2018 District % Meeting Standard	2019 Site % Meeting Standard	2019 District % Meeting Standard	2020 Site % Meeting Standard	2020 District % Meeting Standard
Aerobic Capacity	88%	76%	80%	76%	**	**
Body Composition	74%	66%	65%	69%	**	**
Abdominal Strength	88%	76%	89%	74%	**	**
Trunk Extension	95%	90%	96%	97%	**	**
Upper Body Strength	82%	66%	87%	80%	**	**
Flexibility	72%	70%	81%	79%	**	**

**Due to COVID-19 and distance learning, students were not assessed for CA Physical Fitness Testing.

AREAS of SUCCESS

<ul style="list-style-type: none"> • Weekly mile run with teachers • Fitness station 2x a week • Implemented SPARKS PE Curriculum • Tracked weekly PE minutes

AREAS of GROWTH

- Focus on daily eating habits with students during PE rotations
- Develop quality, standards-based PE lessons for Distance Learning

2019- 20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES
Utilize Sparks PE program from K – 6th grade to build flexibility, strength, and endurance skills in our children.	TK-6th grade utilized the SPARKS Curriculum to build flexibility, strength, and endurance skills in our children.	None	None
Incorporate healthy habits into curriculum	Incorporated nutrition lessons into the curriculum on inclement weather days.	None	None
Support Technology Foundation in coordinating Tri-r-athon	Supported Technology Foundation in coordinating Tri-r-athon	None	None
Track weekly PE minutes	Tracked weekly PE minutes	None	None
Facilitate a weekly mile run	Facilitated a weekly mile run	None	None

OVERALL EFFECTIVENESS OF STRATEGIES

CHANGES TO STRATEGIES

Sparks Program: The SPARKS program provided grade levels with lessons that engaged the children during PE.	None at this time
Weekly Mile Run: Students were able to build endurance and practice running techniques with a teacher.	None at this time
Fitness Rotations: Students were able to work on proper form and build capacity	None at this time

around skills related to the CA physical fitness test.	
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2020-2021 Plan

	2020-21	2021 - 22	2022 - 23
GOAL:	86%	89%	91%
Basis for Goal: Why this one over others?	Aerobic capacity is the cornerstone for a healthy body that leads to developing health lifestyles in students.		

2019-2020 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
Utilize Sparks PE program from K – 6 th grade to build flexibility, strength, and endurance skills in our children	SPARKS is a state adopted curriculum.	None
Students who have Adaptive PE (APE) in their IEPs will receive services from our APE teacher (SWD)	SWD will receive support in accessing the PE curriculum	None
Mainstream SWD (SWD)	SWD will be mainstreamed during PE and will access the curriculum with appropriate accommodations	None
Distance Learning Lessons (All Students)	Collaborate with other grade levels to provide student with quality, standards-based PE activities via Distance Learning Provide motivation for completion	None

Valencia Valley Elementary School
Grade 6 2020-2021
ELA Plan

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Students will meet or exceed standard on CAASPP ELA assessment	84%	**
Basis for Goal: Why this one over others?	This assessment measures student proficiency on state grade level standards for English Language Arts indicating readiness for the next grade level.	

2019-2020 DATA: PERCENT PROFICIENT															
Student Group	#	18-19 Gr. 5 CAASPP	IAB: Literary Text B= Below N= Nearly A= Above			IAB: Language and Vocabulary Use			IAB: Informational Text			Info Writing	Arg. Writing	Narrative Writing	19-20 Gr. 6 CAA SPP
			B	N	A	B	N	A	B	N	A				
All	95	82%	10%	43%	47%	15%	40%	44%	8%	31%	61%	55%	**	**	**
White	45	89%	0%	37%	63%	9%	37%	54%	4%	20%	76%	55%	**	**	**
Hispanic	34	68%	27%	53%	20%	29%	39%	32%	18%	41%	41%	48%	**	**	**
Asian	11		9%	36%	55%	0%	56%	44%	0%	40%	60%	70%	**	**	**
EL	1	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	33%	**	**	**
EO	87	86%	10%	43%	47%	14%	40%	46%	8%	28%	64%	59%	**	**	**
RFEP	8	76%	17%	50%	33%	34%	34%	34%	20%	40%	40%	43%	**	**	**
Students with Disabilities	15	27%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	23%	**	**	**

** Due to COVID-19 and distance learning students were not assessed on the last 2 units and CAASPP Testing.

AREAS of SUCCESS

Students:

CAASPP Claim 4, Research and Inquiry Cite evidence, select relevant evidence and integrate information from multiple sources 62% proficient

Teacher Actions:

- Teachers used learning targets in whole group and small group lessons.
- Teachers taught RACE writing strategies to analyze texts and respond to novel reading.
- Teachers used Benchmark Resources
- Teachers followed proficiency standard maps to ensure teaching was following our plan.
- Teachers used the Newhall School District writing program to teach all 3 writing genres.
- Teachers used Wordly Wise comprehensive vocabulary program that focuses on vocabulary acquisition through informative writings
- Teachers incorporated weekly mentor sentences to review language structures.
- Teacher participated in a state mandated designated ELD each morning for 30 minutes five days a week.
- Team enhanced digital learning through creating interactive Google Classrooms and assignments

AREAS of GROWTH

Students:

CAASPP Claim 3 Listening 39% proficient, 61%

Teacher Actions:

- Teachers utilized Benchmark read aloud function to practice listening skills
- Teachers utilized Safari Montage videos with sound only to practice listening skills.
- Teachers will focus on different ELD domains by using ELPAC test practice questions.
- Teacher met with struggling students in small groups and one on one.
- Teachers will create success criteria to accompany learning targets to enhance learning

2019 - 20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (Site / LCAP)	ACTUAL EXPENDITURES
Commit ourselves to ongoing data analysis in PLC meetings	Committed ourselves to ongoing data analysis in PLC meetings	None	None
Share responsibility to meet all students' needs	Shared responsibility to meet all students' needs	None	None

Commit to the agreed-upon NSD CORE instruction best practices	Committed to the agreed-upon NSD CORE instruction best practices	None	None
Differentiate small group WIN instruction based on student needs	Differentiated small group WIN instruction based on student needs	Curriculum Specialists: \$30,000	Curriculum Specialists: \$31,446
Develop Common Formative Assessments to track student progress in a unit and in differentiated “WIN Time” groups	Developed Common Formative Assessments to track student progress in a unit and in differentiated “WIN Time” groups	None	None
Use purposeful “student talk” to develop student listening, talking, and critical thinking skills	Used purposeful “student talk” to develop student listening, talking, and critical thinking skills	None	None
Use Restate, Answer, Cite Evidence, and Elaborate (RACE) to analyze tasks and text and elaborate on student responses	Used Restate, Answer, Cite Evidence, and Elaborate (RACE) to analyze tasks and text and elaborate on student responses	None	None
Use ELA proficiency maps to ensure tasks/assessments are aligned with Essential Standards	Used ELA proficiency maps to ensure tasks/assessments are aligned with Essential Standards	None	None
Vertical articulation with 5th grade	Vertical articulation with 5 th grade	None	None

OVERALL EFFECTIVENESS OF STRATEGIES**CHANGES TO STRATEGIES**

Collaboration and PLC: Teachers were able to analyze student data collaborated to plan instruction based on students' needs during this time	Continue and refine
Learning Targets: Teachers used Learning Targets for each ELA lesson	Incorporate more student discussion of Learning Targets and success criteria as well as have students assess their learning based on the success criteria based on new learning from Administrators/ILT
CAASPP IABs	Utilize CAASPP interim assessments, in ELA, throughout the school year to use as benchmarks and to prepare students for state testing
ELA Proficiency Map: Aligned assessments to proficiency maps in ELA	Continue following proficiency map for the grade level highlighting our priority standards
NSD Writing: implemented	Consistent opportunities to integrate brief writes and constructed response to build in practice for each genre of writing
Student Discourse: Students discussed content in A/B partners using academic vocabulary	Continue and provide more opportunities

2020-2021 Plan

	2020-21	2021 - 22	2022 – 23
GOAL: Students will meet or exceed proficiency on ELA CAASPP assessment	85%	88%	90%
Basis for Goal: Why this one over others?	This assessment measures student proficiency on state grade level standards for English Language Arts indicating readiness for the next grade level		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
PLC: (All Students and SWD)	Teachers will meet during the agreed upon time to analyze students achievement data and make decisions about instruction. PLC meetings will include RSP teacher	None
Use CAASPP IABs as teaching tools (All Students)	Students will gain proficiency in accessing all testing resources while getting feedback on their learning	None
Mainstream SWD: (SWD)	SWD will be mainstreamed, as appropriate, according to their IEPs	None
Writing: Students will practice brief writes and constructed response (All Students)	Students will be better prepared to express themselves in their writing and to respond to CAASPP prompts	None
Student Talk: (All Students)	Students will deepen their understanding of grade level content and be engaged in lessons by using the language of the discipline in discussions with classmates	None
ELD designated support to support language acquisition (EL students)	EL students will receive targeted language instruction to support vocabulary development and build background knowledge	None
Integrated supports for EL students which will also benefit all students (i.e. sentence frames, scaffolding, metacognitive strategies, etc) (EL Students)	EL students will receive scaffolds in order to access grade level content	None
Learning Targets (All Students)	Teachers and students will use Learning Targets to promote	None

	clarity of learning outcomes. Success Criteria will be used so that students can measure their own progress toward standards.	
Small Group Instruction	Students who are not mastering grade level content will be supported with small group instruction with the classroom teacher	None
Tier 3 ELA Groups	Students who are not responding to Tier I and Tier II supports will have access to content at their individual level in a small group with a certificated teacher	None
Distance Learning Plan (All students)	Prepare live and video recorded lessons Prepare ELD groups Small group differentiated lessons Develop CFAs Provide feedback through the work students submit Develop Rtl groups	None

Valencia Valley Elementary School
Grade 6 2020-2021
MATH Plan

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Students will meet or exceed proficiency on CAASPP Math assessment	75%	**
Basis for Goal: Why this one over others?	This assessment measures student proficiency of state grade level standards for mathematics indicating readiness for the next grade level	

2019-2020 DATA: PERCENT PROFICIENT											
Student Group	#	18-19 Gr 5 CAASPP	Arithmetic Strategies	Statistics	Integers and Absolute value	Variables Ratios	Decimals Percents	Expressions	Rates Inequalities	Equations	19-20 CAASPP
All	96	70%	42%	17%	65%	67%	64%	**	**	**	**
White	45	78%	55%	22%	74%	78%	75%	**	**	**	**
Hispanic	35	52%	25%	11%	50%	51%	44%	**	**	**	**
Asian	12	75%	58%	17%	75%	58%	75%	**	**	**	**
EL	3	33%	33%	0%	33%	33%	33%	**	**	**	**
EO	85	73%	45%	17%	69%	70%	68%	**	**	**	**
RFEP	8	50%	13%	13%	38%	29%	38%	**	**	**	**
Students with Disabilities	16	6%	0%	0%	0%	14%	6%	**	**	**	**

** Due to COVID-19 and distance learning students were not assessed on the last 2 units and CAASPP Testing.

AREAS of SUCCESS

Students:

- CAASPP Claim 1 Concepts and Procedures 55% proficient
- CPM Arithmetic Strategies NS B.3 Common Factor and Multiples
- CPM Statistics SP A1 - Statistical questions
- CPM Integers and Absolute Value NS C5 Positive and negative numbers
- CPM Variables and Ratios EE A 2 Write, read, and evaluate expressions
- CPM Decimals, Percent, and Area: RP a 3 c Ratios and Proportions

Teacher Actions:

- Fluid small group instruction weekly depending on needs
- Warm Ups/Board Work that included weekly spiral review of common factor and multiples, statistical questions, positive and negative numbers, expressions, and ratio and proportions
- Teachers are taking on a shared responsibility to meet all students' needs. Our team will use the site agreed upon PLC agenda/minutes throughout the school year
- Grade level teams structure "WIN Time", build common formative assessments, and build instructional practices
- Focus on developing purposeful "student talk" to develop student listening, talking, and critical thinking skills.
- We have consistently had pre and post tests for WIN cycles.
- Team created math reviews that foster mastery and mirror assessments

AREAS of GROWTH

Student:

- CAASPP Claim 2 Problem solving and data analysis 44% proficient
- CPM Arithmetic Strategies - G A1 Geometry Area, Surface area, volume
- CPM Statistics SP A3 Measures of center Mean, median, mode
- CPM Integers and Absolute Value Real world problems on a coordinate grid
- CPM Variables and Ratios RP A1 Ratio reasoning
- CPM Decimals, Percent, and Area: NS b 3 Multiply Divide decimals

Teachers Actions:

- Fluid WIN Groups focused on computation with decimals, coordinate grids, and ratio reasoning each grouped formed using a separate common formative assessment
- Vertical articulation is imperative to student success of decimals and long division.
- Warm Ups/Board Work that included weekly review computation (addition, subtraction, multiplication and division) with decimals
- Continue with Consistent use of Team Roles to build in "student talk" opportunities.
- Collaborate with RSP teacher with regard to curriculum and accommodations as outlined in student IEPs
- Although data analysis was introduced in CPM Chapter 1 and CPM Chapter 2, based on CPM organization, the mastery of data analysis skills was the not focus until CPM Chapter 8 During distance learning, live instruction and/or team created videos were offered to increase student mastery box plots as well as mean, median, and mode

2019 - 20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES (SITE/LCAP)
All areas of growth are all revisited in later chapters	All areas of growth are all revisited in later chapters	None	None
WIN group if needed after checkpoint test	WIN group if needed after Checkpoint Tests	Curriculum Specialist: \$30,000	Curriculum Specialists: \$31,446
Use first three CPM tests as formative assessments to plan instruction as all standards are end of year proficiency expectations	Use first three CPM tests as formative assessments to plan instruction as all standards are end of year proficiency expectations	None	None
Small groups within class to address deficits	Small groups within class to address deficits	None	None
Team uses regular CFAs to form groups and guide instruction	Team uses regular CFAs to form groups and guide instruction	None	None

OVERALL EFFECTIVENESS OF STRATEGIES

CHANGES TO STRATEGIES

Collaboration: Most collaboration was during PLC	Adjust CPM curriculum to align with new Proficiency Map for 6th Grade Math and supplement as needed
Learning Targets: Posting and introducing Learning Targets helped students to understand what they were expected to learn during a lesson	Vertical articulation is imperative to student success of decimals and long division Move toward students using Learning Targets throughout the lessons and using success criteria to measure their own progress
WIN: Grouping students for WIN helped students receive a second pass at grade level concepts they didn't master	Meet with the District math coach to assist with planning of WIN cycles, specifically to plan for differentiation, both extension and remediation. Create Exit Tickets for grade level use.
CPM Group Structure: Students are grouped according to CPM roles	Continue to extend group roles to other curricular areas

PLC: We met during the contracted PLC time to examine student data and group students for WIN cycles as well as plan instruction	Consistent use of CFAs within a unit to determine effectiveness of WIN cycles and inform instruction Utilize CAASPP interim assessments, in Math and ELA, throughout the school year to use as benchmarks and to prepare students for state testing.
DreamBox: Students used DreamBox during class and for homework to practice grade level concepts at their own level	Use assigned lessons and monitor usage so that students are completing at least 5 lessons per week

2020-2019 Plan			
	2020 - 21	2021 - 22	2022 - 23
GOAL: Students will meet or exceed proficiency on CAASPP Math assessment	80%	84%	88%
Basis for Goal: Why this one over others?	This assessment measures student proficiency of state grade level standards for mathematics indicating readiness for the next grade level		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
PLC: (All Students and SWD)	Teachers will meet during agreed upon times to plan instruction based on analysis of student work and achievement data. RSP teacher will be included in meetings.	None
Mainstream SWD: (SWD)	SWD will mainstream, as appropriate, according to their IEPs to ensure access to grade level curriculum	None
WIN: (All Students)	Students will be grouped based on CFA data and will receive instruction on grade level content at their level	Curriculum Specialist: \$15,035

Learning Targets: (All Students)	Teachers and students will have clarity around what students will learn during each lesson. Students will be able to assess their own learning based on learning targets and success criteria.	None
GLAD Strategies: (EL Students)	Teachers will use GLAD strategies to ensure EL students have access to the curriculum	None
DreamBox: (All Students)	Students will practice math concepts at their level during class and for homework	District Funded
Distance Learning Plan (All students)	Prepare live and video recorded lessons Prepare ELD groups Small group differentiated lessons Develop CFAs Provide feedback through the work students submit Develop Rtl groups	None

**Valencia Valley
School Climate**

	2019 – 20	2020 – 21	2021 – 22
Goal: Attendance Rate	97%	97.5%	98%
Goal: Suspension Rate	2	1	0
Goal: Feel Happy to be at my school	97%	99%	100%

Climate Areas Measured	17-18	18-19	20-21
Attendance Rate (Percentage)	96.1	96.4	96.3
Suspension Rate (Number of students)	6	4	0
CHKS: Feel Part of the School (Percentage of 5th Graders)	98	95	95
CHKS: Feel Happy to be at School (Percentage of 5th Graders)	98	95	93
CHKS: Feel safe at school. (Percentage of 5th Graders)	99	99	96
Parent participation in academic conferences (Percentage of total number of parents)	94	94	97
Parent/community involvement in school committees, and events. (Total number of participants)	1,624	3,783	3,882*
Parent/community volunteer hours. (Total number of hours)	3,692	11,553	10, 475*

*These figures are affected by the COVID-19 closures

CHKS: California Healthy Kids Survey

AREAS of SUCCESS

- PBIS Team completed implementation of the program.
- We reduced the number of suspensions this year to zero. However, we were not on campus March 13-June 12th as a result of COVID-19.
- We saw an increase in parent presence at conferences.
- Parent involvement continues to increase.
- During distance learning, school principal conducted weekly coffee chats with parents.

AREAS of GROWTH

- One of the reasons we may have seen a dip in students feeling safe at school is that our community experienced a school shooting at a local high school.
- Continue our work toward improving attendance rates though monthly recognition individual and class wide.
- We will be in year three of PBIS and need to create parent resources and integrate the program into Distance Learning.
- Continue to take proactive steps to reduce the number of suspensions. The implementation of PBIS, work with counseling groups, and implementation of the district wide social skills programs will help with this work.
- Continue to work with parent groups to create opportunities for parent participation and investment into the school community.
- Continue to use LobbyGuard to track parent volunteer hours.
- We will continue to focus on the social-emotional well-being of our students. We have a belief, if students are happy and feel good about themselves they will succeed academically.

2019-20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP) (expenditures across all grade levels)	ACTUAL EXPENDITURES (SITE/LCAP) (expenditures across all grade levels)
<p>ILT to meet at least once a month</p> <p>School wide Positive Behavior Intervention System (PBIS). Establish a team and begin first year training</p> <p>Set social skills groups with Dynamic Interventions</p> <p>Counselor will deliver "Steps to Respect Curriculum" to K-6th grade classes. Number of sessions per grade level to be determined with PBIS team</p>	<p>ILT met monthly and presented at multiple staff meetings around school area of focus, learning targets</p> <p>Our Positive Behavior Intervention System (PBIS) team rolled out the PBIS program they planned</p> <p>Counselor delivered "Zones of Regulations" to various grade levels that request support either by individual teacher, BSS or through SST process</p> <p>Counselor used Kelso's Choices curriculum for whole-class meetings</p>	<p>Certificated .47 Teacher: \$33,028</p> <p>Classified Curriculum Specialist: \$29,642</p> <p>Sub Time and Extra Hourly: \$4,811</p> <p>Additional Safety Supervisor: \$5,657</p> <p>PBIS: \$4,923</p> <p>Materials and Supplies (including all copier/paper costs): \$59,493</p> <p>TOTAL: \$137,554</p>	<p>Certificated .47 Teacher: \$33,028</p> <p>Classified Curriculum Specialist: \$31,446</p> <p>Sub Time and Extra Hourly: \$7,872</p> <p>Additional Safety Supervisor: \$3,268</p> <p>PBIS: \$3,230</p> <p>Materials and Supplies (including all copier/paper costs): \$43,843</p> <p>TOTAL: \$122,687</p>

OVERALL EFFECTIVENESS OF STRATEGIES**CHANGES TO STRATEGIES**

<p>ILT: ILT completed year two of their work. Learning their role as instructional leaders and helping to develop a school-wide focus around implementing learning targets in mathematics and ELA. ILT also developed a purpose statement and professional development plan.</p>	<p>ILT developed a purpose statement and shared it during every professional development session.</p> <p>Due to COVID-19 closures, ILT was not able to complete the professional development plan and will resume in the fall. ILT will continue to expand upon their new leadership role as well as continue to use data to create professional development for teachers and staff around next steps for learning targets, student self-assessment, and success criteria.</p>
<p>PBIS: The PBIS team completed year two of their work and began full implementation. The team developed a matrix with staff input and held a kick-off event to introduce the program to students and staff.</p>	<p>The PBIS team will develop and distribute parent resources. Additionally, they will plan ways to implement PBIS strategies for Distance Learning, as necessary.</p>
<p>Counselor used “Zones of Regulations” to support students and teachers as deemed appropriate by teachers, BSS and SST. Additionally, she used Kelso’s Choices for select grade level lessons.</p>	<p>The counselor will continue to support social skills groups, Zones of Regulation lessons, and Kelso’s Choices. She will integrate her lessons with the VV PBIS model.</p>

2020-21 Plan

	2020-21	2021-22	20212-23
Goal: Attendance Rate	96.3%	97%	98%
Basis for Goal: Why this one over others?	A child's attendance record is one of the biggest factors influencing academic success.		
Goal: Suspension Rate	0	0	0
Basis for Goal: Why this one over others?	A commitment to lowering our suspension rate means being proactive and looking at positive behavior intervention systems to help students succeed.		
Goal: Feel Happy to be at my school	93%	95%	97%
Basis for Goal: Why this one over others?	Increasing the overall happiness and well-being of our students will help them succeed socio-emotionally and academically.		

20120-21 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP) (expenditures across all grade levels)
Implementation of school wide goal around learning targets through the support of ILT. (All Students)	ILT will use data to create embedded professional development opportunities for teachers and staff around next steps for learning targets. These professional development opportunities will also be differentiated based on need.	Guest Teachers for learning walks \$2,000

Implementation of PBIS (All Students)	With a focus on positive behavior interventions and supports we will see a shift in a student's social and emotional well-being.	Sub cost for staff to attend meetings not to exceed \$800 (PBIS Budget)
Zones of Regulations curriculum for social emotional support (Students who need support in the area of social emotional well-being)	The counselor will deliver grade level appropriate programs to promote the social emotional well-being of our students.	None
Monthly attendance letters and SARB conferences (Students who need attendance support)	Keeping up with attendance monitoring will give our staff the opportunity to work with families to ensure their children are attending school.	None
Monthly Perfect Attendance Recognition school wide (All Students)	Awards and recognition for individuals, class and school wide improvement in attendance	Cost for awards and certificates, and incentives not to exceed \$1,500 (PBIS Budget)
Social Skills Classes provided by school counselor (Students who need social skills support)	Social skills classes will help students that are having difficulty with social situations and friendship building.	None
Academic and Character Awards (All Students)	Awards will celebrate success and encourage others to strive for success while feeling a part of a supportive school culture.	Cost for awards and certificates not to exceed \$500 (PBIS Budget)

NEWHALL SCHOOL DISTRICT

**DISTRICT
PROGRAMMING**








NEWHALL SCHOOL DISTRICT

COLLABORATE | INNOVATE | PERSEVERE | EXCEL

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Empowering Every Child *Every Day*

Mission Statement

Newhall School District students will become global citizens who think critically, solve problems, embrace diversity in people and viewpoints, and have a passion for learning and the arts.

We will:

- Collaborate & build on each other's strengths
- Innovate for the future
- Persevere through new & challenging learning opportunities
- Excel & continuously strive for improvement



Changes in California Public Education

Starting in the 2014-15 school year, districts across California implemented a new school funding structure authorized by the California State Legislature. Known as the **Local Control Funding Formula (LCFF)**, this funding structure consolidated numerous former state “categories” of funds into *one* category that aspires to not only make school funding less complex, but also to provide more targeted support to students who, historically, have been challenged to master state academic standards.

With creation of the LCFF came a new planning document, the **Local Control Accountability Plan (LCAP)**, which the NSD Governing Board must approve annually. The LCAP sets forth how a district will elevate students to mastery of the Common Core State Standards by addressing eight state priorities. These priorities are:

- Provision of Basic Services (e.g., students have fully credentialed teachers and access to current instructional materials)
- Implementation of State Standards (students are taught the State Board of Education-adopted Common Core State Standards (CCSS))
- Course Access (i.e., students have access to all areas of study)
- Student Achievement (students are meeting or exceeding standards [Common Core] on State tests [California Assessment of Student Performance and Progress-CAASPP]; English Learners are attaining proficiency in English)
- Other Student Outcomes (students are attaining proficiency on District-created assessments)
- Student Engagement (e.g., students attend school consistently; students report that they fully participate in their learning)
- School Climate (e.g., student suspension rate is low; the school environment is focused on positive behaviors)
- Parent Involvement (e.g., parents attend conferences and school activities; parents volunteer in the classroom and in school activities)

The LCAP is a three-year plan that must be updated annually. The process for updating the plan requires districts to engage as many “stakeholders” as possible, particularly parents and students. Preceding the Governing Board’s adoption of the plan in June are numerous stakeholder meetings that not only provide information on progress toward LCAP goals, but also solicit input in preparation for the following year’s Plan update. To view the NSD LCAP go to: <http://www.newhallschooldistrict.net/>. Scroll down to “Important Information” to find the link.

Besides the new school funding (LCFF) and accountability (LCAP) structures, there are also new State tests (CAASP) that were administered to students for the first time in the spring of 2015. CAASPP aligns to the CCSS, is administered on-line, and is considerably more rigorous than the State’s previous tests under the defunct Standardized Testing and Reporting (STAR) program. CAASPP results, therefore, should not be compared to STAR results. Set forth in this Single Plan are 2018

CAASPP results for the grades 3 and 6, key grade levels that help the reader understand how well students are achieving as they move toward the secondary grades.

Beyond including CAASP results, the Single Plan format has been changed to closely align to the State Priorities listed above (and elaborated in the NSD LCAP). Overall, this Plan provides clarity on programs the school offers, goals the school has set, and how the school is progressing toward meeting its goals.

There is one additional change in California's public education system. Starting in the spring of 2017, the California School Dashboard became the State's new system for rating school and district effectiveness. The new system "grades" performance for current year and growth over time. Unlike the former Academic Performance Index, the Dashboard displays ratings for more than State test results (CAASPP administered in grades 3-6). Within the Dashboard, there are ratings for attendance, suspensions, implementation of State standards, and parent and student engagement. The Dashboard uses colored dots—blue, green, yellow, orange, red—(with blue being the highest and red the lowest) for ratings. For further information on the Dashboard, watch the short video at the NSD website.

With changes in funding, standards, testing and accountability reporting, California is truly in a new era of public education. The 2020-21 Single Plan for Student Achievement reflects those changes, and, going forward, will track results for a variety of academic and non-academic "metrics" over multiple years.

Due to COVID-19, CAASPP assessments were paused for 2019-20. Therefore, scores are not reported.

NSD English-Language Arts Program

The Common Core State Standards (CCSS) form the basis for the Newhall School District English-language arts program. The standards are rigorous and are to be taught in a way that helps students “connect” their learning across multiple subjects. By making connections, students are able to apply what they are learning to real-world situations. With application comes greater preparation for college and career readiness.

In our curriculum, reading and writing are presented as complementary subjects. Our goal is to help students learn and appreciate what good readers and writers do and to view *themselves* as good readers and writers. The CCSS clearly define the skills students are expected to master. Required assessments at key junctures ensure common rigor toward mastery of all standards by the end of each grade. The District’s data management system, io Education, enables teachers and administrators to track progress over the year with careful attention given to learning “gaps” that can be quickly closed through provision of additional learning time.

In kindergarten students master the building blocks of reading. These include learning the letters and the sounds the letters make, identifying letter sounds in various positions of words (phonemic awareness) and then beginning to “blend” letter sounds to read words (phonics). Students also learn “sight” words, frequently appearing key words that they commit to memory. In first grade, students practice to read “fluently,” that is, they learn to blend sounds at sufficient speed to make meaning (reading comprehension). The District’s first grade target fluency rate is 65 words per minute. From second grade on up, students apply their fluency skills to read a variety of narrative and informational texts, with a grade-to-grade increase in the sophistication (e.g., vocabulary, overall reading content) of the reading selections.

Full implementation of the CCSS in grades K-6 began in the 2014-15 school year. In the 2016-17 school year, teachers piloted (i.e, tried out) two promising State Board of Education-adopted reading-language arts publishers programs that were aligned to CCSS, rigorous and well structured to help English Learners listen, speak, read and write at the same level as their native English-speaking peers. After a protracted and highly structured piloting process, teachers recommended (and then the Governing Board adopted) *Benchmark Advance* published by Benchmark Education. This very comprehensive, student-friendly program was implemented starting in the 2017-18 school year.

To supplement *Benchmark Advance*, teachers will continue to use Depth and Complexity Icons (strategies to engage students in “higher-order” thinking skills), Thinking Maps (strategies to maximize reading comprehension), English Language Development (ELD) standards (for English Learners), Guided Language Acquisition Design (GLAD—strategies to learn new vocabulary), and 21st century thinking skills (collaboration, critical thinking/problem solving, creativity, and communication). As specified in the District’s Local Control Accountability Plan (LCAP), key reading benchmarks are in first grade (reading fluency), third grade (reading comprehension) and

sixth grade (reading comprehension). Required assessments for each of these benchmarks are administered at different junctures in the school year.

Much of our reading success depends on thinking skills developed through the District's Coherent Writing Program (CWP). Effective writing remains a high priority at our school and is based on these beliefs:

- Writing can be taught; all students can learn to write
- Students must understand different types of writing (e.g., narrative, opinion)
- Students must practice the writing "process" (steps in drafting a written piece) to produce a final draft, just as professional writers do
- Students must identify the purpose of and audience for each writing task
- Students learn grammar, punctuation, and spelling best in the context of their own writing
- Students should have opportunities to share what they write
- Writing about a subject helps students learn more about the subject
- Writing improves reading skills; reading improves writing skills

All students maintain portfolios (a compendium of their writing "products") to show progress over the year. Teachers use scoring "rubrics" (a system for numerically rating a written piece) aligned to the State testing system to evaluate student writing. In addition to rubrics, teachers use "anchor" papers (previously scored student work at each performance level) to inform their scoring. Anchor papers are selected each year for use in the succeeding year. Prior to scoring, teachers go through a "calibration" process (using draft student work) to ensure that they can reliably rate performance from one student paper to the next.

Teachers administer District writing assessments 3 times per year. They score the work and enter the results in ioEducation. This enables efficient analysis of individual student, classroom, and grade level results. Careful analysis by grade level teachers yields new strategies to elevate performance.

In the summer of 2015, the District's CWP Committee developed new trainings that focus on the CCSS "constructed response" items and "brief writes." A constructed response is a type of open-ended essay question that demonstrates cognitive knowledge and reasoning. The answer must be provided using information that can be found in a particular text or other prompt (map, picture, graphic organizer, etc.) and is not meant to demonstrate opinion, but to show how one is able to extract information and use this as the basis for forming a complete answer. A brief write is an open-ended response question that asks students to add information to the beginning, middle, or end of a written passage (story, letter, etc.).

English Learners (ELs) are assessed annually using the State-adopted California English Language Development Test (ELPAC). Students assessed as "Emerging" learn to understand (receptive language) words in context over repetition (how everyone learns language). With repetition in context, students begin to speak (expressive language). Over time, with good instruction, they build their fluency to attain the ELPAC-measured Expanding and Bridging levels. At the Bridging level, students have

acquired (and continue to improve) their reading and writing skills, positioning them to be “reclassified” (or “re-designated”), a State term that denotes full proficiency in English (listening, speaking, reading, writing). With the new State standards and assessments, the District has updated its criteria for reclassifying an English Learner as Fluent English Proficient (FEP). These criteria are as follows:

- A. Grade 1 Reading Fluency: 65+ cwpm or Grade 2 Reading Fluency: 124+ wpm
- B. Grades 3-6 “Standard Met” or “Standard Exceeded” on the annual CAASPP ELA Assessment
- C. Majority of performance levels for standards taught in reading and language arts are at level 2 or above
- D. ELPAC Overall score of ‘4’

Once students are reclassified, their progress is monitored for the next four years. The intent is to verify that, as re-classified students, they are making grade-level progress. Students who are not making progress are evaluated and then given additional instruction.

English Learners in the district are provided both integrated and designated ELD. Integrated strategies are used in all content areas to support student’s access to the core content concepts. Students are also grouped by English proficiency level for a minimum of 30 minutes daily for designated ELD. The curriculum used for this instructional content area is part of the Benchmark Advance ELD curriculum.

In addition, historically, the District has relied on two strategies, GLAD and increased “student discourse” (typically through working in pairs or small groups) to move English Learners toward reclassification. As for the former, it offers highly contextualized “academic language” (e.g., science or social studies vocabulary), often presented in repetitive chants and through various visuals to introduce and then reinforce new vocabulary. As concerns the latter, frequent opportunities to apply language build both overall fluency and vocabulary.

In the Spring of 2020, school closed due to COVID-19 and ELA lessons were posted on virtual classrooms via Google Classroom.

NSD Mathematics Program

The Common Core State Standards (CCSS) for mathematics are rigorous. They emphasize understanding of related mathematical concepts that form the basis for students' application of mathematical "operations" (e.g., subtraction with borrowing, multiplying fractions). Conceptual understanding facilitates solving of real-world problems. Further, it addresses the seemingly age-old comment that math has no relevance in day-to-day living, including the work setting. Our goal is grade-by-grade mastery of the standards to prepare students for success in the secondary grades and, beyond that, success in college and career.

The CCSS for mathematics are different than their predecessor standards (the ones most of us have learned) in the following ways:

Greater focus on fewer topics: The standards ask teachers to significantly narrow and *deepen* what students learn. The major work for each grade is as follows:

Grades K-2: concepts, skills and problem-solving related to addition and subtraction

Grades 3-5: concepts, skills and problem-solving related to multiplication and division of whole numbers and fractions

Grade 6: ratios and proportional relationships and early algebraic expressions and equations

Greater coherence across the grades: The standards are designed around coherent progressions from grade to grade with an ongoing emphasis on problem-solving. Learning is carefully connected so that students can build new understanding on foundations built in previous years.

Greater rigor in building conceptual understanding, procedural skills and "fluency" and application: Conceptual understanding means knowing *why* math procedures work (e.g., why we "borrow" when we subtract). Procedural skills and fluency are about speed and accuracy in calculations. Application means students have sufficient conceptual understanding and procedural/fluency skills to use in situations that require mathematical knowledge (i.e., problem solving).

The Newhall School District introduced the new standards in grades K-2 during the 2013-14 school year. Grades 3-6 began implementing the standards in the 2014-2015 school year. In 2015 -2016, four schools piloted prospective publisher's programs: *Eureka*, *Bridges*, and *CPM*. Based on feedback from the piloting sites, the unanimous decision was to purchase *Bridges* for students in grades K-5 and *College Preparatory Math (CPM)* for grade 6. During the 2016-17 school year, teachers implemented the new programs (*Bridges/CPM*). Teachers also received extensive professional development to increase their understanding of math concepts and to learn about and refine best instructional practices. During the 2017-18 school year, 6th grade teachers received training to deepen their knowledge of the standards and improve their pedagogical skills.

Grade level teachers work collaboratively to review and plan lessons, analyze assessment results, and share teaching strategies. The District's data management system, IO Education, enables teachers and administrators to track progress over the year with careful attention given to learning "gaps" that can be quickly closed through provision of additional learning time.

As specified in the District's Local Control Accountability Plan (LCAP), key mathematics benchmarks are in first grade, third grade, and sixth grade. Required assessments for each of these benchmarks, administered at different junctures in the school year, reflect the grade level focus areas set forth above.

The District has a full-time Teacher on Special Assignment (TOSA) who supports all new teachers and primarily the Title I schools, TK-6. The TOSA (also called "math coach") will work at schools, helping teachers improve their instruction under the CCSS.

To support students' mastery of the standards, the District has purchased a license for DreamBox, a standards-aligned, web-based tutorial that students can access at school or at home. DreamBox evaluates students' proficiency level and then advances them upward without any adult assistance. Teachers have the ability to assign students to work on a specific standard with Dream Box's "Assigned Focus" option.

In the Spring of 2020, school closed due to COVID-19 and math lessons were posted on virtual classrooms via Google Classroom.

NSD Science Program

The District continues to advance its science program toward one that is coherent, inquiry-based and fully aligned to the State Board of Education-adopted Next Generation Science Standards (NGSS). Just as the Common Core State Standards (CCSS) have replaced the former State standards for English-language arts, mathematics and history-social science, so the NGSS have replaced the former California Science Standards. NSD students will participate in the new State (NGSS-based) science assessment this school year

To ensure that its K-6 science program is of the highest quality, the NSD has done the following:

- Constructed dedicated science labs at all ten school sites; science labs extend classroom learning by providing students in-depth opportunities to engage in application of foundational scientific practices and skills such as predicting, hypothesizing, collecting data, summarizing, and drawing conclusions.
- Hired science Lab Technicians or Curriculum Specialists to staff the labs and to work closely with classroom teachers in presenting lessons
- Funded, two, Teachers on Special Assignment (TOSA) to: (1) help the District transition to a coherent TK-6 curriculum under the NGSS with accompanying assessments; (2) build Specialists' and classroom teachers' content knowledge and pedagogical skills under the NGSS, and; (3) identify instructional resources that best serve the NGSS

At this point in the transition to the NGSS, third, fourth, and fifth grade teachers are in full implementation. These grade levels will participate in demonstration lessons and collaborate with colleagues to identify shifts they have successfully made in their instructional practice and areas where continued growth is needed. Grades K-2 teachers are in year two of implementation and will continue to learn about the many ways learning for students under NGSS is different from the learning under the former California Science Standards. Grade 6 teachers are entering the first stage of NGSS implementation, called the awareness phase. Teachers will be learning what NGSS is all about (i.e., the new content they will be responsible for teaching, the shifts in practice and the different types of knowledge students are to acquire).

All grade levels are using NGSS-aligned lessons that utilize STEMscopes. STEMscopes is a California NGSS aligned resource built around the 5E lesson structure. The 5E model represents a shift in *how* teachers are teaching and lends itself to student self-discovery. STEMscopes provides a tremendous support to teachers during this transition, and the 5E lesson structure draws students into what they are learning. The anatomy of a 5E lesson is Engage, Explore, Explain, Elaborate, and Evaluate.

- During the Engage phase, students are presented with phenomena from the natural world and begin to ask questions in order to understand it. Ownership

begins here, because students are making the observations, and *they* are asking the questions that will lead them through the next phase- Explore.

- During Explore, teachers provide activities for students that help them understand the scientific principles behind the phenomena, and students collaborate and discuss with classmates as they make connections between what they are learning and the phenomena. This phase is very student-driven.
- The Explain phase is where teachers begin introducing vocabulary in context, provide reading, passages and video segments, lead whole group discussions and actively help students make connections between what they already know and what they are learning. During Explain, students begin to formulate their own explanations and articulate their thinking through writing, drawing, and discussions.
- Elaborate provides students the opportunity to extend what they are learning or apply it to a project. They can develop models to show what they know and understand about the phenomena or develop solutions to real world problems.
- Evaluate: Performance tasks and constructed responses, where students are applying what they have learned serve as formal assessment during the Evaluate phase; however, all of the work students do during the 5E lesson progression serves as assessment and is used to gauge where students are on their path toward mastery.

In the Spring of 2020, school closed due to COVID-19 and science lessons were posted on virtual classrooms via Google Classroom.

NSD History-Social Science Program

The District's history-social science (HSS) program is aligned to the *History-Social Science Content Standards for California Public Schools*. Teachers use *Harcourt Reflections* (Board-adopted publisher's program) as an instructional resource. By grade level, the standards' major themes are:

Kindergarten: Learning and Working Now and Long Ago (study the local community)

First Grade: A Child's Place in Time and Space (study the components of a society and also study local geography)

Second Grade: People Who Make a Difference (study people in history)

Third Grade: Continuity and Change (study the development of communities in California)

Fourth Grade: A Changing State (study early California through statehood)

Fifth Grade: United States History and Geography: Making a New Nation (study the development of the U.S. up to 1850)

Sixth Grade: World History and Geography: Ancient Civilizations (study the beginning of major Western and non-Western civilizations)

With the implementation of the Common Core State Standards (CCSS) in English-language arts (ELA), teachers maximize ELA instruction time by integrating HSS standards with language arts (e.g., reading selections/writing activities). With the District's recent (2017) purchase of *Benchmark Advance*, a State Board of Education-approved reading-language arts program, grade-appropriate history -social science lessons are fully integrated into the readings and related learning activities.

Additionally, oral language activities developed through the District's Guided Acquisition Design (GLAD) program include history-social science standards. Through GLAD, students build their HSS vocabulary and use this vocabulary in their group work and in their writing.

In the Spring of 2020, school closed due to COVID-19 and social studies lessons were posted on virtual classrooms via Google Classroom.

NSD Visual and Performing Arts

The Newhall School District's Visual Arts Program provides all students in grades 3-6 standards-based lessons delivered by two credentialed art teachers. The teachers rotate through each of the District's ten school sites in intensive teaching cycles, presenting lessons that combine art history and art appreciation with instruction in technique through a variety of media. Each lesson includes a creative expression component that directly addresses the California Visual and Performing Arts Content Standards. The overall goal is to provide every student the skills to communicate and interpret ideas visually.

The District's annual Student Visual and Performing Art Show provides an opportunity for every student to display a work of art in a gallery setting, validating students' creativity in a public forum as well as demonstrating to the community the value the District places on arts instruction. Students from across the District also have an opportunity to display their talents in instrumental and choral music, as well as dance at the Newhall Family Theatre.

As concerns music, what distinguishes Newhall's program from other music programs is its comprehensive TK-6 approach and its sheer numbers of participating students (annually, about 900 instrumental music participants and about 800 choral music participants). All TK-2 students acquire foundational skills. All third grade students learn to play the recorder. Starting in fourth grade, students participate in homogenous groups (e.g., strings, winds) for intense instrumental music instruction. This grouping approach maximizes learning unique to the class of instruments. Students then come together as orchestras (beginning, intermediate honor), giving winter and spring concerts before packed houses. Joining them are school site choruses (grades 4-6) who perform throughout the concerts.

Hip Hop dance instruction is delivered to 6th grade students at all 10 school sites.

Experienced teaching artists deliver robust, standards-based curricula that integrate the 21st century "Four C's" skills (Communication, Critical Thinking, Creativity, Collaboration) and Common Core State Standards. Students develop the character and skills needed to practice, create, critique, and perform dance in an upbeat, structured, and supportive setting. Teaching artists work with students one day a week over the course of ten weeks. The program culminates with a hip hop student performance for 5th graders and the 6th grade parents.

All 5th grade students in the district participate in a theater residency program which makes clear connections to the Next Generation Science Standards as well as the California content standards for Visual and Performing Arts. Fifth graders meet with a visiting teaching artist once a week for a 12-week residency. Students perform in an informal culminating performance at the end of the residency to showcase their skills in using various elements of theater to demonstrate their understanding of grade level science concepts

Since 2010, The Kennedy Center's Partners in Education Program, in partnership with the College of the Canyons PAC K-12 Arts Education Outreach Program and SCV elementary school districts, has brought professional development around arts integration to over 200 Newhall School District teachers. Teaching artists from the Kennedy Center offer workshops in a variety of different disciplines and provide classroom teachers with strategies to integrate art forms with other academic subjects. At the beginning of the 2018-19 school year, NSD teachers who had not previously had Kennedy Arts training attended professional development to develop their understanding of the fundamentals of arts integration. Other teachers in the district who had already received training in arts integration were given the opportunity to meet together and plan lessons integrating content area standards and Visual and Performing Arts standards.

In 2017-18, the District opened the Newhall Family Theater for the Performing Arts located at Newhall School. Funded by voter-approved Measure E, this state-of-the-art performance venue will not only serve students from all District schools, but will also offer youth-oriented dance, music and drama programming to the entire Santa Clarita community. It will become integral to the City of Santa Clarita's emerging arts and entertainment zone in downtown Newhall.

In the Spring of 2020, school closed due to COVID-19 and art and music lessons were posted on virtual classrooms via Google Classroom.

NSD Physical Education

Physical Education (PE) is an important part of wellness. Being "well" helps students succeed academically. By California Education Code, students are to have at least 200 instructional minutes of PE (exclusive of recess or lunch) for every 10 school days.

In 2019-20, teachers will be implementing a comprehensive PE program, using the SPARK curriculum (for information about SPARK, go to: <http://www.sparkpe.org/>).

Teachers will continue to log minutes on a standard form.

Annually, fifth graders must take the California Physical Fitness Test (FITNESSGRAM).

The tests measures: (1) aerobic capacity; (2) abdominal strength and endurance; (3) upper body strength and endurance; (4) body composition; (5) trunk extensor strength and flexibility, and; (6) flexibility.

In the Spring of 2020, school closed due to COVID-19 and PE lessons were posted on virtual classrooms via Google Classroom.

Differentiating to Meet the Needs of All Students

The Newhall School District's overall goal is to ensure that all students attain grade level proficiency under State Board of Education-adopted Common Core State Standards (CCSS), as well as supporting the social and emotional needs of all students. For students who need extra learning time to become grade level proficient, schools provide those supports through a variety of means. For students who are already demonstrating grade level proficiency, schools work to advance these students by elaborating work around grade level standards and/or by providing work that is considered above grade level. Finally, for students identified as Gifted and Talented, our schools implement strategies and programs commensurate with students' needs and interests.

Just as we teach students how to read, write, and do math, the Newhall School District invests time in teaching students appropriate behavior in all settings around the school. Through the implementation of Positive Behavior Intervention and Supports (PBIS), all students are encouraged to make the right choices.

The fundamental idea under the term "differentiating instruction" is the move students *forward* from wherever they are academically or socially. Inasmuch as public schools are at times characterized as "one size fits all," that characterization would never fit the Newhall School District. Listed below are the key processes of our school's program to: (1) elevate students who are performing below grade level to grade level proficiency; (2) accelerate students who are already at grade level proficiency, and; (3) support students identified as Gifted and Talented.

Valencia Valley Program Description for RTI

The Valencia Valley Intervention team includes all classroom teachers, a ".47 teacher", a Curriculum Specialist, and a Resource Specialist. On Fridays, our .47 teacher/Interventionist pushes into PLC in order to best support each grade level. Interventionists, push in to the classrooms during 40 minute blocks for WIN. They support each grade levels classroom teachers to reteach, review or enrich small groups of students in ELA or math. During PLC, the classroom teachers and .47 teacher analyze data, collaborate on best practices, define cycles of instruction, create CFAs and work together to decide who will support each group. Throughout each cycle, they use a "WIN data sheet" document with the classroom teachers and Interventionists in order to keep all members working toward the same goal.

Tier I- A Focus on High Quality First Instruction (Core)

Expectations:

- Differentiated instruction and supportive scaffolds are provided for all students. Integrated and designated ELD is part of the planning process and implemented daily to ensure EL students have equal access to the core curriculum

- Flexible small groups are used at all grade levels to provide reteach opportunities for students who have not mastered grade level learning targets, as well as enrichment opportunities who have not mastered grade level learning targets, as well as enrichment opportunities for students who have already met standards.
- Universal screening is conducted at the beginning of the year to immediately address student needs and to provide multiple data points across the year in grade level literacy and math skills. (District benchmarks can be used for ongoing monitoring Tier 1).

Tier II – Focus on Short Term Intervention (Core and More)

Expectations:

- Students who are provided with Tier II supports need a targeted support system that is focused on a target skill. The goal of Tier II is to remediate targeted academic skill deficits with the idea that in doing so, students will be successful in the Tier 1 program without support. These students have an academic skills gap that is preventing them from mastering grade level standards.
- Tier II has three characteristics that distinguish it from core instruction: (1) it is evidence-based; (2) it consists of small-group instruction with a teacher to student ratio of 6:1, and; (3) it involves a clearly articulated research-based intervention implemented with fidelity. This support can be provided by the classroom teacher, grade level team, or Interventionists through small flexible groups which meet on a regular basis.
- Students participate in intervention until the targeted skill is mastered.
- Data is collected on student progress through systematic progress monitoring.

Tier III- Focus on Intensive Intervention (Core and More and More)

Expectations:

- Students who are provided intensive intervention are identified by chronically low performance on multiple literacy or math measures.
- In addition to the small group supports provided in class, interventions provide intensive support to eliminate the skill gap using a proven researched based instructional program.
- Tier III interventions provide extra time and additional supports beyond what is provided to students in Tier I and II.
- Students in Tier III will most likely participate in multiple cycles of support. A student might participate in Tier I differentiated instruction, a Tier 2 “WIN” time and Tier III intensive intervention.

Valencia Valley RTI Plan of Action for 2020-21

Tier I

1. During the first few weeks of school, each grade level will revisit the essential standards selected as a team to begin creating WIN groups. Using our Interventionists' assistance, students will be assessed and grouped in WIN groups accordingly.
2. Also, during this time, collaborative teams and administration will identify English Learners and define the designated and integrated supports taught. Teams will decide how designated supports will be administered to groups of EL students at each team.
3. The staff will build capacity around the recently improved SST process and the relationship this has with Intervention. Members of the SST committee will share findings, improved documents and next steps. SSTs are a general education function and having a data driven, multi-tiered SST process led by general education teachers.

Tier II

1. Each team and Interventionist will use the WIN data sheet weekly to monitor progress and the effectiveness of each WIN cycle.
2. Using the WIN data sheets collected from each team, the ILT will meet monthly to discuss areas of need, celebrate successes, define best practices and growth being made. The ILT will look for trends across each grade level (vertical articulation) to best help the school wide goal.
3. When creating WIN groups, teams will define which prerequisite skills students have or need for the specified essential standard.
4. CFAs will be created and used to guide instruction through the WIN cycle.
5. Teams will create enrichment activities for WIN groups in order to support students needing additional challenge.
6. The PBIS team will play a role in supporting students' social behaviors.

Tier III

1. Determine how students are identified for Tier III intervention, along with the prerequisite skills and which skills will be addressed in Tier III.
2. Teams will monitor student progress in Tier III to ensure consistent follow up.
3. The ILT will work with SST committee to restructure the SST process.

Additional Next Steps

1. ILT will schedule meetings once a month.
2. At the first Back to School staff meeting, the ILT will present to the staff the vision for the year, report out on where we ended last year and celebrate the growth made. The ILT and staff will discuss what went well in WIN and how we can make improvements.
3. We are constantly clarifying the role of our Instructional Leadership Team with the rest of the staff. The ILT communicates to the staff what is the purpose and how it

changes over time. At each staff meeting, the ILT will report out the work. After each ILT meeting, minutes will be sent out to the entire staff. ILT and team leaders will combine for leadership meetings.

4. The ILT will shift focus to success criteria and how this will become the school wide goal for the year. ILT will get baseline data, chart trends, and start to develop professional development for the staff.

5. The ILT will build capacity with the staff around unpacking the CEL 5D indicators during staff meetings to maintain focus on high-leverage teacher practices.

GATE

Students in GATE are encouraged to participate in developing their leadership skills through Student Council, community service projects and community building events at the site. GATE students receive differentiation at the classroom level that includes novel studies and student led conferences during goal setting. GATE students are invited to participate in GDAC events that include Family Cooking Night, Science Night and Art Night.

The Valencia Valley program goals are for each student to:

- become a self-directed learner who exhibits scholarly behaviors
- experience success and acceptance and develop a realistic, healthy self-concept
- extend creative thinking, critical & higher level thinking, and problem solving abilities
- acquire, use and master effective communication skills
- develop respect, sensitivity and tolerance for others
- acquire knowledge at a higher level utilizing depth and complexity icons and content imperative icons
- develop skills necessary to function in a complex and changing society
- experience alternate learning strategies such as Thinking Maps and alternative learning environments (GATE and high achieving students are clustered throughout the school year for specific standards based, District and teacher created units)
- participate in an enrichment workshop that will integrate all curricular areas and give students an opportunity to share a culminating project with the VV community and their parents

To provide a cohesive, differentiated GATE program, teachers in grades 3-6 will:

- know the criteria for entrance into the GATE program, and identify potential GATE students for qualifying assessments
- participate in grade level PLC planning and “vertical articulation” to implement specialized GATE curricular units and be accountable for their use with groups of capable non-GATE and GATE students
- group students based on academic achievement levels, allowing for differentiated experiences for capable-non GATE students within the classroom, grade levels, and across grades

- utilize Depth and Complexity Icons, Content Imperative Icons and Thinking Maps to provide high achieving and GATE students with strategies for further development of critical thinking skills and to assist students in synthesizing information learned
- define and describe classroom efforts for GATE students in scheduled individual and grade level meetings with a site administrator

The Newhall School District implements a GATE plan. Among the plan's components are the criteria for identifying GATE students. These criteria are:

1. Score on the Otis-Lennon School Ability Test (OLSAT), a test of mental ability, in the superior range. Other test information which may be available within a student's records may also be considered. Students whose primary language is other than English may be assessed using the N NAT3 non-verbal Standard Progressive Matrices.
2. Strong teacher recommendation. The current teacher and previous teacher(s) will provide input.

Assisting Students Who Are Having Difficulty Learning

The Newhall School District offers a continuum of services in the Least Restrictive Environment (LRE) to students who have been identified through the Individualized Education Program (IEP) process as eligible for special education per federal and state legal criteria. The IEP provides an opportunity for teachers, parents, school administrators, related service providers and students when appropriate, to work together to design a program to meet the unique needs of the student. Special Education programs may include collaborative, consultative and pull out/direct instruction services based on needs and related goals per each eligible students' IEP. In addition to these programs, various Designated Instructional Services (DIS), which include but are not limited to Speech and Language, Adapted Physical Education, Occupational Therapy and Counseling, are also provided via the IEP.

Prior to a student being referred for a special education assessment, accommodations and modifications of the student's current program are considered and, where appropriate, utilized. The pre-referral process, which may include a referral to the Student Success Team (SST)/Response to Instruction and Intervention (Rtl) Team, aims to identify and address learning and/or behavioral needs using informal intervention strategies, supports and programs within the regular classroom. The SST/Rtl Team may include Parents, Teachers, School Administrators and other Specialists, such a Speech Language Pathologist, School Psychologist, Counselor and Special Education Teacher. When the members of the SST/ Rtl Team believe all reasonable alternatives have been provided and are insufficient, a referral may be initiated for special education. The pre-referral process is not a requirement of the Individual Education Program (IEP) eligibility process.

The District provides a comprehensive counseling program at each school site. Credentialed counselors positively impact students' lives by partnering with staff and parents to identify and address social-emotional and behavioral needs that are negatively impacting student achievement. The program offers individual and group support services and also helps schools implement their anti-bullying activities. Further, counselors assist in providing Designated Instructional Services (DIS) for students eligible for special education, as appropriate. Finally, counselors complete an "intake" process for all students living in foster care. These students then receive services as needed.

NSD Instructional Technology

All Newhall School District teachers have access to classrooms that are equipped as “21st Century classrooms.” A “21st Century classroom,” at minimum, contains a teacher computer that is connected to the Internet, a sound system, a document camera, a projection system as well as a SMART 880 Interactive White Board. Teachers and students now utilize Lenovo “Yoga” laptops and Chromebooks funded by voter-approved Measure E. Schools are allocated these devices at a ratio of two devices to one student in grades K-2 and one-to-one in grades 3-6. By any standard, it is quite remarkable that Newhall students enjoy easy and ongoing access to devices to enhance their learning.

During COVID-19 school closures, all families were offered laptops, mice, and headphones to borrow to complete their Distance Learning.

In the 2018-19 school year, teachers and administrators were given access to the G Suite: an integrated suite of secure, cloud-native collaboration and productivity apps, including Google Classroom. Due to the COVID-19 school closures, all teachers received training on creating a Google Classroom for their students to prepare for Distance Learning. Teachers attended mandatory training on Google Classroom, Google Meets, and YouTube Studio. Many teachers participated in optional training on topics such as supporting English Learners through Distance Learning, using Flipgrid, and using Jamboard.

The District has implemented a wide variety of software to support student achievement. These include:

- **DreamBox Learning**, a web-based math tutorial, aligned to the Common Core State Standards (CCSS), that adapts to the learner’s needs, including acceleration if the learner is demonstrating grade level proficiency.
- **Reading A-Z/RAZ Kids**, a web-based tutorial designed to support mastery in grades K-3. The program allows teachers to assign reading selections at students’ appropriate level and then to assist students’ comprehension of the selection.
- **Safari Montage**, a web-based teacher resource that offers a library of instructional videos and other resources to support student learning.
- **IO Education (formerly EADMS)**, a web-based data management and assessment system teachers and administrators use to monitor student progress over a range of assessments. IO Education also features an extensive “bank” of assessment items that teachers assemble and then use as online tests similar to those administered by the State under the California Assessment of Student Performance and Progress.

The NSD Technology Committee (comprised of K-6 classroom teachers, site and District administrators, District technology staff and parents) has identified 3-5 technology priority standards at each grade level that support mastery of the CCSS. Students are assessed on each standard based on a rubric that identifies a student as either Beginning, Proficient, or Advanced. Grade level goals fall under the following headings:

- basic technology operations
- multimedia presentations and tools

- research and gathering information
- acceptable use, copyright, and plagiarism

Annually, the Technology Committee analyzes assessment results and, based on the results, makes recommendations on any needed technology resources (e.g., programs, professional development) going forward.

California Healthy Kids Survey

Student engagement is an important State priority under the Local Control Accountability Plan (LCAP). Starting in the 2015-16 school year, the Newhall School District administered the California Healthy Kids Survey (CHKS) to fifth graders whose parents granted consent. As a “student voice” survey, CHKS allows the staff and parents to understand how students feel about their school over several domains, including:

- School engagement and supports
- School safety
- Disciplinary environment
- Substance abuse

From the California Department of Education (CDE): “The CDE has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates and engagement in learning; (2) preventing youth at-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and well-being. These surveys grew out of CDE’s commitment to helping schools promote the successful cognitive, social and emotional development of all students and create more positive, engaging school environments for students, staff and parents.”

NSD Parent Involvement

One of the Newhall School District's main goals is to build a partnership among all stakeholders in supporting student achievement. **Parents are critical stakeholders** as they are their child's first teachers. During the school year, parents are important partners in helping their child succeed. They attend school events, conference with teachers, ensure homework is completed, volunteer in the classroom, serve on school committees and, overall, are the primary stewards of their children's education.

Our school welcomes this partnership and offers many ways (in addition to those listed above) parents can make a difference, not only for their own child, but also for the entire school. These include membership in our Parent-Teacher Association (PTA), school foundation, School Site Council, or our English Learner Advisory Committee. All of these entities have one thing in common: provide the best education to our students.

Our belief in strong parent involvement is backed by the District's Local Control Accountability Plan (LCAP**). Under Parent Involvement, the plan calls for increased parent engagement (involvement in school programs/activities; feedback on school performance) through the following:

- a. Track and increase parent volunteer hours
- b. Track and increase attendance at school and District events
- c. Track percentage of parent attendance at fall conferences and at Back-to-School Night
- d. Track annual fundraising for each site
- e. Implement new District/site website designs and a new messaging system
- f. Provide each site a bilingual Community Liaison to maximize parent involvement in their child's education
- g. Implement annual School Effectiveness surveys
- h. Purchase and utilize transmitter/receivers for simultaneous translation

Our school staff and various parent committees seek input through parent education events, parent conferences, School Site Council and through other surveys. We keep parents well-informed through newsletters, calendars and through frequent use of the Blackboard Connect messaging system.

Budget

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a school-wide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school Districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- ☐ This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- ☐ This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- ☐ This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- ☒ This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$ 47,625	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$ 59,594	<input type="checkbox"/>

<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English Learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>

<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement		\$	<input type="checkbox"/>
<input type="checkbox"/> School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs		\$	<input type="checkbox"/>
<input type="checkbox"/> School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety		\$	<input type="checkbox"/>
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students		\$	<input type="checkbox"/>
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)		\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$107,219	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>

<input type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$		<input type="checkbox"/>
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$		Title III funds may not be consolidated as part of a SWP ^[1]
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$		
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>

<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$0	
Total amount of state and federal categorical funds allocated to this school	\$0	

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.^[2] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Sarah Martinsen				X
Lauren Miles				X
Cynthia Gardette				X
Andrea Blade				X
Amy Gaudette	X			
Kelli Koogler		X		
Carla Lavy		X		
Kristen Buckley		X		
Lorri Bond			X	
Numbers of members in each category	1	3	1	4

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:

1. The SSC is correctly constituted and was formed in accordance with District governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and District governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: July 8, 2020

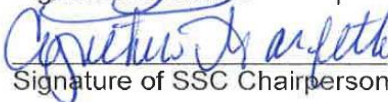
Attested:

Amy Gaudette
Typed Name of School Principal

Cynthia Gardette
Typed Name of SSC Chairperson


Signature of School Principal

7/8/20
Date


Signature of SSC Chairperson

7/8/2020
Date

[1] Title III funds are not a school level allocation even if allocated by the District to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

[2] EC Section 52852