School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley View Charter Montessori TK-8th Grade	09618380107227	11/9/21	11/17/21

Purpose and Description

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

Schoolwide Program

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

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

The principal facilitates the process of the school site council, who is the core of the planning committee in regards to the site plan. The committee includes classified and certificated staff and parents of VVCM. The committee analyzes data available and develops a safe school plan. The goals that are always kept in mine are: safety, academics, core values to VVCM and providing each student with resiliency skills. To support academic, safety, emotional/social awareness and traffic concerns, the school uses data from an internal culture and climate survey, California Healthy Kids Survey and annual parents survey.

Table of Contents

Comprehensive Needs Assessment Components

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

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

An annual survey of parents was not conducted in 2020 or in 2021 due to school closures from the pandemic of COVID 19. The last survey that VVCM conducted was in May 2019, there was no survey in 2020 due to the pandemic of COVID 19. .   Charter Montessori always has safety and instruction as a goal, as well as our vision of: " Valley View Charter Montessori is a community of learners where children can reach their full potential and contribute positively to society." This particular year, there is a heavy focus on safety and decreasing the spread of COVID 19 and Social Emotional Learning. VVCM has a comprehensive Reopening plan on the webpage, in light of the spotlight on safety, VVCM is not lost on the importance SEL on each student, parent and staff member. Last year, there was a heavy focus on school climate and culture, along with academics. VVCM's desire is to keep that all in place while holding the culture and social emotional on the same importance as safety and academics.

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

Informal observations are conducted with frequency throughout the year. Both principals use an iPhone app called Classroom Walk-through Plus. This allows for feedback on engagement, standards and others specific areas to be given immediately. Also, we follow up with those teachers with in 24 hours.   Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School district's teacher contract. Feedback to teachers is given in the form of notes or through conversation surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for Teaching Profession. The findings from these observations helps to determine next steps for professional development, guides our literacy and technology coaches' work, and gives the school a snapshot of how teaching and learning is occurring throughout the school

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

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

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

Standards, Assessment, and Accountability

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

Due to COVID 19, VVCM did not give the CAASP in 2020-21, but gave our own internal FastBridge Assessment. Charter Montessori participated in the first administration of the California Smarter Balanced Assessment in spring 2018. The results of the assessment indicate the percent of students meeting and exceeding standards, in English Language Arts and Mathematics were 68% and 59%, In 2019, 72% of students were meeting or exceeding and in math 63%.   In addition, the percent of each numerically significant subgroup (i.e. any subgroup of 100 or more students with valid test scores or 50 or more students with valid test scores who make up at least 15 percent of the total of all students with valid test scores.) meeting or exceeding standard.

Additionally, the site also tracks local assessment data, including the Accelerated Reader Success Index and

This year, K-2 classrooms are using the Benchmark Assessment System and SIPPS assessments in order to appropriately level students for reading instruction. In 1st -3rd grade, students who are struggling with reading are referred to reading intervention on the basis of this data point and teacher observation.)

VVCM has switched from the MAP assessment program in grades 3rd-8th to the Illuminate Assessment. The Illuminate assessment measure Reading and Math while have a bank of questions that teachers can make as a grade level to use daily based off the assessment data. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. Given that these assessments are well correlated with the State's SBA program, they provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards.

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

Due to the impacts of COVID-19, the State allowed Districts to administer a District-wide local assessment for the '21-'22 school year. The Buckeye Union School District administered the FastBridge assessments in reading and mathematics in the spring of '21.
88% of students were proficient or above proficient in reading and 86% of students were proficient or above proficient in mathematics. The average percentile performance in reading was 537 and the average percentile performance in mathematics was 225.
The following is the proficient or above proficient for each at-risk student subgroup.

Socio-Economically Disadvantaged
55%% in aMath,61% in aReading

English Learners
60% in aMath, 50% in aReading

Hispanic
51% in aMath and 56% in aReading

In conjunction with the Buckeye School District, each of our math and language arts classes administer the FASTBridge assessment on student performance and academic needs that changes through the school year. FastBridge offers brief, evidence-based Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) for reading, math informs teachers how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year (survey version) as a baseline and then given twice more at the trimesters.
Valley View Charter Montessori 3rd-8th grade teachers will be using portions of the CAASPP interim assessments in conjunction with Illuminate Assessments and the Question tools to better assess and prepare students for their education and deliver their curriculum.

All teachers also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end of unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of teachers meet criteria as highly qualified (ESEA).

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

Teachers of subjects that obtained new instructional materials received professional development for the effective implementation of those materials. In 2014-2015, the site implemented new instructional materials in (writing and/or mathematics). Training on these materials is continuing into 2016-2017 In addition, the District has introduced new (reading materials in grades K-3 and social studies/history materials in grades 6-8). Professional development for these materials will occur in the current year. In 2018-19 we adopted Amplify Science TK-7th Grade.

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

Teacher professional development on the implementation of new State Standards and assessments occurred in the 2014-2015 school year. This will occur throughout the 2018-2019 school year as well. Additionally, teachers have received professional development for the implementation of digital technology (i.e. Chromebooks) in the classroom, PBIS and Amplify Science. This professional development will continue through the 2021-22 school year to enter into the year three with the Tier 1 and Tier 2 teams at VVCM. Both teams meet monthly to review and refine PBIS at VVCM. PBIS is on every Collaboration Agenda at VVCM, as well. The Middle School team meets weekly for IB collaboration to fine tune each ATL skill and discuss how IB strategies are implemented as a newly authorized IB World school.

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

During the 2014-2015 school year, the District staffed a Director of Curriculum .Charter Montessori has a Literacy Coach in '14-'15. For the 2021-22 school year, the teachers will continued to be supported by a LCF and IB in Middle School.

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

The District provides teachers with early release time, each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress.

Teaching and Learning

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

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards,

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

Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades K-8 receive 120 number of minutes, daily, in reading/language arts and math.

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

All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

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

All student groups have access to appropriate standards-based materials for all subjects.

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

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

Students who are struggling to meet the educational standards at Charter Montessori are offered a variety of support based on individual need. Students with social and emotional needs are afforded the opportunity to meet with our school counselor either one on one or in group sessions. Students with more specific social /emotional needs and who are on an IEP or 504 may be recommended for further mental health services.

Charter Montessori provides special education classes to support our special education students and we call it The Learning Center. In the Learning Center, we offer a RSP and SDC. The Learning Center is also a place for the General Education teacher to use as a Tier 1 Response To Intervention.   Class sizes are kept small in the Learning Center to help provide for more individual support.

Charter Montessori offers two Tier 2 Response to Interventions, in regards to Reading, Math and EL Intervention. We are using Fontas and Pinnell's intervention reading program for grades 1-8thth. In regard to Math Intervention, graders 1-8 are served 5 days a week and we are using Pearson Math Intervention program and other Math Curriculum Support for middle school. We have a total of five intervention teachers. Two for math, one for EL and two for Reading.

Students in need of additional support in meeting the standards are provided with a variety of experiences designed to help them meet the grade level standards. In the general education classroom these supports include differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, SDAIE strategies for English Language Learners, and additional time for learning. Students with significant gaps in their learning may also participate in specialized Intervention instruction designed to fill in learning gaps and accelerate their learning so that they can attain grade level proficiency. EL students receive extra support as needed through the classroom and with our EL Intervention Push-in Teacher.

Evidence-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. In addition to the summative and formative assessments listed above in question 2, teachers complete regular training on the latest education practices to include in their classroom teaching. Examples of training include the following: Balanced Literacy, close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, professional coaching in the areas of math, language arts, and PE, Being a writing, and literacy across the disciplines. The 6th-8th grade teachers were trained in the summer of 2019 in the teachings of international baccalaureate. They teachers meet bi-weekly to collaborate with the district IB Coordinator on best teaching practice and how to meet student needs.

Parental Engagement

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

Valley View Charter Montessori is fortunate to have a very supportive parent and community group. VVCM's PTO and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers give many hours of support each year to our school and classrooms through a variety of activities. The following is a partial list of well-supported ongoing volunteer activities.

Leadership Activities:
- PTO, Garden of Learning Committee, , Safety Committee (Traffic Committee) and STEAM Lab
- School Site Council, Charter Montessori Parent Group
- Representation on district committees and Site Level Committees(Steering, Master Plan, Technology, Budget, Wellness, Valley View Grant Writing Committees, Montessori LCAP, ELAC and Heritage Festival Committee)

Student Support Activities:
- Big Brothers and Big Sisters
- Garden of Learning Volunteer

- Classroom support
- Cross Age Tutoring
- Valley View CM News
- Yearbook Club
- Classroom Assistance
- Field Trips
- Picture Day
- Read-a-thons
- I Can Read Program
- PC Pals (partnership with Intel)
- Cross Country
- Peace Patrol
- Rattler Leadership Team
- Grand Greeters
- Safety Day
- Assemblies
- STEAM Lab Volunteers
- S.I.P.P.S. reading intervention
- 1st-6th grade math intervention
- G.A.T.E.
- Anti Bullying Assemblies
- Hands for Hope

Fund Raising Activities:
- Fall Festival AKA VVCM Valley of the Pumpkins
- VVCM Spirit Sticks
- Pennies for Patients
- Jog-a-Thon/Walk-a-thon
- Dinner and Auction

Other Fun Activities:
- RISE Learning Assembly
- Back to School Night
- Open House
- Safety Day
- Cross Country
- Athletics
- Special Olympics
- Community service projects
- Friday Night Out
- Room Parties
- Teacher Appreciation Breakfast
- Fall Festival
- Spring Fling
- Movie Nights
- Talent Show
- Bike to School Day
- Walk to School Day

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

1. Charter Montessori will take the following actions to involve parents in the joint development of the School Parent Involvement Policy and the Single Plan for Student Achievement:
School Parent Involvement Policy Process:
- Plan will be outlined by School Site Council and Administration.
- Input will be gathered from meetings during the year.
- A final draft is reviewed by the School Advisory committee and Board adopted.
- Single Plan for Student Achievement Process:
- A parent survey will be conducted to assess needs of stakeholders.
- Goals will be set.

A single plan will be completed and approved by the School Site Council and Board. After approval, it will be shared.

2. The Parent Involvement Policy will be distributed in the following way:
- In the Parent/Student Handbook which is made available to every student and signed by every student and parent.
- At School Site Council.
- At a Charter Montessori and PTO Meeting.
- Posted on the school website.
- Posted on the Facebook

3. Charter Montessori will involve parents in the process of school improvement and review in the following ways:
- At least once a year, staff and parents will review school assessment results. The school's analysis of the results and parent feedback will be shared through our School Site Council and PTO.
- Together staff and parents will make adjustments to the school academic program which are deemed necessary in response to the data.
- This data will serve as the basis for our Single Plan for Student Achievement.
- The principal will speak, along with a monthly rotating grade level, at each PTO meeting regarding the 4 C's and updates on technology in education

4. Charter Montessori will provide parents a description of curriculum, forms of assessment, and proficiency levels students are expected to meet.
- At Back to School Night, parents receive copies or ways to view standards and report cards along with explanations of assessments used.
- Progress reports and parent conferences are opportunities teachers have for reporting student progress.
- Email and telephone calls are also regular forms of parent-teacher communication.
- Report cards are sent out three times per year detailing proficiency levels.
- PTO, MPG and Site Council Meetings

5. Charter Montessori will coordinate parental involvement strategies with feeder programs to address transitional needs by:
- Articulation with feeder school with parent and new teacher at middle school when necessary.
- Articulation between administration of feeder school, teachers and parents regarding students entering high school.
.

6. Charter Montessori will conduct a Parent Survey yearly, with the involvement of parents.
- An annual parent survey will be conducted in the spring of each year.
- Results will be shared with School Site Council, staff and parents. The feedback which

results from the meetings will be considered as part of the annual review of the parent involvement policy.
- Results will be put in the parent bulletin and posted on the school web site.

7. Charter Montessori has strong parent involvement. In order to continue to build parent capacity for strong parental involvement, to support a partnership among the school, parents and the community, and to improve student academic achievement, we will do the following:
- All parents will receive a letter mailed home with their child's assessment results.
- Multiple media sources such as newspapers, Connect Ed, classroom newsletters, parent bulletins, social media, the district/school/teacher websites, will be used to keep parents and the community informed.
- Intel PC Pals and Intel classroom volunteers will be encouraged to become partners with our school to enhance community involvement.
- School activities that reach out to the parents and community will be offered.

8. The school will, with the help of the district, provide training and materials to help parents work with their children to improve academic achievement by:
- Sharing information with parents at Back to School Night, parent-teacher conferences, school and teacher newsletters, student agendas, and grade level standards.
- Helping preschool students and their parents through the First Five program by providing information and education on kindergarten readiness.
- Offering multiple sessions of "Love & Logic" parenting classes.

9. Charter Montessori will, with the assistance of the district, provide materials that will work to build ties between parents and the school by:
- Informing parents of important school information through Connect-Ed, websites and social media..
- Providing a monthly newsletter to parents both electronically or through hardcopy for those without access to a computer.
- Posting information on parent involvement opportunities on the school Facebook, Valley View's website, PTO website and school marquee.

10. Upon request, the school will provide the following documents translated for parents:
- California English Development Test (Spanish).
- Enrollment documents (Spanish).
- Translators are available for school site needs, whenever possible.

Funding

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

Title one and Title III are only categorical funds that apply.

Fiscal support (EPC)

Charter Montessori does not receive any LCFF Supplemental Grant funding. District funding is provided for our Intervention and ELD support teachers, Substitutes for Assessment days for SIPPS and BAS assessments, and substitutes for Math and Writing Sustainability days.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council met on November 9, 2021 to review and approve the school site plan.

Resource Inequities

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

Release time for teachers to collaborate on PBIS, SEL, and IB.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.81%	0.68%	0.8%	5	5	5
African American	0.81%	0.82%	0.6%	5	6	4
Asian	7.15%	8.34%	7.2%	44	61	45
Filipino	5.2%	4.38%	3.5%	32	32	22
Hispanic/Latino	14.63%	14.64%	16.2%	90	107	102
Pacific Islander	0.33%	0.55%	0.5%	2	4	3
White	63.74%	62.93%	62.9%	392	460	395
Multiple/No Response	7.32%	7.66%	8.3%	45	56	52
			Total Enrollment	615	731	628

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	93	93	65
Grade 1	86	80	65
Grade 2	78	88	66
Grade3	76	93	67
Grade 4	88	85	88
Grade 5	62	91	75
Grade 6	88	66	74
Grade 7	44	92	54
Grade 8		43	74
Total Enrollment	615	731	628

Conclusions based on this data:

1. Valley View Charter Montessori has had a steady increase in enrollment and diversity in its last three years since opening.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	17	21	17	2.8%	2.9%	2.7%
Fluent English Proficient (FEP)	23	30	26	3.7%	4.1%	4.1%
Reclassified Fluent English Proficient (RFEP)	0	4	6	0.0%	23.5%	28.6%

Conclusions based on this data:

1. In the last four years at Valley View Charter Montessori the FEP has remained neutral

2. The RFEP has increased from 23.5% to 28.6% and if you look back to 18-19, it was 0%. We are seeing a steady growth. .

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42	85	75	41	83	75	41	83	75	97.6	97.6	100
Grade 4	50	58	85	49	55	82	49	55	82	98	94.8	96.5
Grade 5	40	77	63	39	73	61	39	73	61	97.5	94.8	96.8
Grade 6		48	89		47	85		47	85		97.9	95.5
Grade 7			43			43			43			100
All	132	268	355	129	258	346	129	258	346	97.7	96.3	97.5

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2449.	2450.	2453.	31.71	32.53	38.67	26.83	32.53	22.67	21.95	19.28	25.33	19.51	15.66	13.33
Grade 4	2486.	2513.	2503.	32.65	38.18	40.24	24.49	36.36	29.27	24.49	14.55	13.41	18.37	10.91	17.07
Grade 5	2521.	2539.	2560.	23.08	38.36	47.54	38.46	32.88	29.51	20.51	13.70	13.11	17.95	15.07	9.84
Grade 6		2559.	2584.		29.79	36.47		31.91	41.18		31.91	14.12		6.38	8.24
Grade 7			2618.			27.91			62.79			6.98			2.33
All Grades	N/A	N/A	N/A	29.46	34.88	38.73	29.46	33.33	34.97	22.48	18.99	15.32	18.60	12.79	10.98

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.39	38.55	40.00	48.78	44.58	46.67	26.83	16.87	13.33
Grade 4	30.61	32.73	42.68	44.90	56.36	43.90	24.49	10.91	13.41
Grade 5	33.33	38.36	47.54	51.28	49.32	40.98	15.38	12.33	11.48
Grade 6		31.91	43.53		46.81	41.18		21.28	15.29
Grade 7			34.88			60.47			4.65
All Grades	29.46	36.05	42.20	48.06	48.84	45.38	22.48	15.12	12.43

Reading
Demonstrating understanding of literary and non-fictional texts

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	30.00	26.51	24.00	60.00	49.40	60.00	10.00	24.10	16.00
Grade 4	27.08	30.91	24.39	56.25	58.18	51.22	16.67	10.91	24.39
Grade 5	35.90	43.84	42.62	43.59	42.47	45.90	20.51	13.70	11.48
Grade 6		21.28	44.71		65.96	51.76		12.77	3.53
Grade 7			53.49			46.51			0.00
All Grades	30.71	31.40	36.13	53.54	52.33	51.73	15.75	16.28	12.14

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	26.83	27.71	29.33	63.41	71.08	60.00	9.76	1.20	10.67
Grade 4	24.49	30.91	31.71	59.18	67.27	60.98	16.33	1.82	7.32
Grade 5	17.95	34.25	34.43	76.92	53.42	59.02	5.13	12.33	6.56
Grade 6		21.28	25.88		70.21	69.41		8.51	4.71
Grade 7			23.26			72.09			4.65
All Grades	23.26	29.07	29.19	65.89	65.12	63.87	10.85	5.81	6.94

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	34.15	28.92	28.00	43.90	57.83	58.67	21.95	13.25	13.33
Grade 4	36.73	38.18	34.15	46.94	56.36	57.32	16.33	5.45	8.54
Grade 5	23.08	41.10	45.90	69.23	42.47	44.26	7.69	16.44	9.84
Grade 6		38.30	38.82		53.19	55.29		8.51	5.88
Grade 7			48.84			46.51			4.65
All Grades	31.78	36.05	37.86	52.71	52.33	53.47	15.50	11.63	8.67

Conclusions based on this data:

1. Charter Montessori remained focused in ELA and grew in ELA overall significantly overall.

2. We focussed on Listening, that was an area of weakness in 2016-17 and we saw a rise in Exceeded and Met. This will still be an area of focus for upcoming years.

3. For 2018-19 we are focusing on Research and Inquiry, beyond the other claims and assessments the SBA. SPED is one of the subgroups we will have a heavy focus on, as well in ELA. Furthermore, we are looking forward to a regular testing schedule and analysis once everything is back to normal.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42	85	75	41	83	75	41	83	75	97.6	97.6	100
Grade 4	50	58	85	50	56	82	50	56	82	100	96.6	96.5
Grade 5	40	77	63	39	73	61	39	73	61	97.5	94.8	96.8
Grade 6		48	89		47	85		47	85		97.9	95.5
Grade 7			43			43			43			100
All	132	268	355	130	259	346	130	259	346	98.5	96.6	97.5

Header: **Overall Participation for All Students**

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2457.	2461.	2462.	24.39	30.12	25.33	39.02	32.53	41.33	21.95	25.30	22.67	14.63	12.05	10.67
Grade 4	2497.	2510.	2507.	24.00	28.57	29.27	34.00	32.14	32.93	34.00	33.93	28.05	8.00	5.36	9.76
Grade 5	2530.	2522.	2533.	30.77	28.77	34.43	17.95	26.03	24.59	38.46	24.66	26.23	12.82	20.55	14.75
Grade 6		2546.	2562.		25.53	29.41		25.53	31.76		29.79	23.53		19.15	15.29
Grade 7			2573.			23.26			25.58			39.53			11.63
All Grades	N/A	N/A	N/A	26.15	28.57	28.61	30.77	29.34	32.08	31.54	27.80	26.88	11.54	14.29	12.43

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.90	40.96	37.33	31.71	36.14	46.67	24.39	22.89	16.00
Grade 4	36.00	46.43	43.90	36.00	35.71	31.71	28.00	17.86	24.39
Grade 5	28.21	39.73	39.34	43.59	26.03	29.51	28.21	34.25	31.15
Grade 6		27.66	30.59		42.55	49.41		29.79	20.00
Grade 7			32.56			48.84			18.60
All Grades	36.15	39.38	36.99	36.92	34.36	41.04	26.92	26.25	21.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	43.90	40.96	44.00	51.22	45.78	44.00	4.88	13.25	12.00
Grade 4	34.00	33.93	35.37	52.00	51.79	46.34	14.00	14.29	18.29
Grade 5	25.64	27.40	31.15	56.41	50.68	52.46	17.95	21.92	16.39
Grade 6		23.40	35.29		55.32	44.71		21.28	20.00
Grade 7			23.26			62.79			13.95
All Grades	34.62	32.43	34.97	53.08	50.19	48.55	12.31	17.37	16.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	41.46	43.37	38.67	43.90	45.78	50.67	14.63	10.84	10.67
Grade 4	32.00	33.93	37.80	48.00	51.79	50.00	20.00	14.29	12.20
Grade 5	23.08	26.03	29.51	56.41	52.05	49.18	20.51	21.92	21.31
Grade 6		31.91	36.47		48.94	48.24		19.15	15.29
Grade 7			34.88			51.16			13.95
All Grades	32.31	34.36	35.84	49.23	49.42	49.71	18.46	16.22	14.45

Conclusions based on this data:

1. Like ELA, Montessori had growth, but a smaller growth overall in grades 3rd-6th grade.

2. Our school put a heavy focus on Problem Solving and saw a big improvement. We saw a 10% growth in At or Above Standards and a 9% decrease of the students in Below Standard.

3. Our big focus this year will be math. The area that we wan to put a big effort towards will be concepts and procedures. That said we want to keep our pulse on Problem Solving to keep that going in a positive direction. Furthermore, we are looking forward to a regular testing schedule and analysis once everything is back to normal.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade K	*	*	*	*	*	*	*	4
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	*	*
Grade 3		*		*		*		*
Grade 4	*	*	*	*	*	*	*	*
Grade 5		*		*		*		*
Grade 6	*		*		*		*	
Grade 7		*		*		*		*
All Grades							11	15

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	*		*		*	*	*	*	*
1		*	*	*	*	*		*	*	*
All Grades	*	33.33	*	26.67	*	13.33	*	26.67	11	15

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	*	*	*		*	*	*	*	*
1	*	*	*	*		*		*	*	*
All Grades	*	40.00	*	20.00	*	20.00	*	20.00	11	15

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	*	*	*		*	*	*	*	*
1		*	*	*		*	*	*	*	*
All Grades	*	40.00	*	6.67	*	33.33	*	20.00	11	15

Listening Domain							
Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	26.67	*	53.33	*	20.00	11	15

Speaking Domain							
Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
All Grades	*	20.00	*	53.33	*	26.67	11	15

Reading Domain							
Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
All Grades	*	26.67	*	46.67	*	26.67	11	15

Writing Domain							
Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
All Grades	*	33.33	*	46.67	*	20.00	11	15

Conclusions based on this data:

1. There is no data to base a conclusion on. Furthermore, we are looking forward to a regular testing schedule and analysis once everything is back to normal.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
731	**11.2**	**2.9**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	21	2.9
Foster Youth	2	0.3
Socioeconomically Disadvantaged	82	11.2
Students with Disabilities	79	10.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.8
American Indian	5	0.7
Asian	61	8.3
Filipino	32	4.4
Hispanic	107	14.6
Two or More Races	56	7.7
Pacific Islander	4	0.5
White	460	62.9

Conclusions based on this data:

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

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

3. Our students in these categories are always identified and a heavy focus is put on them to ensure they are getting what need academically, socially and emotionally.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

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

3. Suspension Rate is a focus for VVCM this year and with PBIS and IB we plan to make the jump to Green. Lastly, looking at our data comes from SWIS (PBIS) data system and our PowerSchool/Referral data system we are able to hone in at a deeper level of antecedent that might be triggers to behaviors, therefore we can put in a proactive prevention in place.

School and Student Performance Data

Academic Performance
English Language Arts
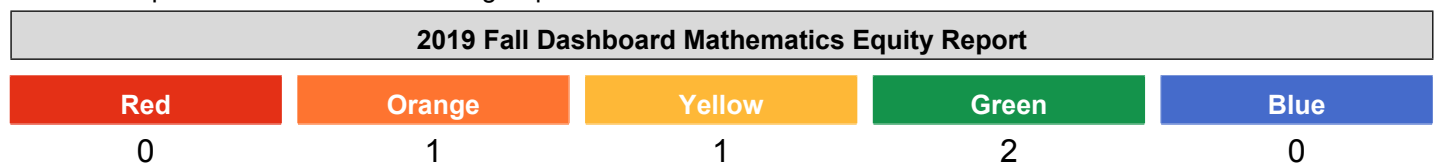
The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	2	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
43.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased ++14.2 points	10	
335		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
0 Students	4.4 points above standard	33 points below standard
	Increased ++12 points	Increased Significantly ++22.4 points
	48	48

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	87.5 points above standard	97 points above standard
4	3	18	23
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
17.8 points above standard	36.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	44.2 points above standard
Increased Significantly ++31.8 points	Declined Significantly -37.1 points	2	Increased ++12.2 points
45	20		220

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	42 points above standard
3	7	Increased ++13 points
		317

Conclusions based on this data:

1. In spring of 2021, the District administered the FastBridge assessments in reading. 78% of students were proficient or above proficient in reading.

2. In ELA, our SWD, increased 5.3 points, yet are 44.1 points below standard.

3. In ELA, all students in 14.3 points and are 29.6 above standard. In ELA, our SED (although not where we want them, yet) increased by 21.5 points, yet are 7.7 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	
15 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased ++3.9 points		
335	10	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Orange	Yellow
	29.1 points below standard	43 points below standard
	Declined -7.1 points	Increased ++4.8 points
	48	48

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	78.5 points above standard	48.6 points above standard
4	3	18	23

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
12.3 points below standard	20.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	14 points above standard
Increased ++14 points	Declined Significantly -25.4 points	2	Maintained -0.8 points
45	20		220

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	13.6 points above standard
3	7	Maintained ++2.6 points
		317

Conclusions based on this data:

1. In spring of 2021, the District administered the FastBridge assessments in mathematics. 86% of students were proficient of above proficient in mathematics.

2. VVCM's SED students increased by 6.4 points in math, but is still 22 points below standard.

3. In Math, VVCM is 11.1 points above standard, but maintained it's status. Math is a huge area of focus at VVCM in all grade levels.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
72.7 making progress towards English language proficiency
Number of EL Students: 11
Performance Level: Very High
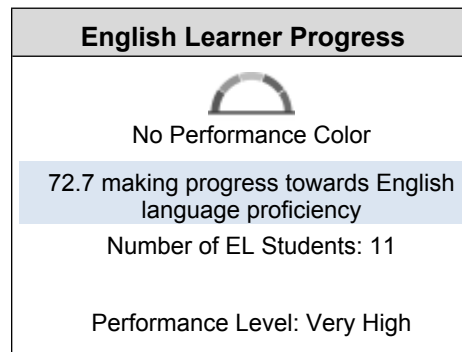
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	27.2	9.0	63.6

Conclusions based on this data:

1. In spring of 2021, the District administered the FastBridge assessments in reading and mathematics. In Math 60% of the students were proficient or above proficient. In Reading 50% of the students were proficient or above proficient.

2. 45% of the students were in level 4 and VVCM there were 11 students in total.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

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

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

2019 Fall Dashboard College/Career by Race/Ethnicity

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

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

2019 Fall Dashboard College/Career 3-Year Performance

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

Conclusions based on this data:

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

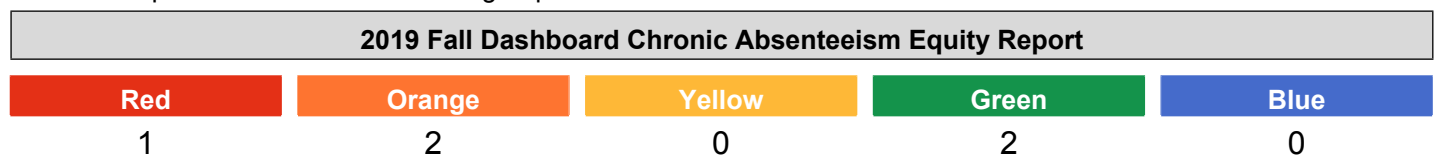# School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
1	2	0	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
7.5	15.8	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.7	Declined -7.3	0
636	19	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	13.3	22.6
0	Increased +2.2	Increased +5.8
	90	84

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.2	0
		Declined -8.5	Declined -11.8
5	5	45	32
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Green
7.7	16.3	Less than 11 Students - Data Not Displayed for Privacy	7.4
Declined -4.8	Increased +10.3		Declined -1.3
91	49	3	406

Conclusions based on this data:

1. VVCM had a decrease of 1.7% in all students, that said, we are doing an overhaul in how we approach our attendance and how we are being proactive, as well.

2. VVCM added our counselor to our attendance team this year. We meet weekly to be proactive about our attendance at VVCM.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

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

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1. There is no data to base a conclusion on this.
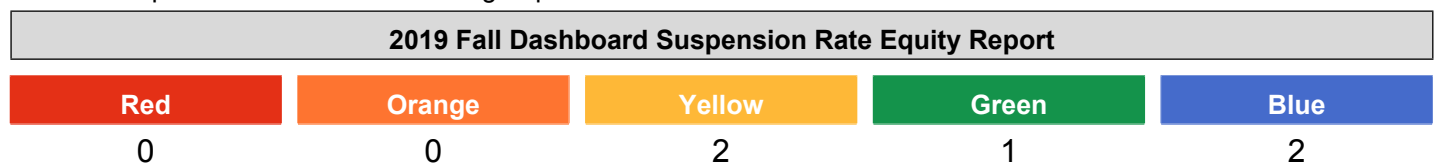
School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	1	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	
1.6	0	
Maintained +0.1	Maintained 0	
639	19	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Blue	Yellow
	0	4.8
	Declined -1.9	Declined -2.3
	91	84

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 5	0	0
		Maintained 0	Maintained 0
		45	32

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	No Performance Color	Yellow
1.1	0	Less than 11 Students - Data Not Displayed for Privacy 3	2
Declined -0.3	Maintained 0		Maintained +0.1
91	51		407

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.5	1.6

Conclusions based on this data:

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

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

3. SED students have decreased (that is a positive in this category) and we did focus on that last year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathmatics

LEA/LCAP Goal

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

Goal 1

The District's average student scaled score on the State's Smarter Balanced Assessment for mathematics will increase by 5 points as measured on the California State Dashboard.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment	60.69%	66%

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

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

All 2nd-8th Grade Teaches and Special Education Teachers.

Strategy/Activity

Grade level Target Collaboration release time to collaborate with the Principal of VVCM, IB Coordinator and Director of Curriculum to identify areas of need from formative and summative assessment using the target collaboration protocol.

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

Amount(s)	Source(s)
5,040.00	LCFF - Supplemental

	0001-0999: Unrestricted: Locally Defined Substitutes for Teacher

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Identify all students in SED, Foster Youth and EL who are below standard in math and provide math and reading intervention for those students.

Strategy/Activity

Sustainability Meetings and with Principal and Assistant Principal. Also, the math intervention teachers will meet with the general education teacher every six weeks to conference about their students in the class.

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

Amount(s)	Source(s)
2160.00	LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Substitutes for Teacher

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The overall implementation of the math intervention and collaboration protocols with the staff were successful last year. Math intervention was done with fidelity and began in September of 2020 and concluded in May of 2021. The collaboration protocols for the 3rd-8th grade staff began in November of 2020 and concluded in May of 2021. The collaboration was very effective to get all our staff on the same page of looking at data and using our curriculum based on the data.

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

There were no major differences to report.

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

The major change to the collaboration protocol in 2021-22 are to begin earlier. We are beginning in October this year, compared to January. Also, we are adding every grade level into the collaboration protocol to bring them into the mix of summative assessments and to prepare them and their students for testing. We have laser like focus on our Foster Youth, SED and EL students in not only academics, but SEL.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

VVCM will increase by 5 points as measured on the California Stated Dashboard in the ELA portion of the State's Smarter Balance Assessment.

Goal 2

The District's average student scaled score on the State's Smarter Balanced Assessment for ELA will increase by 7 points as measured on the California State Dashboard.

Identified Need

The area of writing stood our to be an area of need throughout VVCM. VVCM will use our collaborations and collaboration protocol meetings to ensure we are using common writing strategies, processes, vocabulary, curriculum and learning goals to increase our performance in the area of writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment	73.41%	80.41%

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

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

All students

Strategy/Activity

Sustainability Meetings and with Principal and Assistant Principal. Also, the reading intervention teachers will meet with the general education teacher every six weeks to conference about their students in the class.

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

Amount(s)	Source(s)
900	LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Substitutes for teachers

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The overall implementation of the math intervention and collaboration protocols with the staff were successful last year. Reading intervention was done with fidelity and began in September of 2020 and concluded in May of 2021. The collaboration protocols for the 3rd-8th grade staff began in November of 2020 and concluded in May of 2021. The collaboration was very effective to get all our staff on the same page of looking at data and using our curriculum based on the data.

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

There were no major differences.

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

The major change to the collaboration protocol in 2021-22 is to begin earlier. We are beginning in October this year, compared to January. Also, we are adding every grade level into the collaboration protocol to bring them into the mix of summative assessments and to prepare them and their students for testing. We have laser-like focus on our Foster Youth, SED and EL students in not only academics, but SEL.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mental Wellness for all the students and parents at VVCM will be supported by due to the pandemic of COVID 19.

LEA/LCAP Goal

Each TK-8th Grade student at VVCM will be provided training in identifying, understanding and coping with social and emotional needs by our psychologist, teachers and counselor at VVCM via Second Step or IB.

Goal 3

100% of VVCM TK-8h grade student and parents will be given the opportunity to participate in Social Skills, Mental Wellness Activities and Parent trainings with the counselor and psychologist during the school year of 2020-21.

Identified Need

Due to COVID and the social and emotional impact it has created upon students our Mental Health Team will use IB (for Middle School) and Second Step curriculum (PBIS) to teach in classrooms lesson to help student through tough times.
Our students and parents will be use surveys, emails and other communication skills to let their counselor, teacher and psychologist know if they need to be seen. Our staff will recommend to our Mental Health Team, as well.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pre/Post Surveys regards social and emotional knowledge and Health Kids Survey	80%	100%

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

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

All TK-8th Grade student at VVCM.

Strategy/Activity

VVCM Mental Health Team

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Material for Social Skills

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and parents at VVCM

Strategy/Activity

Mental Health Team will lead trainings "Coffee with the Counselor" on supporting parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Materials for Mental Wellness

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

SED Students in Math and ELA

LEA/LCAP Goal

Increase scores in all 3rd- 8th grade in all sub groups students in math/ELA on Smarter Balanced Assessment and Illuminate/Fastbridge

Goal 4

By the end of the 2021-22 School year, all 3rd- 8th grade sub groups (SED, EL and Foster Youth) students will increase their math/ELA Smarter Balanced Assessment scores by 2 points from the 2020-21 scores.

Identified Need

Identifying the students that need Tier 2 or Tier 3 education with VVCM's sub group students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
N/A	N/A	N/A

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All teachers and administrators will receive support and training in best practices in teaching VVCM's SED students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	General Fund

	0000: Unrestricted Observation of other staff, if needed.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The VVCM staff and administrators will use best practices in teaching subgroup students and working closely with our Tier 2 programs for the best of our subgroup students.

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

There were no major differences.

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

Based on past data collaboration between intervention staff and general education teachers is a key to the formula in assisting our students grow to their potential.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Valley View Charter Montessori Climate and Culture

LEA/LCAP Goal

Goal 5

VVCM will complete year two of PBIS Training. Also, 92% of VVCM's students feel connected at school to an adult and their grade level/department. This connection can consist of a peer, teacher, staff member, counselor, psychologist, Principal, district office staff, or parent volunteer.

Identified Need

All staff will receive PBIS Training and support throughout the year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google Staff PBIS Survey, 5th and 7th Grade pre and post climate survey.	NA	95%

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

Strategy/Activity 1

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

All students will know what RISE means Respect, Integrity, Safety and Effort by the end of the year and be able to give an example how they model each one.

Strategy/Activity

Educate parents, students and staff on the meaning and purpose of VVCM's Montessori Ideals (GAP) and PBIS for a Education Night

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

Amount(s)	Source(s)
1000.00	Donations

	0000: Unrestricted Ed Night

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

PBIS Team will complete year two of PBIS training and SWIS Training (unless we transition to EduClimber in Illuminate)

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

Amount(s)	Source(s)
3,000.00	District Funded 0000: Unrestricted PBIS Tier 1

Annual Review

SPSA Year Reviewed: 2020-21

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

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

The implementation of PBIS to the staff and students this year, therefore we don't have any data. We will have that next year in 2021-22

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

We are currently implementing year one of PBIS in our whole school. In 2021-22 we will have the data to review and describe the differences between the implementation and expenditures.

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

The only changes the PBIS time would have made is to have more time to plan with the VVCM Staff before implementing PBIS to the whole school.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$13,300.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District Funded	$3,000.00
Donations	$1,000.00
General Fund	$500.00
LCFF - Supplemental	$8,800.00

Subtotal of state or local funds included for this school: $13,300.00

Total of federal, state, and/or local funds for this school: $13,300.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
None Specified		

Expenditures by Funding Source

Funding Source	Amount
District Funded	3,000.00
Donations	1,000.00
General Fund	500.00
LCFF - Supplemental	8,800.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	4,500.00
0001-0999: Unrestricted: Locally Defined	8,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	District Funded	3,000.00
0000: Unrestricted	Donations	1,000.00
0000: Unrestricted	General Fund	500.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	8,800.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	7,200.00
Goal 2	900.00
Goal 3	700.00
Goal 4	500.00
Goal 5	4,000.00

School Site Council Membership

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

 2 School Principal

 3 Classroom Teachers

 1 Other School Staff

 5 Parent or Community Members

Name of Members	Role
Paul Stewart	Principal
Christine Storm	Parent or Community Member
Gary Hamilton	Parent or Community Member
Susan Roberts	Parent or Community Member
Michelle Miller	Classroom Teacher
Bonnie Hampton	Classroom Teacher / Parent or Community Member
Kelly Scheider	Classroom Teacher
Vicki Ferretti	Classroom Teacher / Parent or Community Member
Bill Frame	Principal
Christina Clark	Parent or Community Member
Niki Moulin	Parent or Community Member
Zach Grinnel	Parent or Community Member
Kelly Schneider	Classroom Teacher
Maggie Davis	Other School Staff
Courtney Fisher	Classroom Teacher
Cari Hanson	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

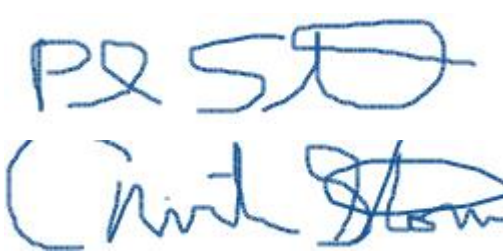| Signature	Committee or Advisory Group Name
	Other: Safety Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 12/7/20.

Attested:

	Principal, Paul Stewart on 11/9/21
	SSC Chairperson, Christine Storms on 11/9/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019