

School Year: **2022-23**

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
Pleasant Valley Elementary School	21645176024574	October 11, 2022	November 15, 2022

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The annual and ongoing engagement of stakeholders is a key part of the SPSA development process. It is important that the goals, actions, metrics, and expenditures within the SPSA are informed by the voices of students, families, staff, and community members. The stakeholder groups individually and collectively worked to amplify the voices of the Pleasant Valley community and share the experiences of students, families, and staff. In preparing for the SPSA stakeholder engagement process, PV determined that the new goals and actions must clearly reflect Pleasant Valley's commitment to equity and include student voice through data from the Youth Truth Survey.

Meetings:

All stakeholder input was reviewed to understand the priorities of the community to guide plans for the future. Drafts of the SPSA were shared digitally and with hard copies throughout the process. Members shared their thoughts with in-person meetings during School Site Council, ILT, and PTA.

School Site Council (SSC) members meet every month in person to discuss and update pertinent school information, and to review progress on SPSA goals. SPSA was also discussed with teacher leaders (ILT), PTA, and classified staff in person. Information from the family, student, and staff YouthTruth was also used to establish goals.

Pleasant Valley School Site Council

Participants: Members of the School Site Council Team made up of parents, teachers, and staff
09/13/22 initial discussion of 22/23 SPSA and review of 2021/22 SPSA,
10/11/22 review and approval of 2022/23 SPSA

Staff meeting:

Participants: School Staff
Date: September 7, 2022

Instructional Leader Team (ILT):

Participants: Lead teachers from each grade level

Date: September 23, 2022

PTA

Participants: PV Parent Community

Dates: September 20, 2022

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

Culture of Caring

LEA/LCAP Goal

Each school site will foster and maintain positive parent, student and community engagement to promote safe, inclusive, restorative and well-maintained campuses where all students feel a sense of belonging.

Goal 1

Expand social-emotional supports and other means of positive redirection to foster an inclusive and equitable school culture.

Identified Need

The results of our online student Youth Truth Survey for 2021-22 demonstrated a slight drop in the areas of culture, belonging, and relationships. In addition, school safety dropped in the parent survey. According to the DESSA results, there is still a need for additional social-emotional support for all students. There is also a need due to the impacts of the COVID-19 pandemic on social-emotional well-being. The overall Youth Truth survey student response to their sense of belonging at their school scored at 62%, which is a drop from the previous 69% in the previous year. There is a need to ensure that all students feel welcome and a part of their school community. In addition, a major factor in the culture of caring is that students know that they can always turn to an adult on campus for support. Our ratings for girls is at 45% and at 57% for boys. As a school site, we must work harder to ensure that all students know that they have a trusted adult they can connect with.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DESSA Mini for all TK-5th graders, and extended version for students who are "red"	Fall 2021: TK-5 Strong: 34% Typical: 59% Need: 7% Spring 2022: TK-5 Strong: 42% Typical: 52% Need: 6%	Decrease the percentage of students in DESSA Mini scoring Red/Need from 6% to 4% by Spring 2023
DESSA identifies student strengths using the social-emotional competencies of self-awareness, self-management, social awareness, relationship skills, socially directed behaviors, personal responsibility, decision making, and optimistic thinking. The extended version provides a more extensive look at these areas, as well as suggestions for interventions.		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AERIES For attendance - Monitor attendance rates, calls home, NBS visits, and SARTs to prevent attendance issues	2021-22 AERIES Attendance: Overall Attendance Rate: 95.2% Chronic Absenteeism: 10.2% (40 students) Truant Students: 44.3% (174 students)	Decrease overall absenteeism from 1.7% to 1% Decrease number of students who are truant from 12% to 6%
Youth Truth Survey - When I'm feeling upset, there is an adult at school I can talk to.	2021-22 Student Responses: Boys 57% Girls 45%	Increase Boys to 65% and Girls to 60%
Youth Truth Survey	2021-22 Youth Truth Family Survey Highest rated theme: Relationships (4.37) and Culture (4.13) Lowest rated themes: Engagement (3.78) and School Safety (3.87)	Increase parent reports on engagement from 3.78 to 3.85 and school safety from 3.87 to 4.0.
Youth Truth Survey - Do you feel like a real part of your school community?	2021-22 Student Responses: Overall - 62% White - 70% Two or More - 57% Hispanic - 80% Asian - 80%	Increased overall sense of belonging to 70% and Two or More Races to 70%.

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 - with an emphasis on our EL, Two or More Races, and Socio-Economically Disadvantaged Students

Strategy/Activity

* Students will participate in activities to increase their sense of belonging, and promote self-regulation and conflict management.

* Students will participate in at least three class meetings per week to build community, discuss important issues, and review community agreements. Some classes participate in daily class meetings.

- * School-wide assemblies that promote a sense of community, positive school culture, and strengthen relationships.
- * Provide calming corners in classrooms.
- * MindUp - All teachers will incorporate lessons from MindUp, our social-emotional curriculum.
- * Students will work with Data Specialist/TOSA in DESSA mini-groups that address social-emotional and other behavioral topics.
- * The majority of teachers have been trained in Trauma-Informed Practices and incorporate strategies to provide student support (e.g., Zones of Regulation, quiet spaces/calming corners, etc.).
- * The Wellness Team will work to develop and implement a reset room by the front office.
- * BACR Counselor - Five days a week to provide support to referred students. All students do have access to BACR services.
- * Work with the Office Tech to ensure that communication with families is made to support student attendance, SART and SARB letters are sent in a timely manner, and a focus on relationships to ensure families work with us to support student attendance.
- * Pleasant Valley will be implementing year 1 of the Positive Behavioral Interventions and Supports (PBIS) with the support of a PBIS team made up of classroom teachers, classified support staff, a data specialist, and an administrator. PBIS is designed to help schools implement behavior systems that reward positive choices and behaviors campus-wide. For example, students will be taught the acronym SOAR through lesson plans, posters, and videos. SOAR stands for Stay Safe, Own Your Actions, Always Care, and Respect Everything and Everyone. Our PBIS team will multiple ways to positively reinforce behaviors including the use of acknowledgment cards, bracelets/SOAR dog tags, and school-wide incentives.

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)
2000	Parent-Teacher Association (PTA)
1000	School Wide Assemblies Site Based Gifts and Donations Calming Corner and PBIS materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on EL, Two or More Races, and Socio Economically Disadvantaged Students

Strategy/Activity

- * PV has developed an Equity Team that is working with Nancy Dome to support a culture of equity at Pleasant Valley. The team will implement Equity Walks through classrooms and other school areas to ensure access and representation for all students. They will be utilizing the Equity Walk form provided by Nancy Dome.
- * Continued implementation of Restorative Practices like class meetings and restorative circles as a disciplinary alternative and to increase a sense of belonging and connection.
- * PV will have the support of Gigi Mayer who is a registered behavior technician (RBT). RBTs will support with SEL curriculum, work with DESSA students identified as in "Need for Instruction." and support in immediate behavioral crises.
- * Yard supervisors will be trained to provide positive behavior support to students in need through the lesson plans and strategies outlined in our PBIS plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded
	Registered Behavior Technician (RBT)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on EL, Two or More Races, and Socio Economically Disadvantaged Students

Strategy/Activity

- * Promote a sense of belonging in the PV community at large through community outreach from our community liaison and Parent Teacher Association (PTA).
- * PTA meetings and School Site Council Meetings are offered regularly to inform parents of PV policies and programs and to address concerns (e.g., the PV vision, mission, and goals, PBE, Social-emotional well-being, emergency preparedness, etc.)
- * Community Events at PV - (e.g., Lunch on the Lawn, Walk & Roll to School, Back-to-School Night, Fall Festival, Storytelling Assemblies, Author's Day Assemblies, Family Art Night, Cozy Up to Reading, Open House, Jog-a-Thon, etc.) to promote a sense of belonging and connection.
- * Using ParentSquare and S'More Weekly Newsletters to keep the community informed of events and happenings at school.

* Implement Coffee with the Principal as an additional aspect of informing the community as well as building a sense of belonging.

* Teacher and student-led leadership group work in collaboration to develop spirit and community service days to develop a positive school culture of inclusion. Acts of service help students develop a connection to their community and empower students to learn that they have the ability to promote positive change in their local spaces.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded
	Centralized District Funds - Community Liaison - LCFF Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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.

* A focus on promoting a Culture of Caring in 2021-22 resulted in a significant increase in positive ratings on our family YouthTruth survey in many areas. Engagement rose from 60% to 68%, relationships rose from 85% to 90%, culture rose from 73% to 85%, communication and feedback rose from 59% to 74%, and resources from 57% to 72%.

* Pleasant Valley saw a drop in school safety by 9%.

* PV administered both a fall and spring DESSA. There was a positive decrease in students identified as in "Need" by 1% and an increase in students identified as strong by 8%.

* PV continued to see a reduction in discipline issues due to the implementation of restorative circles, class meetings, MindUp lessons, BACR counselors, and incorporating other strategies that support students.

* There was one in house suspension and few physical or verbal behavior issues. Having a variety of student support helped to improve student culture and behavior.

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 in budgeting since the majority of the expenditures made had not changed much since the creation and implementation of the last SPSA.

- * The original plan was for PV to have BACR counselors 5 days a week. Due to staffing issues, we were able to have two BACR counselors that provided services between two and three days a week.

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 2022-23 school year presents new challenges in promoting a Culture of Caring due to impacts from new COVID-19 variants, but there are many opportunities to make improvements that were not possible last year.

- * This year we will focus on PBIS (Positive Behavior Interventions and Supports) as this will enable us to develop a common language and expectations for all stakeholders. Developing a behavior matrix will help us develop consistent expectations across.

- *TOSA will implement DESSA mini-groups this year to address the social-emotional needs of our student population in order to work towards our goal of reducing our "need" students from 6% to 4% which is identified in strategy 1.

- * Having a year of experience now, PV's Office Tech will collaborate closely with the administrative team to work with families to support consistent student attendance through outreach and ensuring SART and SARB letters are sent regularly, as identified in strategy 1.

- * This year parents are back on campus for volunteer opportunities, along with drop-off and pick-up. These opportunities allow for community connections and relationship building.

- * With the reopening of gatherings since the start of the COVID-19 pandemic, we have added more community events this year to our PTA/School calendar to continue to develop community strength and relations.

- * This year, teachers will continue to complete morning check-ins, and community meetings to ensure that they develop strong relationships with students.

- * NUSD will continue to provide BACR counselors and community liaisons 2-5 days a week this year to ensure that our families feel supported and connected to our school community.

- * With the use of ParentSquare, S'more, Konstella, Facebook, and other platforms we strive to have open lines of communication between families and staff.

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

Culture of Competence

LEA/LCAP Goal

To support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response.

Goal 2

Expand the multi-tiered system of behavioral, academic, and social-emotional support to maximize resources and ensure sufficient support to all students with a focus on our English Learners.

Identified Need

Based upon NUSD's district-wide assessments, Galileo, ESGI, and CAASPP scores there was a drop in math academic achievement scores and in Galileo ELA. When looking closer at our CAASPP math scores, 44% of our Hispanic population met or exceeded the standard in comparison to our white population at 73% met or exceeded. There is a need to better support our Hispanic population in mathematics achievement. There is also a gap in math achievement between gender. In CAASPP, 61% of girls met or exceeded the standard in comparison to boys that scored at 80% overall that met or exceeded the standard. This highlights another need. The DESSA also highlights the social-emotional needs of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DESSA Administer the full DESSA to any student in the Red/Needs and determine areas of need, set goals, identify resources, design, and implement strategic action plan.	Fall 2021: TK-5 Strong: 34% Typical: 59% Need: 7% Spring 2022: TK-5 Strong: 42% Typical: 52% Need: 6%	Decrease the percentage of students in DESSA Mini scoring Red/Need from 6% to 4%
Galileo ELA and Math	Spring 2021-22 ELA: 51% of students Met/Exceeded Standards Math: 50% of students Met/Exceeded Standards	Increase ELA overall number of students Meeting/Exceeding standards in Galileo from 51% to 65% Increase Math overall number of students Meeting/Exceeding standards in Galileo Math from 50% to 60%
CAASPP Smarter Balanced ELA	2021-22 ELA: 76% of students Met/Exceeded Standards	Increase ELA overall number of students Meeting/Exceeding

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		standards in all groups on CAASPP from 76% to 78%
CAASPP Smarter Balanced Mathematics	2021-22 Math: 71% of overall students Met/Exceeded Standards White Students: 73% Hispanic Students: 44% Boys: 80% Girls: 61%	Increase Math overall number of students Meeting/Exceeding standards in all groups on CAASPP from 71% to 75% Increase Math score for the Hispanic Population from 44% to 55%. Increase Math score for girls from 61% to 75%

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 - with an emphasis on our EL, Hispanic, and Socio-Economically Disadvantaged Students

Strategy/Activity

- * Implement DESSA mini for all students TK-5th and the full DESSA for all students referred to an SST or deemed in the "Red/Need" zone.
- * Continue to use assorted academic measures/screeners including DataMatters, Galileo, ESGI, CAASPP, CAASPP Interim Assessments, Writing Benchmarks, MARS Tasks, Running Records, ELPAC
- * Continue to utilize our Data Specialist to support teachers with data cycles.
- * Continue to work on improving the PLC (Professional Learning Community) Process by establishing consensus as a staff through staff meeting discussions and reflection in order to fine-tune our process. In addition to building consensus as a staff, we will provide teachers time to work with their grade-level teams and the data specialist to analyze assessment data, set goals, plan instruction, and implement interventions. At data cycle meetings, grade levels will refer to SPSA goals and DataMatters to determine solutions and measure progress towards goals specific to language development, ethnicity and race, gender, and socio-economic status.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on our EL, Hispanic, and Socio-Economically Disadvantaged Students

Strategy/Activity

- * MTSS - Continued Development of Tier 1 and Tier 2 interventions and practices for both academic and social-emotional student needs in order to provide equitable outcomes for all students. Tier 1 strategies are implemented in the classroom and are best for the majority of students. Example strategies include behavior-specific praise, visual aids, developing home-school connections, and implementing student-needed breaks. Tier 2 strategies we are continuing to develop include check-in/check-out and mentoring.
- * Universal Access Time (UAT) for each grade level so that students who are pulled for interventions do not miss any core instruction. Grades K-2 receive 30 minutes of UAT time and Grades 3-5 receive 45 minutes.
- * Full-time TOSA for math intervention, data cycle support, and DESSA mini-groups. Students in DESSA mini-groups are identified through DESSA data. Groups are reevaluated every 6-8 weeks to determine the efficacy through teacher and parent input and observation.
- * Two Part-Time ELO Paraeducators to support classroom instruction
- * Two Part-Time Credentialed, Academic Specialists, trained in Clark Consulting Training (CCT), Sondag, and Fountas and Pinnell (F&P), to provide small group instruction in RTI and ELD to identified students.
- * Continued implementation of First School Instructional strategies (e.g., Small Group Instruction, Metacognition, Vocabulary, Oral Language, and Student Voice and Choice)
- * Staff Meetings to continue exploring the practices and components of the cultures of caring, competence, and excellence through articles, discussions, and self-reflection
- * BACR Counseling two-five days of BACR counselor to provide support to students
- * Online Technology Programs: IXL, Imagine Learning (ELA and Math) for grades TK-5); Mystery Science, etc.

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)
25000	LCFF - Supplemental
9000	General Fund
33000	Parent-Teacher Association (PTA)
	District Funded
	Centralized District Funds - ELO Part-Time Paraeducators - Extended Learning Opportunity Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on our EL, Hispanic, and Socio-Economically Disadvantaged Students

Strategy/Activity

* Utilize our Community Liaison to work with our 16 non-English speaking families to provide translation, resources, support with enrollment, integration, and connection with the school and outside agencies.

* Implement Positive Behavior Interventions and Supports (PBIS) with fidelity by including multiple stakeholders in creating systems of support for Tier I. Tier I is focused on establishing school-wide expectations in the major school areas such as the playground, breezeway, bathrooms, office, and multi-purpose room. We are working with the Placer County Office of Education to implement PBIS Year 1. Year 1 includes developing the behavior expectation matrix, our school motto (SOAR), lesson plans, posters, and videos to reinforce positive behaviors and expectations.

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)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

* Utilize the EL Specialist to implement high-impact ELD strategies in small groups and provide instructional support for classroom teachers. See below for strategies used.

* Continue to utilize effective ELD (English Language Development) strategies in small groups for integrated and designated EL learning including resources from GLAD (Guided Language Acquisition Design), Imagine Learning, Fountas & Pinnell ELD Guided Reading, Touch Math, and Sonday.

* Provide after-school intervention for students in the English Language Arts and mathematics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded
	Centralized District Funds - EL Specialist

Annual Review

SPSA Year Reviewed: 2021-22

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.

* This past school year we continued expanding the MTSS system of support for both academic, behavioral, and social-emotional support.

* In the 2021-22 school year, PV's data specialist worked closely with teachers and grade levels to implement targeted data cycles. The process for our data cycles involved giving a baseline assessment to all students, identifying the specific need, developing an intervention plan on how to address specific needs, implementing the intervention with fidelity, and following up with a post-assessment to determine if interventions were successful. Through professional development and staff meeting time, we were able to develop a sustainable approach for data cycle work while celebrating all the accomplishments made throughout the year. Teachers with the support of the data specialist used a variety of data sources to drive their instruction and identify students in need. These data sources came from Galileo, imagine Learning, Proficiency-Based Scales, and other assessments including teacher-created ones.

* Our academic goals for CAASPP far exceeded the original goals we had made, proving that our MTSS systems of support, RTI, and data cycle were effective. In ELA we increased from 68% of students who met or exceeded standards in '20-21 to 76% in '21-22. In math, we increased from 68% of students who met or exceeded in '20-21 to 71% in '21-22.

* Universal Access time (UAT) continues to be a successful opportunity for students to receive individualized instruction in small group settings. This time is protected for students to work with their general education teacher, intervention teachers, speech and resource specialists, counselors, occupational therapist, and ELD specialists. UAT happens every day of the week for each grade level. Students in TK-2 receive 30 minutes of UAT and students in 3-5th receive 45 minutes.

* We saw a drastic drop in our Galileo scores as all of the 1st grade had technological issues resulting in students being unable to finish their assessments. This resulted in the inclusion of low and incomplete scores to our Galileo average. This year 1st grade will be moving to use ESGI in place of Galileo.

* Many of the same actions are in place this year to further assist students' academic and social-emotional needs.

* For the 2022-23 school year, PV will continue to utilize our two RTI/ELD Academic Specialists during Universal Access Time to support our ELD students in ELA.

* Students received support from counseling through BACR and the community liaison supported families in need. Through centralized funds, NUSD is aiming to provide five days of counseling to support identified students.

* For the 2021-22 school year, teachers used fall assessment data from CAASPP and Galileo as primary metrics.

* Imagine Learning for ELA and Math continues to be the primary online platform to assist students. The data from these platforms enable teachers to inform their instruction and to plan interventions and additional supports.

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 between the intended implementation and budgeted expenditures to implement the strategies articulated. The one difference is that PV never received 5 days of counseling. We had two part-time BACR counselors who supported us two days a week.

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.

* For the 2022-23 school year, the goals will be continued from the 2021-22 SPSA.

* Our former math intervention teacher is now a full-time Data Specialist TOSA who will support with data work, DESSA mini-groups, and math intervention.

* We are still aiming to have counseling 5 days a week. As of now, we are scheduled to have counseling two days a week.

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

Culture of Excellence

LEA/LCAP Goal

Through proficiency-based learning all students will demonstrate mastery of the desired learning outcomes, as NUSD ensures all students gain the skills, abilities, and knowledge necessary to be successful in college, career and civic life.

Goal 3

Implement proficiency-base education and school wide structures to enhance the Culture of Excellence at PV in order to provide learning opportunities for all students to meet the academic standards.

Identified Need

Based on the 2021-22 CAASPP scores, students have made great progress toward meeting or exceeding standards. We want to continue this upward progress and the continued enhancement of data usage will be beneficial in supporting our ELA and Math achievement. The needs identified in Goal 3 are similar to Goal 2 as we are using the same baseline measurements. Looking at our CAASPP math scores, 44% of our Hispanic population met or exceeded the standard in comparison to our white population at 73% met or exceeded. There is a need to better support our Hispanic population in mathematics achievement. There is also a gap in math achievement between gender. In CAASPP, 61% of girls met or exceeded the standard in comparison to boys that scored at 80% overall that met or exceeded the standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo	Spring 2021-22 ELA: 51% of students Met/Exceeded Standards Math: 50% of students Met/Exceeded Standards	Increase ELA overall number of students Meeting/Exceeding standards in Galileo from 51% to 60% Increase Math overall number of students Meeting/Exceeding standards in Galileo Math from 50% to 60%
ELPAC	2021-2022 ELPAC Overall Performance Level: 63.64% Level 1 - 9.09% Level 2 - 27.72% Level 3 - 45.45% Level 4 - 18.18%	All EL students in 2021-23 will move up at least 1 level on the ELPAC assessment, or will be re-designated.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Smarter Balanced English Language Arts	2021-22 ELA: 76% of students Met/Exceeded Standards	Increase ELA overall number of students Meeting/Exceeding standards in all groups on CAASPP from 76% to 78%
CAASPP Smarter Balanced Mathematics	Math: 71% of overall students Met/Exceeded Standards White Students: 73% Hispanic Students: 44% Boys: 80% Girls: 61%	Increase Math overall number of students Meeting/Exceeding standards in all groups on CAASPP from 71% to 75% Increase Math score for the Hispanic Population from 44% to 55%. Increase Math score for girls from 61% to 75%

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 - with an emphasis on our English-Learner, Hispanic, and Socio-Economically Disadvantaged Students

Strategy/Activity

Continue implementing and refining the district-wide Learning Maps and Proficiency Scales for staff and students to support academic achievement

- Integrate resources from NUSD Teach and from TLT (Teacher Leadership Team) to support Proficiency-Based Education
- Continue to implement Proficiency scales with added support from staff meetings, district committees, and professional development opportunities through NUSD.
- Provide small group instruction in ELA and MATH and implement effective, differentiated small group practices.
- Continue to inform all stakeholders about PBE (Proficiency Based Education), learning maps, and proficiency scales.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Sharpen and focus instructional practices and programs to support the academic progress of ALL students with a focus on at-risk and EL students. This will be done through our Professional Learning Communities (PLC). Some instructional practices we are focused on include improving mini lessons in Reader and Writer's Workshop, implementing more opportunities for phonics practice, and math talks.
- We will continue to invest in improving our professional learning communities by providing time for teachers to collaborate and share best practices in relation to implementing proficiency-based education and the learning maps. This includes developing universal guidelines and expectations of PLC time, sharing best instructional practices, analyzing student data, and reflecting on practices in order to continually fine-tune.
- Teachers participate in ongoing professional development to improve their knowledge, and skill of instructional programs (e.g., Grade level teacher leadership teams (TLT), Imagine Learning, Reader's and Writer's Workshop, Google Classroom)
- Continue targeted data cycles and collaborative practices with grade-level teams during staff meetings with the support of TOSA to focus on students (e.g., DESSA, writing, and math)
- Use DataMatters to identify and monitor student areas for growth
- Provide three Grade Level Planning Days for each grade level to promote teacher collaboration, and effective planning and instructional practices.
- Provide data meeting days for teachers to meet with the data/intervention team to discuss each student and their needs.
- Administer Summative Assessments (ESGI Galileo, Running records, MARS Tasks, and writing benchmarks, and CAASPP if applicable) as well as formative assessments (e.g., Galileo ELA and Math) to monitor student progress 3rd - 5th Grade - Access CAASPP Interim Assessments as formative assessments and learning opportunities if available
- Administer running records and writing benchmarks. Some grade levels are also using MARS tasks to assess and inform instruction Use Galileo ELA along with ELPAC in 1st-5th grades to inform the progress of English Learners and determine reclassification

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)

9000

Source(s)

Parent-Teacher Association (PTA)

1983

Title II Part A: Improving Teacher Quality

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue working with NUSD Teacher Leadership Team to lead district-level committees and provide professional development in the areas of:

- * Equity
- * Proficiency Based Education (PBE)
- * Wellness and Inclusion
- * PBIS (Positive Behavior Intervention and Support)

All staff will be a part of one of these committees.

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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

* For the 2021-22 CAASPP, 76% of students met or exceeded standards in ELA, and 71% of students in mathematics met or exceeded standards.

* This is an overall increase from 2020-21 - 68% ELA/68% Math met or exceeded standards.

* The increase in CAASPP scores can be attributed to our MTSS system of supports, RTI groups, data cycle work, and implementation of PBE.

* Teachers and academic specialists continued to provide small group-targeted instruction to differentiate and support individual student needs. Most teachers also took advantage of the professional development provided for them.

* Teachers implemented proficiency-based education in their classrooms which looked different in each grade level. In the primary grades, the learning maps and scales are much more guided and utilized by the teacher with the student whereas in the upper grades, teachers have developed binders with the learning maps for students to use. Students then individually set goals, track, and monitor their progress toward their goals.

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

* There were no major differences between the intended implementation and budget to implement the strategies to meet our articulated goal for the 2021-22 school year.

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.

* For the 2022-23 school year, learning maps and proficiency scales will be shared with families to help bridge the school-to-home relationship. Families will better be able to understand how to support their students and help promote a sense of ownership in their learning.

* Our goal is to add two days in the fall and two days in the winter/spring for teachers to meet with the RTI/data team to discuss each individual student and their needs as identified in strategy 2.

* We will continue to use our CAASPP, DESSA, ESGI, and Galileo data from the 2021-22 school year to drive instruction and school initiatives.

* Teachers will use data from online resources Imagine Learning-Literacy and Math to identify areas of academic strengths and growth for all students.

* One change is that our former data specialist/math intervention teacher is now our school TOSA who will support in both those areas along with providing DESSA mini-groups and data cycle intervention work.

* Teachers will continue to enhance their implementation and knowledge of proficiency-based education and scales through the support of the teacher leadership team (TLT) and district professional development planned throughout the 2022-23 school year. Note that teachers are still working collaboratively to continually improve the use of proficiency scales, utilization of learning maps, development of common assessments, and other aspects of PBE.

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

High Quality Data Based Decision Making

LEA/LCAP Goal

NUSD will expand training and access for the use of DataMatters, the district's data management system in order to implement targeted, time bound data cycles to monitor and improve student outcomes.

Goal 4

Enhance the accuracy of collecting, recording and analyzing academic and behavior data to be utilized within the problem-solving process to improve system effectiveness.

Identified Need

We have developed this goal in order to meet our students' academic and behavioral needs along with our school's equity goals. Our goals include closing the academic achievement gap for our at-risk students as well as supporting students with behavioral issues and ensuring that all students have equal access to enrichment and interventions. Based on our CAASPP data, 71% of students meet or exceed grade level in math and 76% meet or exceed in the English Language Arts. Our goal is to address the 29% of students in math and 24% of students in ELA that are not achieving proficiency. We are also using data to monitor that all students have equal access to educational opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo	Spring 2022: ELA: 51% of students Met/Exceeded Standards Math: 50% of students Met/Exceeded Standards	Increase ELA overall number of students Meeting/Exceeding standards in Galileo from 51% to 60% Increase Math overall number of students Meeting/Exceeding standards in Galileo Math from 50% to 60%
CAASPP	Spring 2022: ELA: 76% of students Met/Exceeded Standards Math: 71% of students Met/Exceeded Standards	Increase ELA overall number of students Meeting/Exceeding standards in CAASPP from 76% to 78% Increase Math overall number of students Meeting/Exceeding standards in CAASPP from 71% to 75%

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 with a focus on our English Language Learners, Hispanic Population, and Socio-Economically Disadvantaged Students

Strategy/Activity

- * Continue utilizing our TOSA to support teachers in analyzing data, developing ongoing data cycles, and supporting teachers in developing actionable steps based on the data.
- * All teachers have access to Data Matters where their students' benchmarks are stored.
- * Teachers will continue to receive professional development in utilizing Data Matters to inform their data cycles.
- * Two days in the fall and in the winter/spring for teachers to meet with the RTI/intervention team to discuss each student and their individualized needs.
- * Professional development time at staff meetings to analyze data and understand the use of reports.
- * Our equity team will utilize school-wide data disaggregated by race and ethnicity collected by our TOSA to set measurable academic goals as well as monitoring academic inclusion efforts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- * PV's TOSA created teachers individual data binders with data from common district assessments and screeners to utilize. This data includes CAASPP, Galileo, ESGI, and DESSA assessment data.
- * Teachers will be provided with the essential standards and learning maps.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students - with a focus on our EL, Hispanic, and Socio-Economically Disadvantaged Populations

Strategy/Activity

Develop a school equity team that will analyze student group data, explore classroom environments, instructional practices, materials, and monitor student progress during data cycles. The team is working with Nancy Dome in order to achieve this goal.

- * Develop Equity Goals based on Anthony Muhammed's Equity Report
- * Utilize Nancy Dome's Equity Walk Tool to ensure inclusive and equitable learning environments that emphasize student voice and choice
- * Participate in a book study of Nancy Dome's "Let's Talk About Race and Other Hard Things"
- * Engage in conversations addressing race and personal biases with the support of Epoch Education's "Conversation Starter Cards"

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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

- * PV's Data Specialist/TOSA was an integral part of the successful implementation of data cycles last year. She worked with the staff to develop a template and process in which to analyze data, develop intervention groups, plan instruction, implement interventions, and reassess. This was all a

part of our data cycle work. Time was given at multiple staff meetings to develop this work as well as to share the progress made in data celebrations. Most data cycles were anywhere from 4 to 6 weeks in length.

- * The overall implementation of our data cycles and above strategies proved effective as our CAASPP scores increased from 69% of students meeting or exceeding standards to 76% in ELA and 60% of students meeting or exceeding standards to 71% in mathematics.
- * The Galileo scores dropped in both areas most likely due to technical issues on the Galileo side which prevented students in 1st grade from accessing or finishing their spring Galileo assessment.
- * Over the course of the year, teachers felt more comfortable implementing data cycles with the support of school-wide staff meetings and work with the data specialist which allowed for targeted student instruction and growth across all grade levels.

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 between the intended implementation and budgeted expenditures to implement the strategies articulated in this goal.

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.

- * As seen in strategy 1, this year our data specialist/math intervention teacher will now be PV's TOSA. The TOSA will support with data cycle work, math intervention, DESSA mini-groups, and providing targeted small group instruction to support needs identified through data cycles.
- * This year we will also be adding two days in the fall and in winter/spring for teachers to meet with the data/RTI team to discuss individual students and their specific needs.

School Site Council Membership

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

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

Name of Members	Role
Tony Quan	Principal
Lisa Heslip	Classroom Teacher
Ashley Bernard	Classroom Teacher
Elizabeth Arnold	Classroom Teacher
Sara Kram	Other School Staff
Sarah Darcy-Martin	Parent or Community Member
Amy Gladstone	Parent or Community Member
Michael Sullivan	Parent or Community Member
Victoria Olson	Parent or Community Member
Esther Suedmersen	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

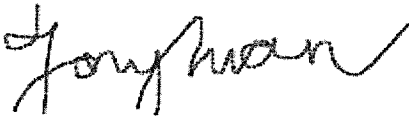
Committee or Advisory Group Name

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 October 11, 2022.

Attested:



Principal, Tony Quan on October 11, 2022



SSC Chairperson, Lisa Heslip on October 11, 2022

Budget Summary - Pleasant Valley Elementary 2022-23

Federal	Approved Budget
Title II	\$1,983
Funds provided to the school through the Consolidated Application	\$1,983
State and/or Local	Approved Budget
Unrestricted	\$18,020
Elementary Yard Duty	\$55,383
LCFF Supplemental	\$40,410
Lottery - Instructional Material	\$14,840
PTA	\$45,912
General Donation	\$11,056
Total State/Local funds for this school	\$185,621
Total federal, state, and/or local funds for this school	\$187,604