

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	November 7, 2023	December 5, 2023

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)

Additional Targeted Support and Improvement

ATSI - Socioeconomically Disadvantaged and Chronic Absenteeism

Our goal is to decrease Chronic Absenteeism at PV from 14.5% to 9.8% and increase the overall daily attendance rate from 94.3% to 95.5%. We are working with Kirsten Grimm of d.CAN to address this need.

Strategies and activities to address Chronic Absenteeism:

- * Work with the d.CAN team 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.
- * All 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, and positive school culture, and strengthen relationships.
- * Promote a sense of belonging in the PV community at large through community outreach from our .2 FTE community liaison and Parent Teacher Association (PTA).
- * Work with Kirsten Grimm to track attendance data and decrease chronic absenteeism.

Our other ATSI goal is to improve the academic outcomes for our socio-economically disadvantaged student population by increasing their CAASPP ELA scores from 31.25% to 40% and math scores from 35.29% to 42%.

Strategies and activities to address the academic achievement of our socio-economically

disadvantaged population:

* PV has developed an Equity Team that is working with Dr. Anthony Muhammed this year to support a culture of equity at Pleasant Valley.

* Continue to use assorted academic measures/screeners including DataMatters, Galileo, ESGI, CAASPP, CAASPP Interim Assessments, Writing Benchmarks, MARS Tasks, Running Records, ELPAC

* A full-time Data Specialist will continue to work with teachers to develop targeted instruction through data cycles every 6 to 8 weeks. Data cycles include the identification of an essential standard to focus on and an initial assessment to identify students in need of support. During data cycle meetings and grade-level professional learning communities (PLC), teachers will set goals and identify instructional strategies to support student progress.

* Two reading intervention teachers (one .8 FTE teacher and one .4 FTE teacher) to support targeted reading groups and one-to-one instruction.

* .2 FTE English Language Development (ELD) teacher who provides targeted small group instruction guided by the student's ELPAC score.

* Implement Data Cycle days for grade-level teams to meet with Data Specialist, admin, and intervention teachers to plan and analyze student data.

* MTSS - Continued implementation 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.

* 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.

* Two Part-Time ELO Paraeducators to support classroom instruction

* Online Technology Programs: IXL, Imagine Learning (ELA and Math) for grades TK-5)

- 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.

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.

In order to effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, School Name will work collaboratively with the District to implement Tier I curriculum with fidelity and intervene appropriately with a Multi-Tiered System of Supports.

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 the School Site Council, Instructional Leadership Team, 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, students, and staff from the YouthTruth survey 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
10/10/23 Initial discussion of 23/24 SPSA and review of 2022/23 SPSA,
11/07/23 Review and approval of 2023/24 SPSA

Staff meeting:

Participants: School Staff
Date: November 1, 2023

Instructional Leader Team (ILT):

Participants: Lead teachers from each grade level
Date: October 17, 2023

PTA

Participants: PV Parent Community
Dates: October 17, 2023

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	11	15	16	3.0%	3.9%	3.7%
Fluent English Proficient (FEP)	15	16	15	4.1%	4.1%	3.5%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. 1. Identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of ELs not meeting or at risk of not meeting challenging state academic content standards. (20 U.S.C. 6314[b][6]; 34 CFR Section 200.25[a]; EC Section 64001[g][2][B])
 - * Upon enrollment, students/families are asked to complete a Home Language Survey. If a student speaks a home language other than English and it is the first time they have enrolled in a California public school, their proficiency in English is assessed using the The English Language Proficiency Assessment for California (ELPAC) Initial test.
 - * Once identified as an English Learner (EL) or Emerging Bilingual, the students are assessed annually to monitor their progress with the goal to be reclassified fluent in English. The annual given to students is the Summative ELPAC.
 - * At PV, EL students' progress towards standards is monitored closely with the support of their teacher and the EL specialist using running records, data cycles, learning maps, and universal benchmarks like Galileo and CAASPP.

2. 2. a. Goals to improve student outcomes, identified through the needs assessment, including those which address the academic and language proficiency needs of ELs. (EC Section 64001[g][3][A])
 - b. Evidence-based strategies, actions, or services to reach goals.(EC Section 64001[g][3][B])
 - a. The goal is to ensure that every EL student progress at least one level on the Summative ELPAC.
 - b. Pleasant Valley implements school-wide Universal Access Time. This time is allocated to allow for our English Learners to work with the EL Specialist who is trained in Clark Consulting, Sonday, and Fountas & Pinnell intervention strategies. PV teachers are also trained in these techniques in order to provide integrated instruction to EL students.

3. 3. Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of the LEAs budgeting, its SPSA-related portion of the LCAP, and school-level budgeting, if applicable. (EC Section 64001[g][3][C])

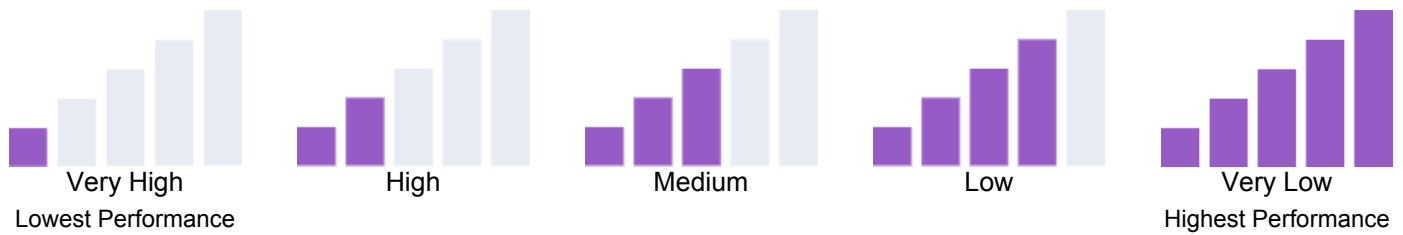
The entire LCFF Supplemental allocation of \$25,000 is used to fund the EL Specialist who works directly with EL students daily to provide targeted, small group instruction to support the needs of emerging bilingual (EL) students.

School and Student Performance Data

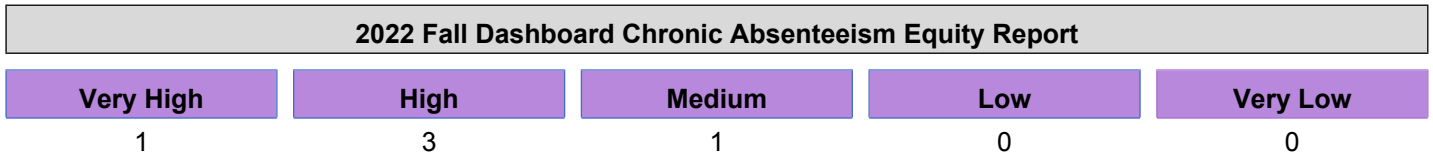
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

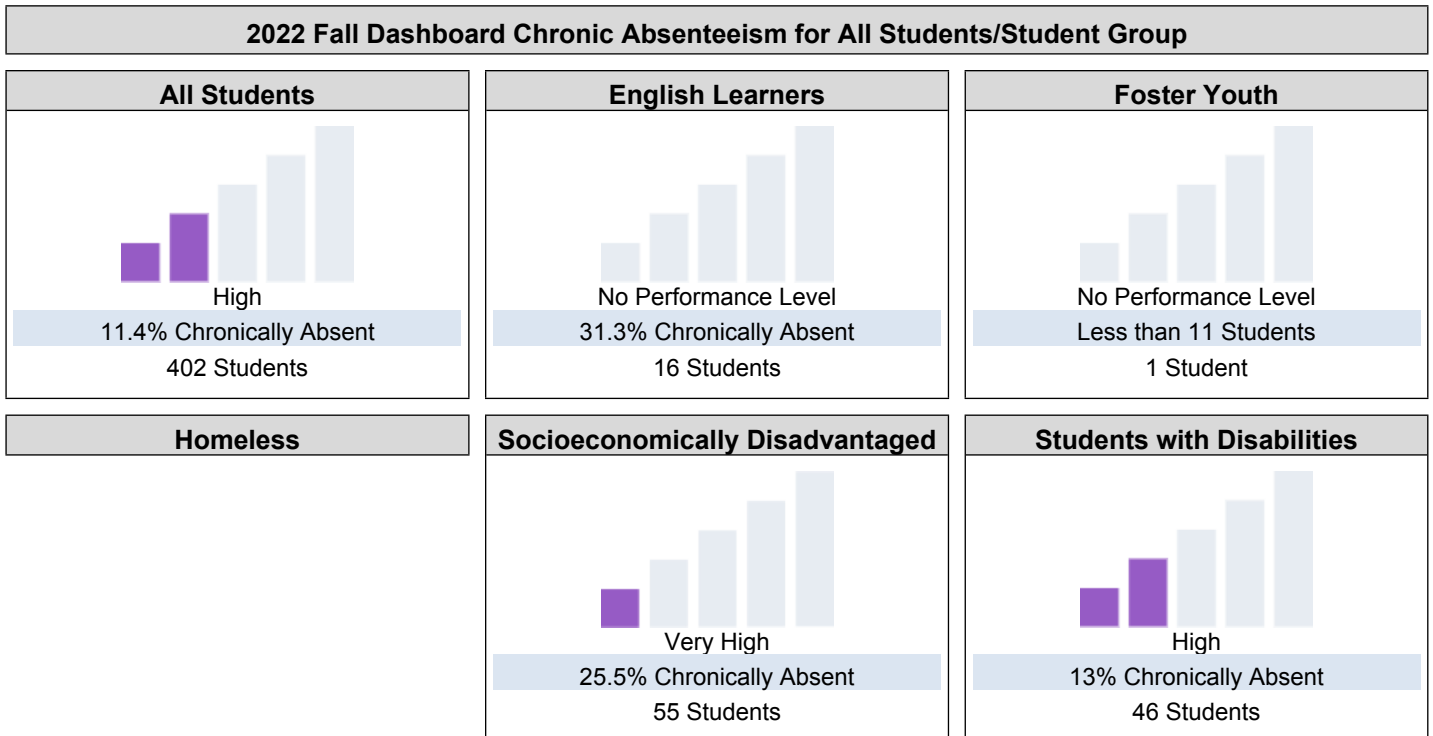
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



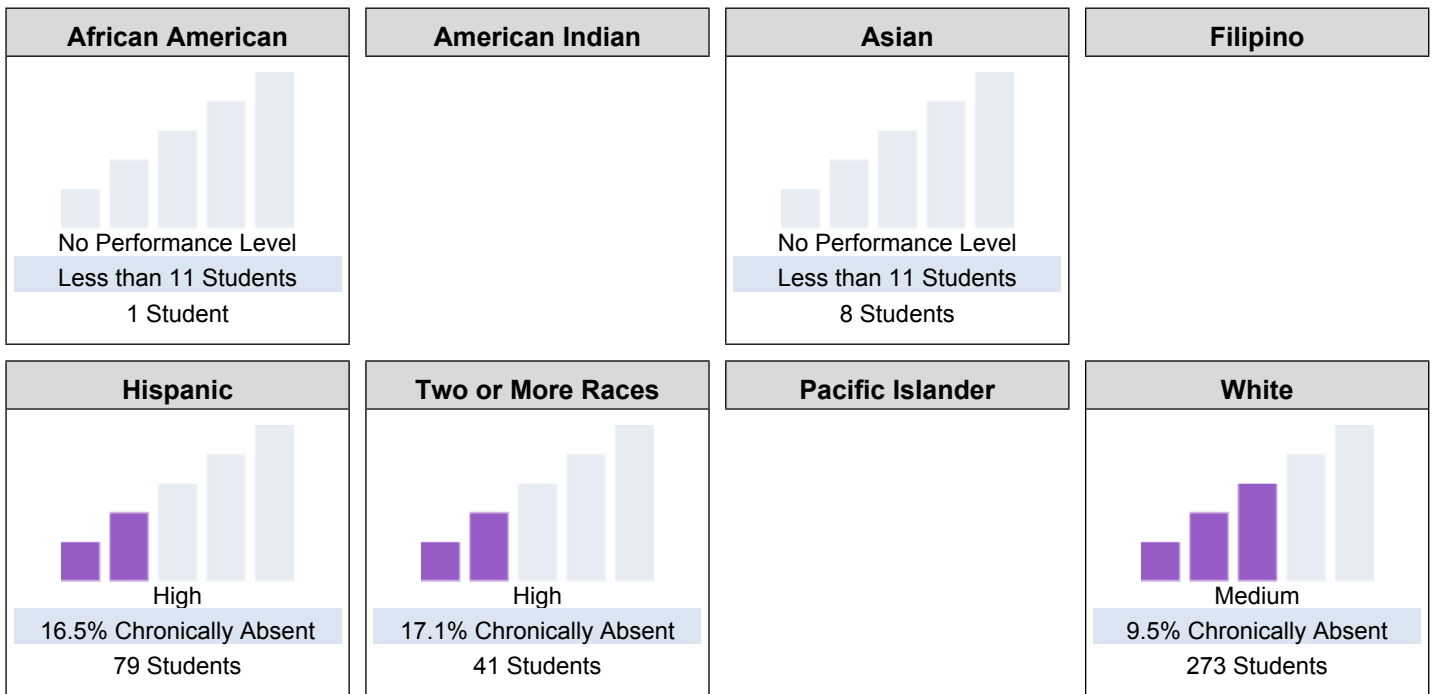
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. We are working with Kirsten Grimm of d.CAN to address PV's Chronic Absenteeism rate of 14.5%. Our goal is to decrease to 9.8% chronic absenteeism and increase overall ADA to 95.5%.
2. Our socio-economically disadvantaged students are most prone to missing school. Ensuring this population gets to school and receives targeted interventions is a priority this year.
3. We also have a number of other sub groups who have high rates of absenteeism including our Hispanic, students with disabilities, and those are of two or more races. Our d.CAN team will work to develop strategies to these groups of students into school including the use of school wide incentives and individualized strategies and incentives.

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

Pleasant Valley students will have an equitable opportunity to learn in a culturally responsive and safe school environment, which fosters NUSD's culture of caring.
 Pleasant Valley staff will successfully identify and address the social emotional needs of students in order to support an inclusive and equitable school culture.
 This goal will be supported through the identified strategies and activities that focus on the social and emotional needs of students.

Identified Need

The results of our online student Youth Truth Survey for 2022-23 demonstrated a drop in the areas of engagement, emotional/mental health, and relationships. According to the DESSA results, there is still a need for additional social-emotional support for all students. The overall Youth Truth survey student response to their engagement at school scored at 2.75, which is a drop from the previous 2.87 in the previous year. There is a need for students to know that their teachers are striving for them to do their best. Emotional and mental health along with relationships dropped, meaning our students need additional support to feel connected in their school community and interpersonal relationships. Pleasant Valley's Chronic Absenteeism rate last year was at 14.5%. When students are not at school their social emotional well-being, academic achievement, and relationships are impacted.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>DESSA Mini for all TK-5th graders, and an extended version for students who are "red"</p> <p>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</p>	<p>Fall 2021: TK-5 Strong: 34% Typical: 59% Need: 7%</p> <p>Spring 2022: TK-5 Strong: 42% Typical: 52% Need: 6%</p>	<p>Decrease the percentage of students in DESSA Mini scoring Red/Need from 6% to 4% by Spring 2023</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
thinking. The extended version provides a more extensive look at these areas, as well as suggestions for interventions.		
AERIES For attendance - d.CAN Work, Attendance incentives, Monitoring attendance rates, call home, attendance letters, NBS visits, and SARTs/SARBs to prevent attendance issues	2022-23 AERIES Attendance: Overall Attendance Rate: 94.3% Chronic Absenteeism: 14.5% (63 students) Truant Students: ?% (? students)	Increase ADA to 95.5% Decrease Chronic Absenteeism to 9.8%
Youth Truth Survey - degree to which students have strong, supportive relationships with their teachers.	2021-22 Youth Truth Student Survey - 84% 2022-23 Youth Truth Student Survey - 76%	Increase student and teacher relationships from 76% to 85%
Youth Truth Survey - Do you feel safe at school?	2021-22 Youth Truth Student Survey - 69% 2022-23 Youth Truth Student Survey - 63%	Increase students' feelings around safety to 75%
Youth Truth Survey - Can you be yourself with other students?	2021-22 Youth Truth Student Survey - 61% 2022-23 Youth Truth Student Survey - 52%	Increase student response from 52% to 65%

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, Chronically Absent, 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, and positive school culture, and strengthen relationships.
- * 1st Year implementation of Inclusive Schools Week
- * Provide calming corners in classrooms.
- * All students and staff will participate in PBIS implementation Year I.
- * S.O.A.R awards and school-wide positive behavior systems and incentives.
- * Students will work with the Registered Behavior Technician (RBT) in DESSA mini-groups that address social-emotional and other behavioral topics.
- * Provide review training on Trauma-Informed Practices and incorporate strategies to provide student support (e.g., Zones of Regulation, quiet spaces/calming corners, etc.).
- * BACR Counselors - Five days a week to provide support to referred students. All students do have access to BACR services.
- * Work with the d.CAN team 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.
- * This year Pleasant Valley will be in full Year 1 implementation 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 share 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) School Wide Assemblies
1844	District Funded PBIS Funds for Student Rewards

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, Chronically Absent, and Socio Economically Disadvantaged Students

Strategy/Activity

- * PV has developed an Equity Team that is working with Dr. Anthony Muhammed this year to support a culture of equity at Pleasant Valley. The team will strive to improve Professional Learning Communities through coaching work and seminars provided by Dr. Muhammed.
- * Support of a part-time Restorative Practices Specialist.
- * 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)

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District Funded

Registered Behavior Technician (RBT)

--

District Funded

Restorative Practices Specialist funded on Time Sheet

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, Chronically Absent, and Socio Economically Disadvantaged Students

Strategy/Activity

- * Promote a sense of belonging in the PV community at large through community outreach from our .2 FTE 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, 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.

* 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
8500	Parent-Teacher Association (PTA)
	Funds for Community Events

Annual Review

SPSA Year Reviewed: 2022-23

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 through the support of PBIS has helped in developing a system that emphasizes positive choices and has helped in lowering disciplinary issues. Students and families have responded positively to school-wide incentives such as the SOAR awards, SOAR photos in PV Views, and school-wide incentives.

* In addition to our work with PBIS and a focus on developing a positive culture, we saw many positive changes on our Family Youth Truth Survey including a rise in "My school is a friendly environment" from 88% to 93% and "I feel valued by my school" rose from 71% to 84%.

* In terms of school safety, we saw some drops in "My child's learning environment is safe" from 90% to 84% and "My child is safe from bullying during school." from 56% to 53%.

* 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, BACR counselors, and the use of a Restorative Practices Specialist.

* There was one in-house suspension and few physical or verbal behavior issues. Having a variety of student support and the implementation of PBIS 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. Everything was implemented and spent as intended.

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 the analysis of the 2022-23 SPSA, no major changes will be made other than that we are in full implementation of PBIS Year 1.

* To address our chronic absenteeism we are working with Kirsten Grimm on developing school-wide strategies and incentives to address attendance issues. Our goal is to have 95.5% average daily attendance.

* The Restorative Practices Specialist will continue to work with students when necessary to support a culture of caring.

* TOSA and RBT will continue to 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.

* The Office Technician will continue to work on ensuring SART and SARB letters are sent out in a timely manner.

* 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 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, 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

Implement the multi-tiered systems of behavioral, academic, and social-emotional support to maximize resources and ensure sufficient support to all students in order to enhance NUSD's culture of competence. .

Identified Need

Based upon NUSD's district-wide assessments, Galileo, ESGI, and CAASPP scores there was a drop in ELA CAASPP scores and slight growth in mathematics. ELA saw growth on End-of-the-Year Galileo compared to the previous year but math fell slightly. There is a continued gap in math achievement between genders. In CAASPP, 55.79% of girls met or exceeded the standard in comparison to boys who scored 63.92% overall that met or exceeded the standard. Our socio-economically disadvantaged students improved greatly in math over the 2022-23 school year. However, there is still a need as only 31.25% of students are meeting or exceeding in ELA and 35.29% in mathematics.

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.	Spring 2022: TK-5 Strong: 42% Typical: 52% Need: 6% Spring 2023: TK-5 Strong: 43% Typical: 51% Need: 7%	Decrease the percentage of students in DESSA Mini scoring Red/Need from 7% to 5%
Galileo ELA and Math	Spring 2022-23 ELA: 63% of students Met/Exceeded Standards Math: 58% of students Met/Exceeded Standards	Increase ELA overall number of students Meeting/Exceeding standards in Galileo from 63% to 70% Increase Math overall number of students Meeting/Exceeding standards in Galileo Math from 58% to 63%
CAASPP Smarter Balanced ELA	2022-23	Increase ELA overall number of students Meeting/Exceeding

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELA: 62.31% of students Met/Exceeded Standards Socio-Economically Disadvantaged Students: 31.25% Met/Exceeded Standards	standards in all groups on CAASPP from 62.31% to 68% Increase Socio-Economically Disadvantaged Students from 31.25% to 40%
CAASPP Smarter Balanced Mathematics	2022-23 Math: 59.89% of overall students Met/Exceeded Standards White Students: 60.15% Hispanic Students: 52.94% Socio-Economically Disadvantaged Students: 35.29% Boys: 63.92% Girls: 55.79%	Increase Math overall number of students Meeting/Exceeding standards in all groups on CAASPP from 59.89% to 65% Increase Math score for the Hispanic Population from 52.94% to 60% Increase Socio-Economically Disadvantaged Students from 35.29% to 42% Increase Math score for girls from 55.79% to 65%

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

* A full-time Data Specialist will continue to work with teachers to develop targeted instruction through data cycles every 6 to 8 weeks. Data cycles include the identification of an essential standard to focus on and an initial assessment to identify students in need of support. During data cycle meetings and grade level professional learning communities (PLC), teachers will set goals and identify instructional strategies to support student progress.

- * Two reading intervention teachers (one .8 FTE teacher and one .4 FTE teacher) to support targeted reading groups and one-to-one instruction.
- * .2 FTE English Language Development (ELD) teacher who provides targeted small group instruction guided by the student's ELPAC score.
- * Implement Data Cycle days for grade-level teams to meet with Data Specialist, admin, and intervention teachers to plan and analyze student data.
- * Continue to work on improving the PLC (Professional Learning Community) Process through coaching with Dr. Anthony Muhammed.
- * Work with Kirsten Grimm to track attendance data and decrease chronic absenteeism.

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 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 implementation 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
- * A full-time Credentialed, Academic/ELD Specialist, trained in Clark Consulting Training (CCT), Soudy, and Fountas and Pinnell (F&P), to provide small group instruction in RTI and ELD to identified students.

- * A part-time Credentialed, Academic Specialist, trained in Sunday and Fountas and Pinnell (F&P), to provide small group instruction in RTI.
- * 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
- * Professional Development through MCOE to support improved teacher instructional practices. This year our focus is on mathematics.
- * BACR Counseling five days a week 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.

* Continue with Positive Behavior Interventions and Supports (PBIS) Year I implementation 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. Year 1 includes developing the behavior expectation matrix, our school motto (SOAR), lesson plans, posters, and videos to reinforce positive behaviors and expectations. This year we are in the full Year 1 Implementation phase.

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.
- * Utilize district ELD Coordinator Karrie Coulter to provide PD to teachers on best practices to meet the needs of ELs.

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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	District Funded Centralized District Funds - EL Specialist
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Annual Review

SPSA Year Reviewed: 2022-23

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 2022-23 school year, PV's Data Specialist continued to support teachers in implementing targeted data cycles. This work happened during grade-level PLC time.

* We did not meet our goals in CAASPP. We dropped in ELA from 73.26% to 62.31% and showed minimal growth in math from 59.07% to 59.89% of students meeting or exceeding the math standards.

* 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.

* Our Galileo scores improved in both ELA and Math. We grew in ELA from 51% to 63% of students meeting or exceeding standards and in math we grew from 43% to 58% of students meeting or exceeding standards.

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

* For the 2023-24 school year, PV will continue to utilize an RTI/ELD Academic Specialist 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. Last year we were able to have counseling 4 days a week.

* For the 2022-23 school year, teachers used fall assessment data from CAASPP and Galileo as primary metrics.

* Imagine Learning for ELA and Math and IXL continue 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.

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 2023-24 school year, the goals will be continued from the 2022-23 SPSA but with an additional focus on addressing chronic absenteeism.

* We now have counseling 5 days a week at Pleasant Valley through BACR.

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

Utilize district-wide essential standards and proficiency scales to increase academic achievement and enhance the Culture of Excellence at PV.

Pleasant Valley students will demonstrate significant academic achievement growth in both ELA and mathematics as measured through district and state-wide benchmarks.

Identified Need

Based on the 2022-23 CAASPP scores, 63% of students met or exceeded standards in ELA, which is a drop from the previous year while 58% of students met or exceeded standards in math, which is a slight increase from the previous year. Looking at our CAASPP math scores, 35.29% of our socioeconomically disadvantaged students met or exceeded the standard and in ELA only 31.25% met or exceeded the standard. There is a need to better support the academic achievement of our socioeconomically disadvantaged students. There is also a continued gap in math achievement between genders. In CAASPP, 55.79% of girls met or exceeded the standard in comparison to boys at 63.29% overall who met or exceeded the standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo	Spring 2022-23 ELA: 63% of students Met/Exceeded Standards Math: 58% of students Met/Exceeded Standards	Increase ELA overall number of students Meeting/Exceeding standards in Galileo from 63% to 68% Increase Math overall number of students Meeting/Exceeding standards in Galileo Math from 58% to 63%
ELPAC	2022-2023 ELPAC Overall Performance Level: % Level 1 - 5.88% Level 2 - 29.41% Level 3 - 47.06% Level 4 - 17.65%	All EL students in 2023-24 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	2022-23 ELA: 62.31% of students Met/Exceeded Standards Socio-Economically Disadvantaged Students: 31.25% Met/Exceeded Standards	Increase ELA overall number of students Meeting/Exceeding standards in all groups on CAASPP from 62.31% to 68% Increase Socio-Economically Disadvantaged Students from 31.25% to 40%
CAASPP Smarter Balanced Mathematics	2022-23 Math: 59.89% of overall students Met/Exceeded Standards White Students: 60.15% Hispanic Students: 52.94% Socio-Economically Disadvantaged Students: 35.29% Boys: 63.92% Girls: 55.79%	Increase Math overall number of students Meeting/Exceeding standards in all groups on CAASPP from 59.89% to 65% Increase Math score for the Hispanic Population from 52.94% to 60% Increase Socio-Economically Disadvantaged Students from 35.29% to 42% Increase Math score for girls from 55.79% to 65%

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 implementation and refinement of district-wide Learning Maps and Proficiency Scales for staff and students to support academic achievement. PV Teachers have agreed upon utilizing two learning maps per trimester.

- Integrate resources from NUSD Teach and from TLT (Teacher Leadership Team) to support Proficiency-Based Education
- Participate in monthly district PBE meetings every third Wednesday of the month.
- 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

- * Ensure all teachers implement district adopted curriculum with fidelity.
 - 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 improving include math practices, phonemic awareness development, grammar and spelling, and word attack skills.
 - 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.
 - Teachers participate in ongoing professional development to improve their knowledge, and skill of instructional programs. This year's professional development is focused on math practices through the Marin County Office of Education (MCOE) and Heggerty Bridge to Reading, a newly adopted reading support program.
 - Continue targeted data cycles and collaborative practices with grade-level teams during staff meetings with the support of TOSA to focus on students.
 - Use DataMatters to identify and monitor student areas for growth
 - Provide three Grade Level Planning Days to teachers in order to promote collaboration and effective planning and sharing of instructional practices.
 - Provide data meeting days, one per trimester for teachers to meet with the data/intervention team to discuss each student needs and develop data cycles.
 - 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)	Source(s)
9000	Parent-Teacher Association (PTA)
11,150	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)
- * PBIS (Positive Behavior Intervention and Support)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

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 2022-23 CAASPP, 62.31% of students met or exceeded standards in ELA, and 59.89% of students in mathematics met or exceeded standards.
- * PV Teachers successfully implemented and completed multiple data cycles with students, with each cycle showing growth toward essential standards.
- * 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 2022-23 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 2023-24 school year, learning maps and proficiency scales will continue to 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.
- * All teachers have committed to utilizing two learning maps per trimester.
- * We will continue to use our CAASPP, DESSA, ESGI, and Galileo data from the 2022-23 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.
- * 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 2023-24 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.

* We will be working with Dr. Anthony Muhammed to improve overall equity outcomes at PV and to improve Professional Learning Communities (PLC).

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	\$11,150
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$99,494.00

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 (\$)
Title II Part A: Improving Teacher Quality	\$11,150.00

Subtotal of additional federal funds included for this school: \$11,150.00

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	\$1,844.00
General Fund	\$9,000.00
LCFF - Supplemental	\$25,000.00
Parent-Teacher Association (PTA)	\$52,500.00

Subtotal of state or local funds included for this school: \$88,344.00

Total of federal, state, and/or local funds for this school: \$99,494.00

School Site Council Membership

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

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

Name of Members	Role
Tony Quan	Principal
Lisa Heslip	Classroom Teacher
Bronwen Hult	Classroom Teacher
Elizabeth Arnold	Classroom Teacher
Karla Long	Other School Staff
Sarah Darcy-Martin	Parent or Community Member
Amy Gladstone	Parent or Community Member
Sandy Cima	Parent or Community Member
Candice Stevens	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 November 7, 2023.

Attested:



Principal, Tony Quan on November 7, 2023



SSC Chairperson, Amy Gladstone on November 7, 2023