School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Spring Valley Elementary School	41 68973 6044259	April 18, 2025	May 6, 2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Spring Valley Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Spring Valley Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

Federal, state and local funds are used to improve and support staff members including teachers and principals through induction services. To ensure English learners attain English Proficiency and develop high levels of academic attain to meet academic standards, we will provide a specialized English Language Development tutor under the direction of the ELD Coordinator. This will support teachers both in and outside the classroom. This will be paired with our PBIS program to help address the needs from our Local and Accountability Plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council consists of parents, teachers and staff who provide input to the plan from their various perspectives. Suggestions and recommendations are also obtained at monthly PTA leadership and general meetings, with both parents, teachers and staff in attendance. Staff will participate in monthly staff meetings and designated grade level collaboration times. Parents and staff also participate in various outside school hours committees that contribute to the plan. Teachers were surveyed specifically on strategies to improve attendance, reading levels and English learner progress and the suggestions were incorporated into our plan. he usual monthly principal's coffee has been held weekly during distance learning to increase opportunities for families to check in and provide feedback. The weekly newsletter to staff and families also offers opportunities for stakeholders to be heard Parents often respond with suggestions and ideas that have been considered in the plan as well. The California Healthy Kids Survey (CHKS) along with other surveys offered on a school and district level were completed by parents, teachers and staff. Students voices are included via various surveys including the CHKS survey and informal interviews. The CHKS survey provided valuable feedback around student involvement and academic progress that was incorporated into our goals.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

An instructional aide provides daily incremental services to kindergarten students, with limited support provided to first grade students and no extra support for grades two through five. The reading teacher provides service for all students reading below grade level and struggling. Professional Development needed in the area of teacher differentiation and guided reading to move students to reading at grade level. Our ELD aide is now shared between two schools.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Spring Valley Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	0.25%	0.27%	0.26%	1	1	1
Asian	60.61%	59.73%	57.59%	240	224	220
Filipino	3.79%	3.73%	4.45%	15	14	17
Hispanic/Latino	11.11%	12.27%	11.78%	44	46	45
Pacific Islander	0.51%	1.07%	1.31%	2	4	5
White	11.11%	10.4%	12.30%	44	39	47
Two or More Races	12.37%	12.27%	12.04%	49	46	46
Not Reported	0.25%	0.27%	0.26%	1	1	
			Total Enrollment	396	375	382

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	58	46	50
Grade 1	57	64	45
Grade 2	67	59	66
Grade 3	69	68	57
Grade 4	74	67	68
Grade 5	71	71	74
Total Enrollment	396	375	382

Conclusions based on this data:

1. Our demographics and enrollment have remained relatively stable over the last several years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	88	60	63	21.5%	22.2%	16.5%
Fluent English Proficient (FEP)	96	111	96	24.2%	24.2%	25.1%
Reclassified Fluent English Proficient (RFEP)				46.1%		

Conclusions based on this data:

1. The number of English Learners has remained relatively consistent, although the number has decreased slightly.
2. The percentage of English Learners is between 20% and 25%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	71	59	69	70	54	69	70	54	100.0	98.6	91.5
Grade 4	74	71	73	73	70	68	73	70	68	98.6	98.6	93.2
Grade 5	71	73	75	71	71	75	71	71	75	100.0	97.3	100
All Grades	214	215	207	213	211	197	213	211	197	99.5	98.1	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2469.	2459.	2461.	43.48	40.00	38.89	26.09	22.86	18.52	14.49	20.00	31.48	15.94	17.14	11.11
Grade 4	2525.	2513.	2500.	57.53	45.71	36.76	20.55	25.71	23.53	6.85	14.29	14.71	15.07	14.29	25.00
Grade 5	2551.	2562.	2546.	45.07	50.70	45.33	26.76	23.94	25.33	11.27	12.68	12.00	16.90	12.68	17.33
All Grades	N/A	N/A	N/A	48.83	45.50	40.61	24.41	24.17	22.84	10.80	15.64	18.27	15.96	14.69	18.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.23	31.43	25.93	55.07	55.71	66.67	8.70	12.86	7.41
Grade 4	38.36	35.71	26.47	50.68	54.29	60.29	10.96	10.00	13.24
Grade 5	33.80	38.03	26.67	56.34	53.52	57.33	9.86	8.45	16.00
All Grades	36.15	35.07	26.40	53.99	54.50	60.91	9.86	10.43	12.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.43	25.71	24.07	52.17	52.86	59.26	17.39	21.43	16.67
Grade 4	42.47	27.14	30.88	42.47	60.00	50.00	15.07	12.86	19.12
Grade 5	44.29	40.85	40.00	41.43	46.48	49.33	14.29	12.68	10.67
All Grades	39.15	31.28	32.49	45.28	53.08	52.28	15.57	15.64	15.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.29	14.29	11.11	66.67	75.71	77.78	13.04	10.00	11.11
Grade 4	23.29	25.71	19.12	67.12	65.71	75.00	9.59	8.57	5.88
Grade 5	25.71	21.13	13.33	61.43	71.83	77.33	12.86	7.04	9.33
All Grades	23.11	20.38	14.72	65.09	71.09	76.65	11.79	8.53	8.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.33	30.00	31.48	55.07	57.14	61.11	11.59	12.86	7.41
Grade 4	34.25	17.14	19.12	57.53	77.14	66.18	8.22	5.71	14.71
Grade 5	31.43	35.21	28.00	60.00	59.15	64.00	8.57	5.63	8.00
All Grades	33.02	27.49	25.89	57.55	64.45	63.96	9.43	8.06	10.15

Conclusions based on this data:

1. From the year to year, about 80% of our students are "at or above" grade level with ELA.
2. Participation rate consistently remains at over 97%
3. Between 10% and 15% of our students still struggle in all areas of reading, writing and listening.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	71	59	68	70	55	68	70	55	98.6	98.6	93.2
Grade 4	74	71	73	72	70	68	72	70	68	97.3	98.6	93.2
Grade 5	71	73	75	71	71	75	71	71	75	100.0	97.3	100
All Grades	214	215	207	211	211	198	211	211	198	98.6	98.1	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2489.	2503.	2484.	47.06	57.14	41.82	36.76	21.43	30.91	7.35	10.00	18.18	8.82	11.43	9.09
Grade 4	2532.	2537.	2536.	48.61	48.57	45.59	26.39	28.57	29.41	16.67	17.14	14.71	8.33	5.71	10.29
Grade 5	2547.	2560.	2557.	49.30	54.93	52.00	16.90	9.86	20.00	11.27	22.54	14.67	22.54	12.68	13.33
Grade 11															
All Grades	N/A	N/A	N/A	48.34	53.55	46.97	26.54	19.91	26.26	11.85	16.59	15.66	13.27	9.95	11.11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	51.47	67.14	49.09	41.18	21.43	40.00	7.35	11.43	10.91
Grade 4	58.33	60.00	55.88	30.56	30.00	32.35	11.11	10.00	11.76
Grade 5	50.70	47.89	49.33	29.58	38.03	38.67	19.72	14.08	12.00
Grade 11									
All Grades	53.55	58.29	51.52	33.65	29.86	36.87	12.80	11.85	11.62

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	51.47	57.14	40.00	38.24	30.00	52.73	10.29	12.86	7.27
Grade 4	34.72	41.43	33.82	54.17	48.57	52.94	11.11	10.00	13.24
Grade 5	40.85	42.25	45.33	42.25	40.85	42.67	16.90	16.90	12.00
All Grades	42.18	46.92	39.90	45.02	39.81	48.99	12.80	13.27	11.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	42.65	52.86	38.18	50.00	40.00	52.73	7.35	7.14	9.09
Grade 4	48.61	44.29	48.53	43.06	42.86	41.18	8.33	12.86	10.29
Grade 5	29.58	38.03	28.00	52.11	50.70	61.33	18.31	11.27	10.67
All Grades	40.28	45.02	37.88	48.34	44.55	52.02	11.37	10.43	10.10

Conclusions based on this data:

1. About 85% of our population is "At or Above" standards with overall mathematics.
2. About 13% of our students struggle with mathematics
3. 5th grade has seen an overall increase of students who struggle in math.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	1422.9	*	*	1415.8	*	*	1439.3	5	7	19
1	1494.0	1411.3	*	1519.7	1429.2	*	1467.9	1392.7	*	15	11	7
2	*	1501.4	*	*	1491.7	*	*	1510.7	*	7	12	10
3	*	*	*	*	*	*	*	*	*	10	9	9
4	*	*	*	*	*	*	*	*	*	9	9	10
5	*	*	*	*	*	*	*	*	*	7	9	7
All Grades										53	57	62

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	36.84	*	*	26.32	*	*	15.79	*	*	21.05	*	*	19
1	40.00	9.09	*	20.00	9.09	*	40.00	36.36	*	0.00	45.45	*	15	11	*
2	*	50.00	*	*	25.00	*	*	16.67	*	*	8.33	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.19	28.07	25.81	24.53	17.54	35.48	26.42	22.81	16.13	18.87	31.58	22.58	53	57	62

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	36.84	*	*	21.05	*	*	15.79	*	*	26.32	*	*	19
1	53.33	18.18	*	20.00	18.18	*	26.67	27.27	*	0.00	36.36	*	15	11	*
2	*	58.33	*	*	25.00	*	*	8.33	*	*	8.33	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.74	35.09	35.48	28.30	21.05	32.26	18.87	19.30	8.06	15.09	24.56	24.19	53	57	62

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	57.89	*	36.84	10.53	*	26.32	26.32	*	10.53	5.26	*	26.32	19	*	19
1	35.00	0.00	*	35.00	18.18	*	5.00	27.27	*	25.00	54.55	*	20	11	*
2	53.33	33.33	*	26.67	41.67	*	13.33	8.33	*	6.67	16.67	*	15	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.87	10.53	22.58	24.53	31.58	22.58	26.42	19.30	27.42	30.19	38.60	27.42	53	57	62

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	36.84	*	*	42.11	*	*	21.05	*	*	19
1	66.67	36.36	*	33.33	45.45	*	0.00	18.18	*	15	11	*
2	*	66.67	*	*	25.00	*	*	8.33	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.17	42.11	43.55	43.40	42.11	37.10	9.43	15.79	19.35	53	57	62

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	21.05	*	*	47.37	*	*	31.58	*	*	19
1	46.67	9.09	*	46.67	27.27	*	6.67	63.64	*	15	11	*
2	*	58.33	*	*	33.33	*	*	8.33	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.40	36.84	35.48	35.85	29.82	37.10	20.75	33.33	27.42	53	57	62

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	42.11	*	*	36.84	*	*	21.05	*	*	19
1	40.00	9.09	*	0.00	18.18	*	60.00	72.73	*	15	11	*
2	*	50.00	*	*	33.33	*	*	16.67	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.30	17.54	27.42	30.19	40.35	43.55	41.51	42.11	29.03	53	57	62

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	52.63	*	*	26.32	*	*	21.05	*	*	19
1	6.67	0.00	*	93.33	63.64	*	0.00	36.36	*	15	11	*
2	*	41.67	*	*	50.00	*	*	8.33	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.87	17.54	27.42	66.04	54.39	50.00	15.09	28.07	22.58	53	57	62

Conclusions based on this data:

1. Overall, 15% of our student population are identified to be struggling in ELA.
2. There is almost a 30% increase of students who are "somewhat/moderate" in their writing
3. In 2022 we received a higher number of newcomers which is apart of the beginners precentage.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
382	**19.9%**	**16.5%**	**0.0%**
Total Number of Students enrolled in Spring Valley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	63	16.5%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	76	19.9%
Students with Disabilities	23	6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3%
American Indian	0	0.0%
Asian	220	57.6%
Filipino	17	4.5%
Hispanic	45	11.8%
Two or More Races	46	12%
Pacific Islander	5	1.3%
White	47	12.3%

Conclusions based on this data:

1. English learners make up 22% of our student population.

2. Our Asian students make up a significant portion of our population.

3. We have a relatively small percentage of students that fall under the socioeconomically disadvantaged but it has increased slightly over the previous year.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall general performance data continues to be above standard..
2. Attendance data has shown improvement of students coming to school.
3. English learning progress has increased.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	2	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Green	No Performance Color
39.1 points above standard	10.1 points above standard	0 Students
Declined 9.8 points	Declined 6.8 points	
190 Students	71 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	0 Students	21.4 points below standard
0 Students		Declined 34.9 points
		41 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
117.6 points below standard	0 Students	0 Students
Declined 34.3 points		
15 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	No Performance Color
57.3 points above standard	36.6 points above standard	30.2 points below standard
Declined 3.7 points	Increased 9.9 points	Declined 7.3 points
118 Students	11 Students	17 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
17.3 points above standard	Less than 11 Students	17.3 points below standard
Declined 50.4 points	3 Students	Declined 60.0 points
22 Students		20 Students

Conclusions based on this data:

1. Overall students score 52% above grade level.
2. Our ELL population 23% above standard.
3. Our Asian population score consistently high.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Green	No Performance Color
45.4 points above standard	22.9 points above standard	0 Students
Declined 7.9 points	Declined 12.1 points	
192 Students	74 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Less than 11 Students	0 Students	23.2 points below standard
0 Students		Declined 48.3 points
		45 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
104.6 points below standard	0 Students	0 Students
Declined 30.0 points		
15 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	No Performance Color
61.4 points above standard	27.8 points above standard	37.3 points below standard
Declined 7.7 points	Declined 28.4 points	Declined 15.7 points
119 Students	11 Students	19 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
35.6 points above standard	Less than 11 Students	20.0 points below standard
Declined 12.3 points	3 Students	Declined 71.0 points
22 Students		21 Students

Conclusions based on this data:

1. Overall students including English and Reclassified English learners all increased performance in math,
2. Students with disabilities increased performance in math but are still below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Blue	No Performance Color
78.1% making progress.	making progress.
Number Students: 32 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
3.1%	18.8%	0%	78.1%

Conclusions based on this data:

1. Of the 37 students, 50% will progress to the next level.
2. 25% of our EL students also remain the same level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
8.5% Chronically Absent	12.7% Chronically Absent	0 Students
Maintained 0	Increased 3.7	
401 Students	79 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	0 Students	18.6% Chronically Absent
1 Student		Increased 9
		86 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
10.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 9.7	1 Student	
29 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Red
3.5% Chronically Absent	23.5% Chronically Absent	21.8% Chronically Absent
Declined 0.8	Declined 1.5	Increased 11.4
227 Students	17 Students	55 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Green
10.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	6.3% Chronically Absent
Declined 4.5	5 Students	Declined 8.8
48 Students		48 Students

Conclusions based on this data:

1. Overall we remain under 10% with our chronic absenteeism.
2. Our target population are hispanic and students that are "two or more" races

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	6

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0%	Maintained 0%	
406 Students	80 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	0 Students	0% suspended at least one day
1 Student		Maintained 0%
		87 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Maintained 0%	1 Student	
29 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0%	Maintained 0%	Maintained 0%
230 Students	17 Students	55 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Maintained 0%	5 Students	Maintained 0%
48 Students		50 Students

Conclusions based on this data:

1. The suspension rate continues to stay low.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Curriculum and Instruction
Daily attendance for all staff and students will be celebrated, supported and monitored to optimize teaching and learning by creating a welcoming environment where staff and students feel connected

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Daily attendance for all staff and students will be celebrated, supported and monitored to optimize teaching and learning

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic absenteeism puts students academically at risk. Research shows that missing 10% of a school year for any reason can lead to students having difficulty learning to read by the 3rd grade. Currently, many students and staff are absent for reasons that fall outside of excused, primarily during traveling for vacation. When students, staff and families have a strong belief in the importance of education and school attendance, that belief will help drive an stronger commitment to good attendance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduce unexcused absences Reduce chronic absenteeism by %% Synergy Reports Data Zone Reports California Healthy Kids Survey (CHKS)	Currently 8.5% of all students are absent 5% or more of the time.	By June 2025, stay below 10% and reduced the chronic absenteeism of our target population by 5% (Hispanic/Two or More Races). We will continue to stay below the 10% threshold through a targeted social-emotional learning (SEL) practices, positive behavioral interventions, and using positive and welcoming attendance strategies, family and community engagement, and professional development.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Weekly monitoring of attendance reports in Synergy and Data Zone will be done by the principal and secretary to identify students needing extra support. The Student Success team will review the reports as part of student progress monitoring and collaboration with resource, speech, ELD, school psychologist, counselor, nurse and intervention support staff. The team will convene on a regular basis determined at the start of the year. They will review the attendance reports to determine what actions are appropriate to support students who are struggling with regular attendance. Students who are considered chronically absent will be regularly contacted while following the attendance protocol. They will consider how it is impacting their academic success and help develop a plan to support these students (using the MTSS model).	All Students	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Collaboration time provided 8 times during the 2017-2018 school year by the district. LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Students received coaching development during several collaboration times 5800: Professional/Consulting Services And Operating Expenditures Continue to provided grade level release days every Trimester to create common scoring norms around writing assessments and assist in writing instruction. (Varying dates per grade level)
1.2	Our PBIS/SEL team and Grade Level Teams will collaborate to identify and implement ways to recognize students who follow school wide expectations and who exemplify the character traits we promote. Students will be recognized in a variety of ways, individually and by class at monthly assemblies. Recognition could include certificates, extra recess and small material recognition such as certificates, bracelets, stickers or pencils.	All Students	4000-4999: Books And Supplies ELA Adopted Materials Site Based Gifts and Donations 5800: Professional/Consulting Services And Operating Expenditures Staff development with 3 days of training throughout the first year of implementation. Additional training was provided in several staff meetings ,
1.3	Provide a High Quality Physical Education by the district to promote a healthy, welcoming environment and increase student engagement. Students will receive high quality, standards based instruction in physical education from a district funded program weekly. PE teachers will collaborate with general education teachers to provide resources for engaging activities.	All students	District Funded 4000-4999: Books And Supplies End of Unit assessments for all content areas, DRA for grades K-3 every Trimester or as needed for "At Risk" students, Accelerated Reading for grades 3-5 every

			Trimester August 2014 to June 2016 5800: Professional/Consulting Services And Operating Expenditures Utilize technology to provide individualized student support in the area of Language Arts (Razz Kids, AR, Imagine Learning, Front Row ED) 5800: Professional/Consulting Services And Operating Expenditures Utilize Technology to provide individualized student support in the area of mathematics (IXL)
1.4	• Provide a variety of visual and performing arts across cultures to create and engaging and welcoming environment for students and staff. • Provide the Art in Action programs utilizing parent volunteers in collaboration with teachers to implement art history and art projects. • Provide music instruction in all grades, with instrument instruction for all fourth grade students and optional for fifth grade. • Field trips to performances and museums • Student variety show sponsored and organized by parent volunteers in conjunction with the PTA • Heritage Days celebrating student heritage in a collaboration with teachers and parents. • Support PTA sponsored events to engage the entire school community..	All Students	Parent-Teacher Association (PTA) Collect and analyze district and school-level summative and formative Math, ELA and English learner data; identify students from each grade level for reading intervention and their specific literacy needs. Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and ELL, including newcomer, measure growth, and accelerate reading comprehension. Align Grade level instruction horizontally and vertically to ensure CCSS standards are covered and there is no repetition. with the new ELA program

			Implement Computer/Tech lab time with instructor Research, pilot, and implement new Math core curriculum program, including professional development to staff on the eight math practices and STEM standards. Provide Professional development to staff on the new ELD/ELA CCSS standards. Work towards embedding performance task instruction and assessment into ongoing instruction.
1.5	• Focus on Social Emotional skills, supports and instruction to provide a healthy, welcoming environment through various activities including; • The Student Success Team will progress monitor and collaborate with resource, speech, counselor, intervention and behavior support staff to monitor progress on struggling students. • Speech & Language teacher and counselor provide social skills lessons and/or groups on an ongoing basis. • Continue collaboration with other higher education institutions to utilize counselors in training to provide SEL lessons at the primary grade level. Teacher committee will collaborate with lead professor to establish schedule for small groups and to provide recorded lessons with the intention of expanding the program beyond the current kindergarten and first grades. • Teach calming techniques to all students and practice on a regular basis. • Conduct presentation for each trait by grade level at school wide assemblies as needed. • All students will receive SEL lessons in their class through the adopted Second Step curriculum and taught by their teachers throughout the school year following the programs pacing guide. -Utilize the Panorama Survey for school community feedback.	All Students	Team meeting to discuss specific needs of individual students. Create classroom interventions and/or modifications for student success. Monthly Case Management Meeting to Review Progress Data collection through assessments, meeting notes, teacher/team collaboration 5800: Professional/Consulting Services And Operating Expenditures Implement the Multi-Tiered System of Support (MTSS) model, establish a team and conduct sight evaluation using the FIA after team attends training

1.6	• Reconvene PBIS team of staff trained at SMCOE on PBIS protocols to review and refine the school wide expectations developed over the last 3 years. Continue on to the next year of PBIS implementation, adding check-in, check-out and consistency in classroom expectations aligning with PBIS strategies • Collaborate and build teacher understanding of the next phase of PBIS • Plan next steps for reviewing the school wide expectations with new students and ongoing student population throughout the school year. • PBIS team will report out at staff meetings to ensure all stakeholders are included in any and all plans. This will include a review of the expectations, lessons with timeline and referral process. . • Promote the school motto and utilize the mascot to promote an engaging and welcome school environment. • PBIS team will support a system of recognition for student attendance and adherence to the PBIS guidelines via "Caught Being Good". • Arrange for new staff to be provided with the PBIS tools and replace/refresh any missing components for existing staff. • We have adopted Harper For Kids, Character building program that of focuses on 1 character trait a month. • We have partnered with Common Sense Media to educate students how to positively use technology and learn about their digital footprint.	Continue Focus and implementation on PBIS to promote a healthy, welcoming environment for all students.	Site Based Gifts and Donations Purchase technology (iPads, Chrome Books, apps, computers, service, software, printers) for instructional use, expanding the reach further into the classroom Provide time for staff to receive professional development through a variety of structures: attend on/off site trainings or participate in Professional Learning Communities to be determined Technology teacher meets bi-weekly with all grades/students and provides grade level technology instruction. Technology teacher works with staff to support classroom instruction.
1.7	The school will Inform parents and families of the protocols, requirements and procedures regarding student attendance on a regular basis. They will share research based information of the impact of attendance on student success while utilizing resources from the office of education. Throughout the year a variety of communication mediums, share district and school policies on attendance as well as articles and studies on the effect of attendance on students' academic success. Forms of communication include, but are not limited to, the weekly newsletter, the school handbook, principal coffees, PTA meetings, site council meetings, MEF, Back-to-School night, kindergarten information meetings and town hall meetings. Families should also be informed during the registration process.	All Students	District Funded Grade level professional learning communities met twice a month at the school site level and once a trimester at the district level for training in the area of writing, math, ELD/ELA standards Tutors attend ADEPT and Systematic ELD training Purchase support materials

1.8	To promote student involvement, current student activities such as the student valet program, lunch helpers, pledge support and other activities will be continued and expanded. The principal will collaborate with the school community to consider adding additional activities such as a student leadership team or student council for the upper grades and other possible activities for all grades, such as recess & equipment helpers, hall monitors or assembly ushers and garden helpers. Art displays or news articles for the newsletters might also be added to increase student schoolwide engagement and connectedness.	All	Assess incoming kindergartners each the spring to determine current levels for planning differentiated instruction for fall. The site provides a half day substitute for all kindergarten teachers to participate in the round up. Kindergarten teachers meet and plan what will be needed to provide instruction to the variety of needs determined in the assessments.
1.9			District Funded 5800: Professional/Consulting Services And Operating Expenditures District science coach meets with teachers periodically to offer coaching and development in the areas of NGSS 4000-4999: Books And Supplies Teachers utilize resources such as Mystery Science provided by the district, Foss kits provided at the school site, field trips and school presentations provided by the PTA to enhance learning.. Garden and Orchard utilized in science projects such as composting, plant life cycles, energy and conservation. Teachers collaborate to align instruction across and between grade levels and different curriculum including FOSS, Mystery Science and Wonders.

1.10			4000-4999: Books And Supplies Teachers utilize resources such as Social Studies Weekly provided by the district to ensure grade level standards are covered with students. School presentations such as Walk Through California along with field trips to build on overall instructions will be utilized by teachers to enhance learning.
1.11			Art in Action programs utilize parent volunteers in collaboration with teachers to implement art history and art projects. Students receive music instruction in all grades, with instrument instruction for all fourth grade students and optional for fifth grade. Field trips to performances and museums Student variety show sponsored and organized by parent volunteers in conjunction with the PTA
1.12			Students will receive high quality, standards based instruction in physical education from a PE teacher at least twice monthly.

			Additional high quality, standards based PE instruction will be provided by general education teachers to all their students, ensuring instructional minutes requirements are met. PE teachers will collaborate with general ed teachers to provide resources and ensure all standards are covered and instruction is consistent.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

As stated above the overall implementation and effectiveness have been consistent among the staff and students. We utilize the attendance data to help identify struggling students and if there is a correlation between attendance and their school performance.

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

The major difference is that currently the practices we implemented do not require additional spending to meet our 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.

We are staying below the 10% threshold. We will continue to extend our communications to our families regarding the importance of punctuality and acknowledge classes with good attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Systems of Support for Student Achievement and Development
English Learners acquisition of English language and learning of the state standards will accelerator to close the achievement gap. ELD development strategies will be integrated thorough all academic subject areas for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

English Learners acquisition of English language and learning of state standards will accelerator to close achievement gap.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

At Spring Valley, 20% of our student population has been consistently identified as EL over the past four years -of those the number of students reclassified is approximately 30%. A portion of our EL students are consistently remain below grade level in standardized testing.Students from various sub groups, including English Learners, especially Spanish speakers, continue to score below proficiency. In order to improve student proficiency we will build teacher capacity to provide differentiated instruction based on individual students needs around English acquisition and increase Social Emotional Learning (SEL) instruction in all areas especially in the area of cultural relevance.

School wide assessment data from the CELDT and then the ELPAC assessment suggest that the percentage of students who are reclassified at fully English proficient in four years or less continues to be very high overall, at 81.7% in 2020. This, along with other indicators, suggests that many students are responding to the targeted, small group interventions we currently have in place. Therefore, the goal is to focus on our Level 1 students and expand the practice of targeted, tiered responses to all students who do not respond to quality instruction and social emotional messaging.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly, monthly, quarterly, and annual program monitoring and evaluation through local and state summative assessments Monitor ED via DATA Zone Classroom Observation District Writing Assessment ELCAP/ADEPT Reclassification Data Grade Level Benchmark Assessments STAR reading and math DRA CAASPP Data for 3rd-5th Grade	38% of students are at a Level 1 or Level 2 as emerging English Learners.	As our student population changes, by June 2025 we want to carry the 38% to 33%, so those students become Level 3 or Level 4 Learners. This will be accomplished through established common formative assessments for progress monitoring of multilingual students, initiate attendance incentives and education programs for students and families to promote positive attendance. In addition, teachers will continue to meet in their PLTs to determine best practices for serve students who identify EL.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	• Provide ongoing professional development for all teachers to expand their capacity in the area of embedding best practices of language acquisition in classroom instruction and small group work. Support the district initiative to participate in subject related training, or other effective programs offered. • Provide ongoing professional development for all teachers to expand their capability in the area of differentiated instruction. -Provide proper Professional Learning team collaboration time to dissect data and collaborate on instruction to reach EL students.	All	MTSS Multiple Tiers of Structure Support Collect and analyze district- and school-level summative and formative ELA and English learner data; identify students from each grade level for reading interventions and their specific literacy needs.
2.2	• Celebrate, include and recognize the cultures and language of all families through: • Culturally relevant classroom practices that include the diverse backgrounds of all students. • Schoolwide events that highlight all cultures such as our annual Heritage Days, assemblies and other events • Translate family communication including newsletters and important notices.	All	Select and/or develop reading intervention materials and resources; purchase supplementary instructional materials and identify benchmark assessments. Monitor reading intervention materials and resources; purchase supplementary instructional materials and benchmark assessments.

			Develop reading intervention program goals, service delivery models, and teaching and learning expectations and outcomes; review and evaluate district approved reading intervention programs and benchmark assessments Develop a master schedule that reflects allocated time for reading interventions, including English learner support Schedule and provide initial training for instructional staff and schedule follow up professional development activities at the school site and district levels.
2.3	• The EL aide, with oversight by the district ELD coordinator and principal, will conduct monitoring of ELL and RFEP students in core academics to ensure academic growth and share information with classroom teachers. • Teachers will expand their ability to monitor student progress by collaborating with the ELD aide, utilizing DATA Zone to access assessment data and continued professional development • Teachers and English Language Tutor attend ADEPT and other training to identify the areas of needed support for staff and students and to set an action plan • Continue to use Imagine Learning and other research based programs to support English Language acquisition for newcomer students.	EL Students	Title III Grade-level teams will conduct bi-weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes. Provide additional reading intervention for below basic, far below basic, and beginning/intermediate CELDT level students Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Implement intervention programs for ‘at risk’ students, provide materials

			for strategic lessons, and administer trimester assessments to measure academic growth Purchase support materials
2.4	The Student Success Team will monitor student progress. The team will consist of resource teachers, Speech and Language Teacher, Reading Intervention Teacher, ELD aide, school counselor and psychologist The team will identify students needing more intensive intervention. Appropriate team members will collaborate with grade level teams to gain input as well as plan support and interventions designed to increase student progress. .	All	Team meeting to discuss specific needs of individual students. Create classroom interventions and/or modifications for student success. Data collection through assessments, meeting notes, teacher/team collaboration Monitor intervention progress and adjust as necessary. Identify and provide targeted intervention services to students who are performing below grade level Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met.
2.5	Teachers will adhere to providing assessments on the schedule provided by the Ed Services team. These will include the writing prompt, the Developmental Reading Assessment (DRA) for grades K-2 every trimester or as needed for students who are not progressing, the STAR reading and math for grades 3-5 and CAASPP interim and summative assessments and any other assessments use to determine students acquisition of English and reading. Grade level teams will meet to analyze results and plan for interventions as needed. After teachers will utilize the Wonders EL component do help with differentiated lessons	All	Speech & Language teacher and counselor provide social skills lessons and/or groups on an ongoing basis. Monthly SST Meeting to monitor progress on students needing extra, targeted supports. Teach calming techniques to all students and practice on a regular basis.

			Continue character trait lessons. Conduct presentation for each trait by grade level at school wide assemblies. Spirit assemblies, Harper for Kids and Second Step to address bullying
2.6	The school, under the direction of the district EL coordinator will provide a plan for professional development and classroom support, monitor EL progress and student achievement; provide parent support through meetings and other means of communication. The EL aide will assist in classifications, maintain and distribute EL student lists and create leveled student groups for small group instruction and focus. The District ELD Coordinator will Provide leadership and assistance in English learner planning, organization, implementation, and evaluation, provide direction and guidance to schools to maintain ongoing compliance with state and federal English learner program requirements, plan and provide staff development with site leadership teams. In addition we will utilize the Title III for other related consumable materials such as planners and science kits.	English Learners	LCFF - Supplemental Provide leadership and assistance in English learner planning, organization, implementation, and evaluation, provide direction and guidance to schools to maintain ongoing compliance with state and federal English learner program requirements, plan and provide staff development to District certificated and classified personnel and parents on English learner program issues, Assist with the evaluation and analysis of assessment data to monitor progress made by students in English learner programs, maintain statistical data to monitor achievement trends of students in English learner programs; assist with the evaluation program effectiveness. LCFF - Supplemental Provide professional development and classroom support, monitor EL progress and student achievement; provide parent support through classes, meetings and other means of communication. Assist in classifications, maintain and distribute EL student lists, create requisitions for conferences and teacher training, Title III Part A: Language Instruction for LEP Students

2.7	The site will work with the district EL Coordinator to communicate and collaborate with District certificated and classified personnel and parents (ELAC/DLAC) on English learner program issues. They will assist with the evaluation and analysis of assessment data to monitor progress made by students in English learner programs, maintain statistical data to monitor achievement trends of students in English learner programs and assist with the evaluation program effectiveness.	All	Teachers and English Language Tutor attend ADEPT training to identify the areas of needed support for staff and students and to set an action plan Continue to use Imagine Learning and other research based programs to support English Language acquisition for newcomer students.
2.8	Utilize technology to provide individualized student support in the areas of Language Arts and English language acquisition (current examples include AR or Imagine Learning)	ALL	District Funded Push-in staff services for all RSP students in general education classrooms. The service varies by student need, but collaboration between the general education teacher and special education teachers provides support for all student 5800: Professional/Consulting Services And Operating Expenditures Utilize Fidelity Integrity Assessment (FIA) at site to monitor implementation of Multi-Tiered Systems of Support Develop team of teachers to utilize FIA results to plan, implement and monitor implementation of MTSS.
2.9			5800: Professional/Consulting Services And Operating Expenditures Team of staff trained at SMCOE on PBIS protocols. Development of school wide expectations and plan to train and implement expectations.. 4000-4999: Books And Supplies

			Develop school motto and purchase materials to support implementation and school wide supports Develop system of recognition for student adherence.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Teachers have continued to integrate EL teaching strategies into their instruction along with utilizing our EL side 2-3x a week & reading teacher.

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

The materials and additional aides have been provided by the district.

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 this particular goal instead of focusing on one level, we are focusing on all of the EL population as a whole and aiming to have them all move up a level.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Connectedness and Climate
To focus on increasing the reading level of all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students' individual needs will be met through tiered academic, social/emotional, and language supports that are monitored, measured, and reviewed

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Currently, many of our struggling readers remain below grade level. We lack a solid plan for these students, especially once they reach third grade. Data from our most recent local STAR assessment in Winter 2020 shows that 25% of our third through fifth grade students are reading below grade level.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students reading at grade level. DRA, STAR and other assessment data	63% of students either met or exceed standards while 37% are either nearly met or did not meet standards.	As our student population changes, by June 2025 we to increase 63% to 68% of students to meet standards. This will be accomplished with professional development for teachers, assessment and monitoring, including early literacy screening as part of data-driven instruction and intervention, family and community engagement including literacy events and educational workshops fostering reading outside of school hours. In addition, teachers will meet in their PLTs to determine common formative assessments while identifying students who are at-risk of their reading goals. From there a plan will determine to provide a correct intervention to best support those students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Spring Valley will celebrate and promote reading across the school with these methods that include but not limited to: • Collaborate with grade level teams to put a reading a recognition program in place, such as utilizing a Accelerating Reading tool for the upper grades to measure number of books and words read. • Inviting local authors to share at an assembly. • Promote the local library resources to encourage reading. • Provide proper Professional Learning team collaboration time to dissect data and look for target students.	All Students	Continue Implementation of Spring Valley 101, a parent education initiative established the fall of 2015. Collaborate to host a series of parent information nights to give information to families about healthy eating, social emotional learning, mental health and other relevant topics. Support District initiative to take on the CCSS classes established at Spring Valley in 2015.
3.2	Student Success Team Meetings take place regularly on a predetermined schedule decided at the beginning of the year. The Student Success Team will monitor student progress. The team may consist of the principal, the resource teacher, Speech and Language Teacher, Reading Intervention Teacher, ELD aide, counselor and psychologist. Appropriate team members will collaborate with grade level teams to develop interventions designed to increase student progress. . Also we will expand the identification, support strategies and measuring and tracking improvement for students reading below grade level, including students in grades 3-5. Review Progress of all students below grade level in reading. Data collection will be through through assessments, meeting notes, teacher/team collaboration Teams will utilize the Multi-Tiered System of Support (MTSS) model from professional development in their teaching techniques.	All	Communication is provided to families about the opportunities to serve on a district level committee, DAC, DELAC, Health & Wellness Committees are district wide.
3.3			Initial planning for will begin at the August 2023, School Site Meeting to gather input and a volunteer to be a representative on the safety committee

			October 1–November 30: SSC meets to identify major safety issues and review current practices January: SSC meets to identify potential strategies and make recommendations to site leadership February: school safety leadership team meets to review SSC recommendations and develop implementation plans March: leadership team presents to stakeholders and makes revisions, if necessary
3.4	Organize and inventory leveled readers and make a plan to fund replenishing the existing stock and a system for access by the reading and classroom teachers for guided reading groups.	All students	Communicate and encourage participation at all PTA sponsored family events to enhance family time together and community involvement.. Provide support with space, scheduling, materials, as needed.
3.5	The Student Success Team and the reading intervention teacher will work with grade level teams to identify: struggling readers, EL status, plan interventions and identify/implement research-based reading intervention strategies and programs that target individual literacy needs of struggling students. Teachers will use the Heggerty and ESGI for (Kindergarten, and the Development Reading Assessment (DRA) for all students in Grades 1 & 2 or as needed for students who are reading below grade level in any grade. All Teachers will use the STAR reading assessment for grades 3-5 students reading at grade level or above. The reading teacher will implement the reading intervention program and conduct ongoing evaluations to determine student progress and program outcomes and inform ongoing program needs. A targeted plan for students not making	Students Reading Below Grade Level	LCFF - Supplemental Present a monthly principal's report at the PTA meetings to provide information of interest to parents, encourage volunteers let them know what is needed.

	progress within a predetermined time frame will be developed, implemented and monitored. The reading teacher will work towards collecting and analyzing district- and school-level summative and formative ELA and English learner data.		
3.6	Kindergarten students who are below grade level in foundational reading skills will be designated for intensive reading intervention in a progressive model, beginning in leveled classroom groupings. If not improving, the Student Support Team will work with the reading specialist and teacher to develop a plan for improvement. Kindergarten teachers will support students working below grade during the afternoon after Kindergarten is dismissed in a plan developed with the administration and site principal. The participating students will be determined based on data that identifies greatest need.	Kindergarten Students	Communicate and support all events and encourage participation to enhance family and community involvement.
3.7	All Teachers will differentiated instruction based on data from ongoing assessments and utilize the Wonders program's leveled readers to differentiate lessons so that material is accessible to different reading levels. Teachers will collaborate with the reading intervention teacher and/or the SST team to work with the individual students to create periodic goals for reading. Instructional aides will be utilized to support teachers in conducting targeted instruction in small groups. Data reviewed includes but not limited to: Reclassification Data Grade Level Benchmark Assessments Accelerated Reading IXL - Pilot Program CAASPP Data for 3rd-5th Grade *Develop use of Data Zone to measure student progress and plan for improvement *Professional Development and training sessions on Data Zone best practices *Use grade level collaboration to analyze student progress and plan instruction *Individual teachers to be aware of each students' current levels with plans for students below grade level	All Students	LCFF - Supplemental Hold parent coffee meetings every other month for school communication with parents and provide information about types of volunteer work in classrooms that parents can perform. Send out a regular report via email to all families to provide information about school activities, MEF & PTA events. Maintain the School Website with update scheduling and event information as well as helpful resources and tools. Support parent education nights, both those sponsored by the district and the PTA, to assist families with accessing resources and gaining a deeper understanding of curriculum.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

For implementation and effectiveness of strategies, the staff continues with consistent practices from year to year while adjusting reading goals for each particular student.

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

The major difference is that we use the curriculum and programs provided by the district.

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.

We implemented a book of the month where admin will character trait book to each class to encouraging reading at all levels. For grade levels 3rd through 5th, they will receive certificates for meeting their reading goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	6,750	6,750.00
Prop 28	57,154	57,154.00
Lottery: Instructional Materials	18,115.94	18,115.94
Donations	13,047	13,047.00

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

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

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Gordon Hwee	Principal
Fanny Lam	Classroom Teacher
Barbara Wong	Other School Staff
Andrew Generalao	Parent or Community Member
Barbara Fornesi	Other School Staff
Eileen Ring	Parent or Community Member
Yuka Ichijo	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.

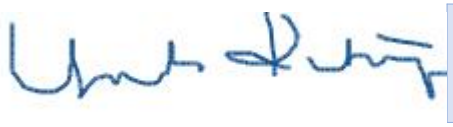
Recommendations and Assurances

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
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 2-9-23.

Attested:

	Principal, Gordon Hwee on 2-9-24
	SSC Chairperson, Andrew Generalao on 2-9-24

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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