School Plan for Student Achievement

LEA: Mt. Diablo Unified School District

School: Valle Verde Elementary School

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SPSA Year: 2018-2019

X **The school certifies completion of this plan.**

School Site Council Approval: 10/29/2018

Approved by MDUSD Board of Education:

Introduction

The MDUSD School Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

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State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Annual Evaluation

Annual Evaluation on Goal 1:	Staff, students, and parents will collectively build an inclusive environment that supports diversity, creativity, independence, and critical thinking for all stakeholders, while developing skills that will support college and career readiness.	**Related State and/or Local Priorities:** X Parental Involvement X Pupil Engagement X School Climate **Related LCAP Goals:** X MDUSD LCAP Goal 1 X MDUSD LCAP Goal 2
Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	TK-5 ,Second Language Learners, Low Socioeconomic, Special Education

Expected Annual Measurable Outcomes:	Increase the CAASPP distance from a level 3. ELA increase from 2506.4 by 60 mean scaled points. Math increase from 2508.8 by 45 mean scaled points.	**Actual Annual Measurable Outcomes:**	The ELA distance from the mean was 34.8. The ELA Scaled Score is 2504 Nearly Met the Standard. This goal was not met.
	Increase from 22.9% to 29% of students redesignated as English proficient.		The percentage of students that reclassified was 27%.This goal was not met.
	Decrease suspensions number of incidents from 10 to 5 by providing Positive Behavior Intervention Support.		The suspension number of incidents decreased by 9. We did provide support through the Positive Behavior Intervention. This goal was met.
	Decrease chronic absenteeism rate from 5.5% to 5.0%.		The chronic absenteeism rate is currently 4.5%. This goal was met.
	Valle Verde is not providing information on how to help your child plan for college or vocational school.		In 2018, parents and staff communicated during SSC meetings that Valle Verde is not providing adequate information on college career or vocational school. This goal has not been met.
	Overall, 96 % of the parents on the California Healthy Kids Survey in 2017 agreed with the statement, " Attended a school or class event."		In the 2018, California Parent Survey 57% agree that the school encourages parent participation and 36% strongly agree that the school encourages school participation. This goal has been met.
	Valle Verde is not providing information on how to help your child plan for college or vocational school.		Based on feedback during SSC meetings and leadership team meetings students have not been given the opportunity to plan for college or vocational school. This goal has not been met.

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	After reviewing the data, there was an decrease in the percentage of students in the Standard Nearly Met level and an increase in the percentage of students that exceeded the standard. There is a need to provide additional RTI support with targeted support in the area of reading/math. Data Analysis protocols will be in place to structure the planning around priority standards, student data and goal setting in reading and math .

SPSA Year: 2017-18

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	**Evaluation**
1.1 Provide classroom resources and committee planning time for implementation of problem solving strategies, tier 1 & 2 behavioral expectations, and interventions. Soul Shoppe Implementation to support character development and a positive school climate. Other means of correction to support reflection of behavior, restorative practice and instructional time. Student Workshops will be held and lessons will be taught to encourage conflict resolution strategies through the use of i-messages and the "Clean Up". Peacemakers, student mediators will facilitate conflict resolution with adult supervision. Monthly Character Trait Assemblies will highlight students that display positive behavior using the character trait of the month.	1.1 PBIS Committee Meetings to discuss and implement Behavior Matrix, and implement character trait awards. Soul Shoppe Assemblies to reinforce positive choices. Clarify tiered intervention and Phase II PBIS support.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Office Referrals and PBIS Planning informed the need for the Character Trait Assemblies. Soul Shoppe implementation is in place to support continuity of the dialogue around the use of strategies to communicate around our feelings and Bullying. Student responses from California Healthy Kid Survey and student statements support the need to continue with support around bullying and conflict resolution. The number of suspension decreased significantly.
1.2 Professional Development to support students' behavioral growth, use of problem solving strategies, acceptance of varying opinions, and independence. Training is needed to support behavioral interventions and support.	1.2 Soul Shoppe Professional Development, Mindfulness strategies, diverse learning styles, and PBIS. Implementation of Loving Solutions 10-week Parent Education Classes	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Staff attendance at PBIS and implementation of strategies from workshops and professional development in behavioral management indicates that the positive behavior system is in development. The PBIS manual content was introduced during staff meetings. The PBIS coordinator, gives an update on implementation during staff meetings.

		Based on feedback from the California Healthy Kids Survey and school survey, the implementation of programs like Soul Shoppe Program and PBIS support a positive school climate but bullying continues to be a concern. School-Wide Assemblies on student expectations, administrative support and counseling are provided as interventions. Staff decided that they would like a different social-emotional program to support student a positive school climate in place of Soul Shoppe. Students are utilizing the problem-solving strategies and Peacemakers/student mediators and staff were also trained to support use of communication strategies/conflict resolution strategies. Loving Solutions Parent Education Classes ended before completion date due to low attendance.
1.3 Increase Home/School Communication and streamline home school communication. Parent community will communicate with their teachers and other parents in the homeroom using Konstella communication. Teachers will create a website for class communication and the office will communicate school events using the Viking Voice.	1.3 Use of Viking Voice, Konstella, Classroom Websites, email, and messenger to communicate with families around school announcements	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Parent Feedback/response to surveys (CA Healthy Kids Survey) Parent/Teacher Feedback/SSC, Staff Meetings - Parents and teachers would like streamlined communication to send announcements and receive updates on district communication. PTA added a PTA website for parent information around PTA.
1.4 Maintain an average attendance rate over 97% and continue to celebrate students with good attendance and provide intervention support for students with chronic absenteeism.	1.4 Student rewards for perfect attendance Communication on the attendance policy during parent meetings and back to school night and other events. Attendance letters and	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

	communication/meetings for families of "at-risk /chronic" students.	Attendance Reports indicate that there needs to be clear communication around independent study contracts and planning vacations that align with school vacations. The attendance reports also indicate that the rewards system need to be more frequent. The attendance goal for the 2017-2018 school year was 96.9%. The average attendance rate was 96.25%.
1.5 Parent education for ELL parents on ways to best support second language learners. Parent English classes to support parents to acquire the English language. Plan for translation services during conferences to support communication around student performance and goals for families with limited English.	1.5 DELAC Meeting notes shared with SSC ELD information and updates communicated during staff meetings EL Intervention Groups for 6 weeks Implementation of Imagine Learning for Newcomers Summer Intervention for EL Students ELRT Meetings with teachers to review the data and develop Catch Up Plans.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Report Cards iReady Scores CELDT Data ELRT Process conducted with teachers to review during parent conferences. ELD expectations communicated to teachers. Development of Catch Up Plans and Follow-through with Catch Up Plan and communication with the parent.
1.6 Parent communication regarding reclassification criteria and support plans for students to reclassify.	1.6 Parent Communication during SSC/ELAC Meetings DELAC Notes Shared ELRT Meetings with teachers and parents. Professional Development around ELPAC and EL strategies	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? The EL data was shared with students and parents to encourage students to reclassify. Student meetings were held to look at growth on iReady, CELDT, and report card status and plan for reclassification during academic conferences with teacher.

1.7 Engage students in understanding the reclassification process and reflecting on their own English language development.	1.7 Reclassification Process shared during meetings with EL teacher and the classroom teacher, Student reflection on academic goals.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? CELDT Data, iReady Data, Teacher report card grades were discussed during grade level meetings. Our 2017-2018 data tells us that our ELD program has to be implemented consistently for our EL students. While we have increased the number of students that have reclassified we did not make our goal. We also have students that are not making annual progress. Students were grouped according to EL levels and a designated teacher taught the recommended curriculum for 30 minutes a day.
1.8 Engage students in activities and strategies that foster independence using collaborative conversations.	1.8 Collect data to determine how often students are provided opportunities for collaborative conversations in pairs and small group	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Classroom visits were conducted with elementary sites and the data was collected and shared around the use of collaborative conversations using a rubric. This area continues to be a focus around priority standards. There was limited data around collaborative conversations.
1.9 Continue to offer student leadership opportunities through Student Council, Student Clubs and Peacemakers.	1.9 Provide teachers to guide the group of students to develop their leadership skills and creativity.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Student Council allows for students to have a voice and input around their concerns and site decisions. The student council

		leads the monthly Character Trait Assemblies. The student clubs continue to be popular at recess and lunch time. Students are encouraged to create student clubs and they continue to be popular based on their interests. Peacemakers are selected by their peers based on exemplary character and students continue to support conflict resolution.
1.10 Provide personnel and training for counseling and social support for students identified through the CARE/SST Pre-Referral process.	1.10 Provide training to teachers on the SST process using AERIES student database.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? SST Pre-Referral/Referral process has been introduced and based on feedback teachers received additional training to enter accurate information in the screens to facilitate the SST process. Additional support is also recommended to determine the most effective academic and behavioral intervention support from the CARE team.

Annual Evaluation on Goal 2:	Every Student will receive core instruction with targeted learning opportunities, utilizing multiple learning strategies while supporting understanding of new concepts and the connection to "real life experiences".	**Related State and/or Local Priorities:** X Basic X Implementation of State Standards X Parental Involvement X Pupil Achievement X Pupil Engagement X School Climate **Related LCAP Goals:** X MDUSD LCAP Goal 1 X MDUSD LCAP Goal 2 X MDUSD LCAP Goal 3

Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	K-5 Students

Expected Annual Measurable Outcomes:	Overall Grades 3-5 will increase the CAASPP distance from a level 3. ELA increase from 2506.4 by 60 mean scaled points. Math increase from 2508.8 by 45 mean scaled points. English Learners Grades 3-5 will increase from 22.9% to 29% of students redesignated as English proficient. Special Education grades 3-5 will increase CAASPP distance from a level 3. ELA increase from 2512.8 by 5 mean scaled points. Special Education grades 3-5 will increase CAASPP distance from a level 3. Math increase from 2515.1 by 5 mean scaled points. Low Income Grades 3-5 will increase CAASPP distance from a level 3. Overall, Decrease the percentage of students performing at the Tier III level on the iReady #2. Increase the percentage of 3rd grade students performing at or above	**Actual Annual Measurable Outcomes:**	The ELA Mean Scaled Score is 2504 Nearly Met the Standard. This goal was not met. The Math Mean Scaled Score is 2500 Nearly Met the Standard. This goal was not met. The percentage of students that reclassified was 27%.This goal was not met. The ELA Mean Scaled Score for Special Education is 2406 Nearly Met the Standard. This goal was not met. The Math Mean Scale Score for Special Education is 2420 Nearly Met the Standard. This goal was not met. The ELA Mean Scaled Score for Low Income Grades 3-5 is 2433 Nearly Met the Standard. This goal was met. The percentage of students performing at the Tier III level on the iReady Diagnostic #2 in the area in math was 4% and 5% in ELA. The goal was not met.

	grade level on the iReady #3 Diagnostic- ELA 86.6% to 87.5% and Math 79.3% to 80%. Decrease the iReady Diagnostic #3 Tier III ELA from 5% to 4%, Math 4% to 3%. Overall, Increase the percentage of students performing at Tier I level on the iReady #2 Diagnostic ELA from 71% to 75%, Math 65% to 70%.		The percentage of 3rd grade students performing at or above grade level on the iReady #3 Diagnostic - ELA was 62% and Math was 56%. This goal was not met. The overall percentage of students performing at the Tier III level remained the same at 4%. This goal was not met. The overall percentage of students performing at the Tier I level on the iReady was 69% in the area of ELA and 62% in the area of Math. This goal was not met.

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	The data is indicating that we need to plan for more targeted small group support based on the tiered system. We will continue to refine instructional practice and provide additional opportunities for online intervention programs. Grade levels will plan to support intervention during their computer lab time and plan for maximum intervention support.

SPSA Year: 2017-18

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	**Evaluation**
2.1 Provide classroom resources and teacher planning time for implementing CCSS, RTI (a systematic approach to targeted instruction), and 21st century skills.	2.1 Grade Level Planning Time for data analysis and planning of next steps for RTI groups Effective Teachers attended Professional Development for TK-5 Tech Support in computer lab with online programs, intervention porgrams Support from iReady Coordinator	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? iReady Data, CAASPP data, assessments use of online programs. Teachers submitted requests for Grade Level Meetings to plan lessons and to provide strategic RTI support. Teachers continue to need more assistance through additional planning time. Teachers are implementing the RTI schedule to provide tiered support with

		differentiation. Instructional assistants support the RTI groups through a collaborative effort that allows for students to receive guidance with reinforcement of skills taught in class. The instructional assistant schedule continues be a challenge due to limited hours and a need for an additional 30 minutes per week.
2.2 Professional Development on strengthening tier I (core curriculum- CCSS) instruction and implementing 21st Century learning skills.	2.2 Attendance at Professional development in areas relevant for instructional practice. (McGraw Hill/Wonders Training, NumberTalks, SVMI)	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? PD/Workshops/Implementation and teacher feedback for next steps incorporating the Priority Standards. Based on the requests to attend professional development, teachers are taking advantage of the opportunity to attend training that aligns with CCSS and 21st Century Learning models. There has been an increase in attendance at NumberTalks training, ESGI, SVMI training. Teachers are also encouraged to utilize the technology programs and professional development to implement tech tools to support student achievement. Teachers continue receive training, use staff meeting time and grade level planning time to guide data analysis and plan lessons using the state adopted curriculum.
2.3 Increase and streamline Home/School Communication. (School Newsletter/Class Newsletter/PTA meetings/two-way communication via email, phone conference, parent/teacher conferences)	2.3 Viking Voice Weekly Bulletin Konstella for classroom communication Classroom/Grade Level Website	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Parent Feedback and Teacher Feedback on school surveys and parent/community

		meetings indicate that there needs to be more communication from the site around district news. Feedback from parents during SSC Meetings, the Volunteer Brunch and PTA indicated that there is a need for increased/streamlined communication from the school. Parents indicated that they aren't sure which communication tool to check or they are overwhelmed with so many options for communication. The majority of the parents are receiving the Viking Voice and they are satisfied with the weekly newsletter.
2.4 Assess and expand student access to technology both in and outside of the school day.	2.4 iReady Program in use at home and school IXL in use at school and home Reading Eggs in use STAR Reading Program Reflex Math Raz Kids	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? iReady data analysis, STAR Program Use Reports, meeting notes and feedback around program use at home were used to determine the level of use and effectiveness of the online programs in use. Technology Use Reports indicate that the students are using the technology at home. At the site, there are monthly reports for Renaissance Learning, IXL, iReady, Reflex Math and Reading Eggs Program. Our site techs coordinate installation of programs. Our TIL and tech teachers provide additional support for teacher and student use. A monthly report is generated to monitor the program use.
2.5 Identify and develop a plan to address barriers to accessing the core curriculum.	2.5 iReady Diagnostic Data to assess areas of strength and challenges. ELRT meetings to discuss further support	Needs More Time to Evaluate Effectiveness What measurable data was used to

	for EL students with the core curriculum. Provide PD to support RTI planning and strategies that strengthen reading and comprehension. Implementation Language Support Program	evaluate the action/services and what did it reveal about its effectiveness? iReady reading and math data, CAASPP data, informal assessments and teacher feedback were used to determine the level of effectiveness. IReady Data was compared from diagnostic 1- diagnostic 3, RTI schedule is in place for the K-5 students to support students that are performing below grade level in specific areas. Teachers analyze the data and create intervention groups/small groups for reinforcement of skills taught. Our iReady data is evidence that there is a need for additional RTI groups for ELA and Math for at least 45 minutes a day. Students are currently working in small groups and using the iReady instructional lessons as part of the Response to Intervention Model.
2.6 Utilize Chromebooks Carts, iPad Carts and the computer lab to support student learning and presentation of new learning using iMovie, Google Docs and web-based programs.	2.6 Student use of the internet to research information for class presentations. Student use of Google Docs to create State Reports and California Reports and Presentations. Create short films using iMovie to share research-based information and student creativity.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Classroom reports/presentations and the ability for students to navigate the use of technology to complete assignments was used to determine the effectiveness of this goal. TK-5th grade students currently have access to Chromebook carts and iPad carts. TK-K are exposed to grade level appropriate apps on the iPads. 1st-5th grade utilize the Chromebooks for academic support using online educational programs and Google Docs for presentations.

Annual Evaluation on Goal 3:	Every Student, Staff and Parents will have the opportunity to explore and expand knowledge using technology to connect background knowledge to new learning and experiences through project-based learning, research and various presentations.	**Related State and/or Local Priorities:** X Basic X Implementation of State Standards X Parental Involvement X Pupil Achievement X Pupil Engagement X School Climate **Related LCAP Goals:** X MDUSD LCAP Goal 1 X MDUSD LCAP Goal 2 X MDUSD LCAP Goal 3	

Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Students will use technology efficiently and save time when completing projects that require research and working on Google Drive. Students will learn new information and share the new learning with peers and other community members. during presentations and school activities. With the assistance of the innovation and technology support, surveys will be created using Google Forms. Overall, 37% of the parents on the California Healthy Kids Survey agreed with statement "Valle Verde is not providing information on how to help your child plan for college or vocational school."	**Actual Annual Measurable Outcomes:**	Students will use technology efficiently and save time when completing projects that require research and working on Google Drive. Students will learn new information and share the new learning with peers and other community members. during presentations and school activities. With the assistance of the innovation and technology support, surveys will be created using Google Forms. Overall, 6% of the students on the 2017-2018 California Healthy Kids Survey agree with the statement,"Yes, some of time they have experienced CyberBullying." Overall, 37% of the parents on the California Healthy Kids Survey agreed with statement "Valle Verde is not providing information on how to help your child plan for college or vocational school."

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	Support student growth using technology by providing a foundation of prerequisite information and requirements in order to use technology effectively and responsibly. Students will go through a course in digital citizenship, so that they understand the basics of technology use. Students will understand how to utilize the basic functions of technology.

SPSA Year: 2017-18		
Planned Actions/Services	**Actual Actions/Services**	
	Actual Actions	**Evaluation**
3.1 Students will engage in learning opportunities that foster 21st Century Learning Skills using the workshop model.	3.1 Tech support provided training for the Interactive Smart Boards. Instructional Assistant provided for introduction of new programs. ie: Kahoot, Google Classroom Coaching Support provided for Marzano Art and Science of Teaching using techonology games. Surveys conducted to identify focus areas for training. Technology Plan Implementation Completed Technology Committee Input to determine next steps.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? We continue to revisit the technology report to determine next steps and funding for technology. Teachers are independently using the technology programs effectively. The instructional assistant position was eliminated in March, 2018. All teachers have access to Smart Boards for instructional purposes.
3.2 Implement lessons that incorporate the 4 Cs(Creativity, Critical Thinking, Problem-Solving and Communication) using STEM lessons and Common Core Standards.	3.2 The following lessons were implemented to incorporate the 4 C's(Creativity, Critical Thinking, Problem-Solving and Communication) ie:	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Classroom reports/presentations and the ability for students to navigate the use of technology to complete assignments was used to determine the effectiveness of this goal. TK-5th grade students currently have access to Chromebook carts and iPad carts. TK- K are exposed to grade level appropriate apps on the iPads. 1st-5th grade utilize the Chromebooks for academic support using online educational programs and Google Docs for presentations. Students in the 4th and 5th grade level have google passwords that are utilized for access to Google Docs. Student observations of final project for State Capital project and Historical Landmarks

		used to determine effectiveness. There are at least two STEAM Days per year. There is currently a Science teacher representative to support teachers. Science lessons and programs are shared to promote implementation of science.
3.3 Parents, Students and teachers will engage in Community Forums to support Responsible Use of Technology and Digital Citizenship.	3.3 A Technology Digital Citizenship Program was discussed and introduced for classes.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? A technology Digital Citizenship program was introduced to staff for implementation with classes K-5. We continue to discuss other programs and information with the Technology Committee for reinforcement of expectations around technology. During the 2017-2018 school year there were four incidents documented regarding negative behavior while using technology during instructional time.

Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2018-2019 SPSA	Annual Evaluation Impact on SPSA 2018-2019
Monthly meetings are held to support the ELA and Math Instruction. Priority Standards, Benchmark Assessments and Diagnostic Data is reviewed to support RTI.	ELA and Math Priority Standards were identified to support lesson planning and delivery of instruction. Data Analysis Protocol was introduced to support next steps in RTI.
Monthly SSC meeting held to review SPSA, site budget and to get input from stakeholders around SPSA goals/LCAP goals.	Consistent feedback from the SSC to determine shifting of general funds specifically in the area of Goal 2- with regard to the RTI model and tiered interventions.
Monthly SSC/ELAC/DELAC updates given around the EL Data, ELRT information, ELPAC information and Reclassification information.	The reclassification rate was higher this year. The EL goal was met. We will continue to support our EL families with monthly updates and information through the school weekly bulletin, email and mailed information.
The Technology Committee meetings support our technology development goals. There are meetings each trimester. The Technology Plan is utilized to plan out the budget and determine the most strategic next steps to support our plan with 21st Century Learning.	The 4th and 5th grades are currently 1:1 with Chromebooks. We are still planning for each class to have at least 34 Chromebooks. The 2nd and 3rd graders have access to one Chromebook cart. The 1st grade classes have access to one iPad cart and the Kindergarten classes have access to 12 iPads. Classes are implementing a recommended program for digital citizenship and are determining next steps to continue the dialogue around Cyber Safety.
PTA meetings are forums for conversations around CAASPP Data, Diagnostic Assessments and tiered interventions.	The California Dashboard was introduced by the principal so that parents would understand the dashboard set up and at the school data online.
Volunteer Brunch was used as an opportunity to get input from stakeholders around Valle Verde current reality.	Parents gave input regarding Reading Intervention Program, RTI and various parent involvement opportunities. We will continue to provide opportunities to partner with our parent community.
Staff Meetings were held to discuss student needs around conflict resolution.	Teachers presented programs for use in conjunction with conversation stems. (iMessage and Clean Up) We are currently with the PBIS team to determine a conflict resolution program or social emotional program.
Staff involvement in professional development using the ELA curriculum, Wonders to support instruction using the Priority Standards.	Teachers engaged in professional development for Wonders and online support with instructional videos and McGraw-Hill website for effective use of components of the Wonders program.
Principal and Assessment Representative received support from district personnel to provide data analysis support to teachers with CAASPP data and iReady data protocols.	Teachers analyzed iReady data to set up RTI groups and proctored the CAASPP assessments for students with practice tests and the Summative Assessment for CAASPP with proficiency.
California Parent Survey to gather data around school culture, California Student survey to gather data around student needs and opinions.	The Parent and Student Surveys are taken to monitor climate.

Comprehensive Needs Assessment Components (Title I)

This section is required by all Title I sites and recommended for all other sites.

Data Analysis

This section provides a brief summary of the data used to inform the School Plan and the information that analysis provided.

Surveys

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

Analysis of Current Instructional Program

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

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

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

<u>Standards, Assessment, and Accountability</u>

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

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

<u>Staffing and Professional Development</u>

3. Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

Teaching and Learning

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

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

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

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

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

Opportunity and Equal Educational Access

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

14. Research-based educational practices to raise student achievement

Parental Involvement

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

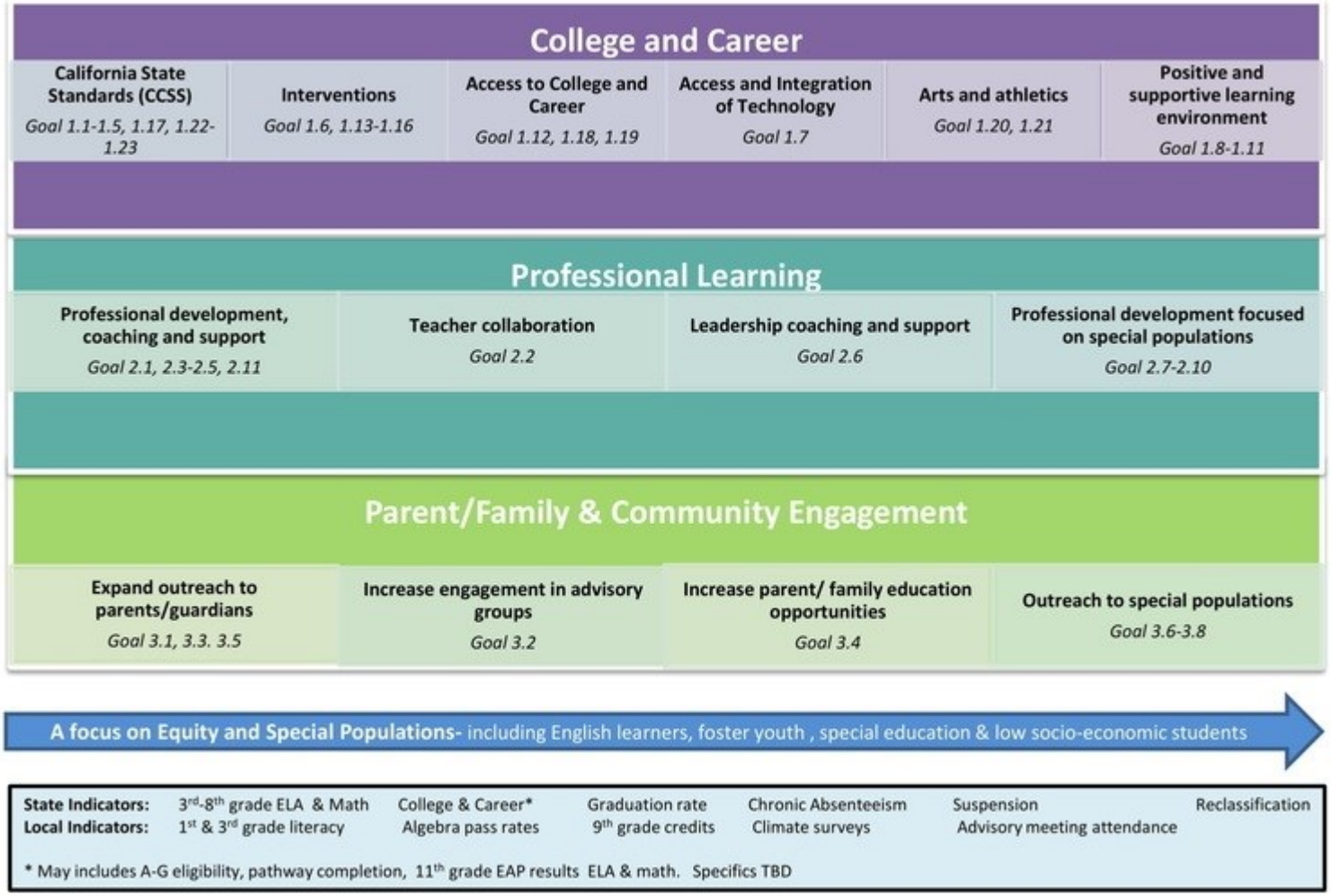
16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

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

18. Fiscal support (EPC)

Mt. Diablo Unified's Local Control Accountability Plan
LCAP At-A-Glance 2018-2019



Mt. Diablo Unified - Contra Costa County

Enrollment: 31,580 **Socioeconomically Disadvantaged:** 44.6% **English Learners:** 23.1%

Foster Youth: 0.4% **Grade Span:** K-Adult **Charter School:** No

Dashboard Release:
Fall 2017

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		13	3
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		10	2
College/Career (9-12) Select for one year of available data	N/A	N/A	N/A
English Language Arts (3-8)		13	9
Mathematics (3-8)		13	9

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Section 2: Goals, Actions, Expenditures

Goal 1:	Staff, students, and parents will collectively build an inclusive environment that supports diversity, creativity, independence, and critical thinking for all stakeholders, while developing skills that will support college and career readiness.	**Related State and/or Local Priorities:** X Implementation of State Standards X Parental Involvement X Pupil Achievement X School Climate **Related LCAP Goals:** X MDUSD LCAP Goal 1 X MDUSD LCAP Goal 2 X MDUSD LCAP Goal 3

Identified Need:	Expand and refine our systematic approach for behavior. (PBIS Implementation, Behavior Matrix, Rules for Common Areas, Problem-Solving Workshops, SST Pre-Referral support, Counseling Support)	
Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	TK-5 ,ELLs, Low Socioeconomic, Special Education

SPSA Year: 2018-19

Expected Annual Measurable Outcomes:

Overall grades 3-5 will increase CAASPP distance from a 3.
ELA from 2504 by 24 mean scaled score points.
Math increase from 2500 by 24 mean scaled score points.

Increase percentage of students that reclassified was 27% to 29%.
Overall English Learners grades 3-5 will Increase ELA mean scaled points from 2483 by 24 mean scaled points.
Increase Math mean scales points from 2478 by 24 mean scaled points.

Overall, decrease suspension number of incidents from 1 to 0.

Overall, decrease chronic absenteesism rate from 4.5% to 4.0%.

In the 2018, California Parent Survey, 57% agreed with the statement, "The school encourages parent participation" and 36% strongly agree that "The school encourages school participation."

In 2018, California Healthy Kids Survey, 49% agreed that they feel safe all of the time and 35% agreed that they feel safe most of the time.

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
1.1 Provide classroom resources and committee planning time for implementation of problem	X All Students	Substitutes for teacher release time	Targeted Supplemental	3500.00

solving strategies, tier 1 & 2 behavioral expectations, and interventions. Implementation of Conflict Resolution language and Social Emotional Program. (iMessage, Clean Up) Student mediators will facilitate conflict resolution with adult supervision. Monthly Character Trait Assemblies will highlight students that display positive behavior using the character trait of the month.			(0930)	
		Resources and materials to support interventions and enrichment.	Base (0301, 0701, 0801)	1000.00
		Psychologist Intern/Counselor to provide social skills/executive functioning interventions as part of our Tier 2/3 interventions in addition to working with staff on how to best support students with social/emotional needs.	Base (0301, 0701, 0801)	2500.00
1.2 Professional Development to support students' behavioral growth, use of problem solving strategies, acceptance of varying opinions, and independence. Training is needed to support behavioral interventions and support.	X All Students	Training on workshop model	Base (0301, 0701, 0801)	2000.00
		Training for parents, teachers, noon supervisors and students on strategies that support student behavioral growth, problem solving strategies and independence.	Targeted Supplemental (0930)	2000.00
1.3 Increase Home/School Communication and streamline home school communication. Parent community will communicate with their teachers and other parents in the homeroom using Konstella communication. Teachers will create a website for class communication and the office will communicate school events using the Viking Voice.	X All Students	Parents provided information on district updates, school information, school-wide/ classroom expectations with regards to academics (CCSS) and behavior	Targeted Supplemental (0930)	1000.00
		Parents provided information on developmentally appropriate problem solving expectations, levels of independence, and strategies used.	Base (0301, 0701, 0801)	500.00
1.4 Maintain an attendance rate over 97% and continue to celebrate students with good attendance.	X All Students	Recognition and Positive Incentives	Base (0301, 0701, 0801)	500.00
1.5 Parent education for ELL parents on ways to best support second language learners. Parent English classes to support parents to acquire the English language. Plan for translation services during conferences to support communication around student performance and goals for families with limited English.	X English Learners X Redesignated Fluent English Proficient	Parent Education Night	Targeted Supplemental (0930)	500.00
1.6 Parent communication regarding reclassification criteria and support plans for students to reclassify.	X English Learners	Newsletter/ ELAC Meetings Translation Services	Base (0301, 0701, 0801)	500.00

1.7 Engage students in understanding the reclassification process and reflecting on their own English language development.	X English Learners	Student Meetings	Targeted Supplemental (0930)	250.00
1.8 Engage students in activities and strategies that foster independence using collaborative conversations.	X All Students	Instructional Walkthroughs Student Rubrics	Targeted Supplemental (0930)	1000.00
1.9 Continue to offer student leadership opportunities through Student Council, Student Clubs and Student Mediators.	X All Students	Student Council Supplies Resources Student Club Resources	Base (0301, 0701, 0801) Base (0301, 0701, 0801) Base (0301, 0701, 0801)	500.00 250.00 100.00
1.10 Provide personnel and training for counseling and social support for students identified through the CARE/SST Pre-Referral process.	X All Students	Counselor Intern Professional Development/ Training on Learning Disabilities and Special Education Topics.	Base (0301, 0701, 0801) Base (0301, 0701, 0801)	500.00 2500.00

Goal 2:	Every Student will receive core instruction with targeted learning opportunities, utilizing multiple learning strategies while supporting understanding of new concepts and the connection to "real life experiences".		**Related State and/or Local Priorities:** X Basic X Implementation of State Standards X Pupil Achievement X Pupil Engagement X School Climate **Related LCAP Goals:** X MDUSD LCAP Goal 2 X MDUSD LCAP Goal 3
Identified Need:	Assess and expand implementation of technology tools for students and staff used for communicating and learning. Expand and refine our systematic approach for supporting academic interventions to include more data collections, on-going monitoring of student progress and additional supports. Results measured by performance on standardized tests, parent participation, access and use of technology; results from formative assessments, implementation of 21 century skills and Common Core standards.		
Goal Applies to:	Grade/Department/Other:	All	
	Applicable Pupil Subgroups:	K-5 Students	

SPSA Year: 2018-19	
Expected Annual Measurable Outcomes:	Increase percentage of students that reclassified was 27% to 29%. Overall English Learners grades 3-5 will Increase ELA mean scaled points from 2483 by 24 mean scaled points. Increase Math mean scales points from 2478 by 24 mean scaled points Special Education grades 3-5 will increase CAASPP distance from a level 3. ELA increase from 2406 by 20 mean scaled points. Special Education grades 3-5 will increase CAASPP distance from a level 3. Math increase from 2420 by 19 mean scaled points. Low Income Grades 3-5 will increase CAASPP distance from a level 3. ELA will increase 2433 by 19 mean scaled points. Math will increase from 2443 by 19 mean scaled points. Overall grades 3-5 will increase CAASPP distance from a 3. ELA from 2504 by 24 mean scaled score points. Math increase from 2500 by 24 mean scaled score points. Decrease the overall percentage of students performing at the Tier III level on the iReady Diagnostic #2 in the area in math from 4% to 3% in ELA. Increase the percentage of 3rd grade students performing at or above grade level on the iReady #3 Diagnostic from ELA- 62% to 70% and from Math 56% to 65%. Increase the overall percentage of students performing at the Tier I level on the iReady Diagnostic #2 from 69% to 75% in the area of ELA and from 62% to 70% in the area of Math. Overall, decrease suspension number of incidents from 1 to 0. Overall, decrease chronic absenteesism rate from 4.5% to 4.0%. In the 2018, California Parent Survey 57% agreed with the statement, "The school encourages parent participation" and 36% strongly agree that "The school encourages school participation."

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
2.1 Provide classroom resources and teacher planning time for implementing CCSS, RTI (a systematic approach to targeted instruction), and 21st century skills.	X All Students	Substitutes for Teacher release time	Base (0301, 0701, 0801)	4000.00
		Materials and Resources to support implementation of CCSS, RTI, and 21st century skills	Targeted Supplemental (0930)	4000.00
2.2 Professional Development on strengthening tier I (core curriculum- CCSS) instruction and implementing 21st Century learning skills.	X All Students	Training on CCSS implementation,and 21st century learning skills	Base (0301, 0701, 0801)	5000.00

2.3 Increase and streamline Home/School Communication. (School Newsletter/Class Newsletter/PTA meetings/two-way communication via email, phone conference, parent/teacher conferences)	X All Students	Develop systematic approach to notifying parents when their student is receiving tier 2/3 interventions and implement.	Targeted Supplemental (0930)	50.00
		Parents receive grade level curriculum map each trimester	Targeted Supplemental (0930)	100.00
		Parent Education Nights	Base (0301, 0701, 0801)	200.00
2.4 Assess and expand student access to technology both in and outside of the school day.	X All Students	Purchase IXL program Reading Eggs Porgram STAR Reading Program Reflex Math Raz Kids	Base (0301, 0701, 0801)	2000.00
		Purchase Online Apps for Keyboarding	Targeted Supplemental (0930)	2500.00
2.5 Identify and develop a plan to address barriers to accessing the core curriculum.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient Special Education	Teacher Release Time	Base (0301, 0701, 0801)	1500.00
		Professional Development/ Training	Base (0301, 0701, 0801)	1000.00
2.6 Utilize Chromebooks Carts, iPad Carts and the computer lab to support student learning and presentation of new learning using iPad Apps, Google Docs and web-based programs.	X All Students	iPad Apps	Base (0301, 0701, 0801)	1000.00
		Chromebook Maintenance	Base (0301, 0701, 0801)	1500.00

Goal 3:	Every Student, Staff and Parents will have the opportunity to explore and expand knowledge using technology to connect background knowledge to new learning and experiences through project-based learning, research and various presentations.	**Related State and/or Local Priorities:** X Basic X Implementation of State Standards X Parental Involvement X Pupil Achievement X Pupil Engagement X School Climate **Related LCAP Goals:** X MDUSD LCAP Goal 1 X MDUSD LCAP Goal 2 X MDUSD LCAP Goal 3

Identified Need:	Support student growth using technology by providing a foundation of prerequisite information and requirements in order to use technology effectively and responsibly. Students will go through a course in digital citizenship, so that they understand the basics of technology use.	
Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All

SPSA Year: 2018-19

Expected Annual Measurable Outcomes:	Students will use technology efficiently and save time when completing projects that require research and working on Google Drive. Students will learn new information and share the new learning with peers and other community members. during presentations and school activities. With the assistance of the innovation and technology support, surveys will be created using Google Forms. Overall grades 3-5 will increase CAASPP distance from a 3. ELA from 2504 by 24 mean scaled score points. Math increase from 2500 by 24 mean scaled score points. In the 2018, California Parent Survey 59% agree and 24% strongly agree that "The school provides high quality instruction for my child."

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Students will engage in learning opportunities that foster 21st Century Learning Skills using the workshop model.	X All Students	Interactive Monitor Set Up	Base (0301, 0701, 0801)	1000.00
3.2 Implement lessons that incorporate the 4 Cs(Creativity, Critical Thinking, Problem-Solving and Communication) using STEM lessons and Common Core Standards.	X All Students	STEM Supplies	Targeted Supplemental (0930)	2380.00

3.3 Parents, Students and teachers will engage in training to support Responsible Use of Technology and Digital Citizenship.	X All Students	Digital Citizenship Training	Base (0301, 0701, 0801)	984.00

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Base (0301, 0701, 0801)	29034.00	0.00
Targeted Supplemental (0930)	17280.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Base (0301, 0701, 0801)	29,034.00
Targeted Supplemental (0930)	17,280.00

Section 4: Centralized Services for Goals and Progress Indicators

Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development and conference information.
4. Provide for parent education and involvement.
5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
6. Maintain master file of records and correspondence regarding the Consolidated Application.
7. Assist with and maintain purchasing verifications and records.
8. Provide budget assistance for schools.
9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.
10. Complete and submit district applications.
11. Conduct compliance reviews.
12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.
13. Coordinate revision, amendments and correspondence with the California Department of Education.
14. Acquire materials for district-wide use.
15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.
16. Compare and align district curriculum with State standards and benchmarks.
17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
18. Coordinate District Advisory Committees.
19. District wide assessment and supplemental services for English learner students.
20. Supervision and evaluation of ELD/Bilingual personnel, and elementary Music and Physical Education staff.
21. Provide specific reports and files related to district developed performance assessments.
22. Personnel Services works to attract and retain teachers and paraprofessionals. They ensure staff is appropriately credentialed and assigned based upon state certification and licensure criteria.
23. Provides Technical Assistance to Title I schools.

(This is a partial list of services provided by the Central Office support staff.)

Section 4: Common Pages

School Site Council (SSC) Membership

School: Valle Verde Elementary School **Year: 2018-19**

(1) Principal	(3) Teachers	(1) Other school staff
(5) Parents and other community members		

Schoolsite Council Elementary

() Principal	() Teachers	() Other school staff
() Parents and other community members	() Students	

Schoolsite Council Secondary

() Principal	() Teachers	() Other school staff
() Parents and other community members	() Students	

Schoolsite Advisory Council Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Mignon Perkins, Principal	X				X					
Amy Liberatore	X					X				
Courtney Pfaff	X					X				
Lindsey Nakashima	X					X				
Debi Massey	X						X			
Natalie Ivankovich	X	X		X						
Heather Martin	X	X		X						
Wendy Knel	X	X		X						
Henriette Howett	X	X		X						
Lizette Dolan	X	X		X						
Numbers of members	**10**	**5**		**5**	**1**	**3**	**1**			

Section 4: Common Pages

English Learner Advisory Committee

School: Valle Verde Elementary School **Year: 2018-19**

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date: 10/08/2018

If your site has less than 21 English Language Learners, insert “NA” for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

a. Principal/ Principal’s Administrative designee:

b. Five parents, elected by parents of English Learners:

1.

2.

3.

4.

5.

c. Two Staff members, elected by staff:

1.

2.

Section 4: Common Pages

School: Valle Verde Elementary School

Schoolsite Councils/Committees
Assurances & Recommendations

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this School Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This School Plan for Student Achievement is based upon 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. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

The Schoolsite Council adopted the School Plan for Student Achievement on		10/29/2018
		Council Approval Date
Amy Liberatore		10/29/2018
Typed name of chairperson	Signature	Date

If Applicable **English Learner Advisory Committee reviewed the SPSA on**		
		Council Approval Date
Typed name of chairperson	Signature	Date

If Applicable **SCHOOL ADVISORY COMMITTEE:**		
	Committee Name	Council Approval Date
Typed name of chairperson	Signature	Date

If Applicable **SCHOOL ADVISORY COMMITTEE:**		
	Committee Name	Council Approval Date
Typed name of chairperson	Signature	Date

Mignon Perkins		10/29/2018
Typed name of Principal	Signature	Date