



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Vista Public Waldorf Charter School	49 70854 0165241	5/4/26	5/12/26

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted support and Improvement (ATSI) program for our Students with Disabilities; Chronic Absenteeism

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

Valley Vista Public Waldorf School, established July 1, 2025, will meet the requirements of the Every Student Succeeds Act (ESSA) through a Schoolwide Program aligned to the Petaluma City Schools Local Control and Accountability Plan (LCAP) and coordinated implementation of federal, state, and local programs. The plan aligns site goals—student belonging, Students with Disabilities achievement, Multilingual Learner progress and reclassification, and equity—with LCAP priorities and uses standards-aligned instruction, designated and integrated English Language Development (ELD), and a Multi-Tiered System of Supports (MTSS) to ensure equitable access for all students. Federal, state, and local funds, including LCFF, Title I, Title III, and Special Education, are strategically coordinated to support these actions. As a new school, Valley Vista will establish baseline data and monitor progress through the California School Dashboard, local assessments, and cycles of inquiry. This aligned system ensures continuous improvement and compliance with ESSA accountability requirements.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

As a newly established school (July 1, 2025), Valley Vista Public Waldorf School is implementing a comprehensive needs assessment process that includes stakeholder input through student, family, and staff surveys. During the 2025–26 school year, the school administered district-aligned survey tools, including the YouthTruth survey and YouthTruth Pulse surveys, to gather baseline data on school climate, student engagement, sense of belonging, and access to a trusted adult.

Survey results provide critical qualitative data to complement academic and programmatic data sources, offering insight into the experiences and perceptions of students, families, and staff. Particular attention will be given to areas aligned with site priorities and LCAP goals, including student belonging, equity, and engagement, as well as the experiences of key student groups such as Multilingual Learners and Students with Disabilities.

Survey findings will be analyzed collaboratively through the School Site Council, English Learner Advisory Committee (ELAC), and site Leadership Teams, and will be used to establish baseline measures and inform the development of targeted actions and supports. These data will be reviewed alongside classroom assessments, observational data, and other local measures through ongoing cycles of inquiry to guide continuous improvement.

Classroom Observations

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

During the 2025–26 school year, Valley Vista Public Waldorf School implemented a structured approach to classroom observations to support initial program implementation and establish baseline instructional data. Site administration and instructional leadership conducted regular informal walkthroughs throughout the year, aligned with district expectations for instructional monitoring and support. The 2026-2027 master schedule is designed to increase peer teacher observations in addition to administrative observations.

Observations focused on standards-aligned, developmentally appropriate instruction, including designated and integrated English Language Development (ELD), student engagement, classroom environment, and relationship-based practices central to the Public Waldorf model. Additional areas of focus included implementation of Multi-Tiered System of Supports (MTSS), differentiation, and the development of consistent instructional routines across classrooms.

Initial findings indicate variability in the implementation of designated and integrated ELD and a need for continued development of consistent instructional practices across classrooms. Strengths observed included strong student-teacher relationships, high levels of student engagement, and the use of language-rich, visual arts-supported, socially-integrated instructional strategies.

Observation data were used to establish baseline trends and inform professional development, faculty-staff meetings, and collaborative planning structures. These findings will continue to guide instructional improvement efforts and alignment to LCAP priorities in the 2026–27 school year.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

We utilize a variety of state and local assessment tools to measure student performance and establish baseline data, ensuring alignment with the California Common Core State Standards (CCSS) and district priorities.

Assessment Tools:

Local classroom-based assessments and common assessments are used to evaluate student progress in English Language Arts and Mathematics.

- The English Language Proficiency Assessments for California (ELPAC) assess English proficiency annually for Multilingual Learners.
- The California Assessment of Student Performance and Progress (CAASPP) is administered, as applicable, to inform program evaluation and establish baseline performance data.
- Teacher observations and student work samples are used as formative measures to monitor progress and inform instruction.

Analyzing Data with CCSS:

- Assessment data are reviewed in alignment with CCSS standards, claims, and targets to support instructional planning and ensure access to grade-level content.
- Teachers use multiple measures, including formative and summative data, to monitor student progress and adjust instruction.

Assessment Administration and Monitoring:

- Local assessments and classroom-based measures are administered on a regular basis throughout the school year to monitor student learning and inform instructional adjustments.
- Data are reviewed through collaborative planning structures to identify student needs and guide differentiation, particularly for Multilingual Learners and Students with Disabilities.

Program Evaluation and Improvement:

- Assessment data are used to establish baseline performance levels and identify areas for instructional improvement.
- Findings indicate a need for increased consistency in the use of assessment data across classrooms to inform targeted instruction and intervention.
- Action steps include strengthening data cycles, professional development in data analysis, and alignment of instructional practices to support improved student outcomes.

By utilizing multiple assessment measures and developing consistent data practices, Valley Vista Public Waldorf School is building a foundation for evidence-based instruction and continuous program improvement aligned with LCAP and ESSA requirements.

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

Teachers utilize curriculum-embedded assessment data, including classroom-based measures, student work, and observational data, to assess students' proficiency levels and adjust instruction as necessary. This ongoing review supports instructional decisions tailored to meet individual student needs, with increasing focus on establishing consistent data practices across classrooms. Teachers communicate student progress with families throughout the year through conferences, progress reports, and ongoing communication, fostering collaboration and transparency in supporting student learning.

Additionally, data is a central focus during Learning Team and Student Study Team (SST) meetings. Educators collaborate to analyze student performance trends, identify areas of need, and determine appropriate instructional strategies, interventions, and accommodations to support student success. As a newly established school, these collaborative structures are building a more systematic approach to using data to inform instruction. The 2026-2027 master schedule is a key tool to ensure sufficient collaboration to align standards and quality of lesson delivery across grade levels. By leveraging data in these settings, Valley Vista Public Waldorf School is developing a targeted and comprehensive approach to supporting all students in their learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

In the first year of Valley Vista Public Waldorf School, 17% of Waldorf trained staff were completing credential programs. By May 2026, 83% staff meet the requirements and are considered highly qualified with all staff on contractual path to completion of credentialed work.

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

All Valley Vista Public School staff are on timeline plans to meet highly qualified status. All professional development is coordinated to meet the requirements set forth by the state of California and Petaluma City School.

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

Staff development aligns to training and implementation of standard-aligned curriculum for all teachers. Our focus is always on meeting the needs of students to increase student achievement. Throughout this process, we have analyzed student performance data gathered in year one to set goals and develop action plans. We will begin each school year reviewing and implementing those processes.

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

Our reading specialist, bilingual resource teacher, speech therapist, psychologist, resource teacher, instructional assistants, and counselors provide support and assistance to classroom teachers and their students. During the instructional supervision process, the principal facilitates reflective conversations that include opportunities for inquiry through open-ended questioning. The staff engage in conversations around best-practices during grade level and staff meetings.

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

Teachers have dedicated time each month for site based collaboration, site-based faculty-staff meetings and district wide grade level collaboration. As a school community we celebrate and vocalize our role as "life-long learners." The staff continue to reflect on practices, pose questions, and research new methodologies to promote their learning and thinking about their work.

Teaching and Learning

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

We prioritize the alignment of curriculum, instruction, and materials with content and performance standards outlined in the Elementary and Secondary Education Act (ESEA). Our overarching goals, as detailed in the School Plan for Student Achievement (SPSA), are geared towards providing every student with equitable access to a high-quality education.

To achieve this, we ensure that each grade level utilizes the district's adopted standards-based curriculum for both instruction and assessment. This alignment ensures that our teaching practices are grounded in research-based strategies and are directly linked to established educational standards.

Furthermore, our standards-based report cards provide regular updates on student progress three times per year. These reports serve as a valuable tool for monitoring student growth and providing transparent communication with parents and guardians regarding their child's academic performance and areas of growth.

By prioritizing alignment with content and performance standards, and providing regular updates on student progress, we ensure that our teaching and learning practices are guided by best practices and aimed at promoting student success and achievement for all.

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

All instructional minutes align with requirements for ELA and math instruction.

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

We ensure ample intervention courses to meet student needs. Our Counseling Program, Resource Program, Reading Specialist, and Bilingual Resource Teacher provide tailored intervention through push-in and pull-out methods. Classroom teachers adjust their schedules to accommodate interventions, offering additional support within their lessons. Academic Circles and Community Circles are held to ensure social forms are utilized as intervention courses. This collaborative approach guarantees students receive targeted assistance, promoting academic success.

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

In our efforts to ensure the availability of standards-based instructional materials suitable for all student groups, we maintain a comprehensive approach to intervention and support. Our Counseling Program, Resource Program, Reading Specialist, and Bilingual Resource Teacher offer tailored interventions through both push-in and pull-out methods. Additionally, classroom teachers adjust their schedules to accommodate interventions, including the Tier 2 reading intervention program, providing extra support within their lessons. This collaborative approach guarantees that students receive targeted assistance, ultimately fostering academic success for all.

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

All intervention materials are standards-based.

Opportunity and Equal Educational Access

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

Teachers provide small group instruction to ensure students needs are met. Computer adaptive programs and assessments meet students at their level of need in a private manner that maintains dignity as they work to mastery. Leveled books are available at all levels. Math tools are readily available to support all learners.

Evidence-based educational practices to raise student achievement

Teachers participate in professional development that focuses on best instruction to ensure that all students are engaged in learning and mastery. Teachers utilize a variety of engagement strategies to ensure student participation at the highest level. Opportunities for voice and choice in learning encourage access at any level. Teachers focus on unpacking the standards across grade levels to ensure common academic vocabulary is used and standards are mastered at each grade level.

Parental Engagement

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

Valley Vista Public Waldorf School prioritizes partnership with parents throughout the education journey. We foster communication through weekly newsletters, web-based platforms, and monthly parent meetings to ensure families stay informed and connected. Our Family Guild meetings, Class Coordinator Meetings, English Language Advisory Committee (ELAC), and Community Conversation forums offer opportunities for parents to share ideas and collaborate on initiatives.

To address diverse needs, our Bilingual Resource Teacher, Student Advisor, and Bilingual Clerk serve as liaisons for Spanish-speaking families. Underachieving students receive targeted support from our Reading Specialist, Bilingual Resource Teacher, and Tier 1 classroom interventions. Parents and caregivers actively volunteer on campus and participate in daily activities, fostering a sense of community involvement.

We also provide families with information about local resources, such as the Family Resource Center, Care Solace, and Safe Routes to School. Partnering with organizations like Keeping Kids in School and Petaluma People Services enhances support services, promoting attendance, engagement, and the overall well-being of our families.

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)

n/a

Funding

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

No Title Funds were provided for the 2025-2026 school year.

In 2026-2027, we do not have sufficient information to project categorical funding.

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SPSA is a collaborative process involving district staff, site staff, and community stakeholders. Our site plan is developed through a series of meetings with our faculty-staff, the Leadership Team, the Learning Team, the Charter Advisory Council (CAC), and the English Language Advisory Committee (ELAC). Throughout the 2025-2026 school year, we used empirical evidence and quantitative data to identify and analyze root causes and align goals to address site priorities.

Charter Advisory Involvement: The Charter Advisory Council met every other Monday throughout the 2025-2026 school year. Members participated in discussions of student equitable access to all areas of school offerings, MLL and Students with Disabilities support priorities. In order to address inequities in the founding educational practices and governance of the founding school, a Learning through Equity Committee was formed August 2025 and met every other Monday that the Charter

Advisory Council met. Leading through Equity was charged with conducting a needs assessment, defining a school equity stance, and to develop measurable criteria to ensure culturally responsive educational practices. The Charter Advisory Council was actively involved in the development of our SPSA goals, that are directly aligned with PCS LCAP goals. The CAC identified areas of need to include 1) Trusted Friend, 2) the needs of our Students with Disabilities, 3) Multilingual Learners, and 4) Equity in all areas of the professional goals as educators. The CAC engaged parent-caregiver involvement in education by integrating parent leadership from Family Guild, Class Coordinators, and the Foundation into the shared expectations for serving all students, and engaging representation from all parent groups.

ELAC Involvement: The English Language Advisory Committee met on August 29, September 2, November 12, December 9, January 14, January 27, March 3, March 17, March 28, April 16, April 28, and May 5 of the 2025-2026 school year. Members participated in discussions of English Language Development instruction, committee responsibilities, and increasing parent-caregiver engagement through various social events and fundraisers. The ELAC Community provided input into the strategies that would support all 4 SPSA goals. Members discussed the SPSA with a specific focus on data from our Multilingual Learners and the goals to support them.

Faculty-Staff involvement: The staff participated in an ongoing data review at Leadership Team, Learning Team, staff meetings, and grade level collaborations throughout the year. YouthTruth, SWIS, Ellevation, and mCLASS/Amplify data were analyzed at various sessions, and change ideas were discussed and/or implemented.

Resource Inequities

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

As a first year school, we did not receive funding sources, such as Title I. All resources were allocated for all students, no inequities were found.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
	Total Enrollment					

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25

Conclusions based on this data:

1. VVPWS opened on July 1, 2026. In this first year as a school, we have no previous data. Our enrollment data will be reported in the 2026-2027 SPSA.

School and Student Performance Data

English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25

Conclusions based on this data:

- VVPWS opened on July 1, 2025. In this first year as a school, we have no previous data. Our English Learner (EL) Enrollment data will be reported in the 2026-2027 SPSA.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Conclusions based on this data:

- VVPWS opened on July 1, 2025. In this first year as a school, we have no previous data. Our CAASPP Results: English Language Arts/Literacy data will be reported in the 2026-2027 SPSA.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades									

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Conclusions based on this data:

1. VVPWS opened on July 1, 2025. In this first year as a school, we have no previous data. Our CAASPP Results: Mathematics data will be reported in the 2026-2027 SPSA.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades										52	53	

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	23.08	24.53		38.46	35.85		19.23	18.87		19.23	20.75		52	53	

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Conclusions based on this data:

1. VVPWS opened on July 1, 2025. In this first year as a school, we have no previous data. Our ELPAC data will be reported in the 2026-2027 SPSA.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
Total Number of Students enrolled in Valley Vista Public Waldorf Charter 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

Conclusions based on this data:

1. VVPWS opened on July 1, 2025. In this first year as a school, we have no previous data. Our Student Population data will be reported in the 2026-2027 SPSA. Throughout the 2025-2026 year, we have used site data to guide our programming and instruction decisions.

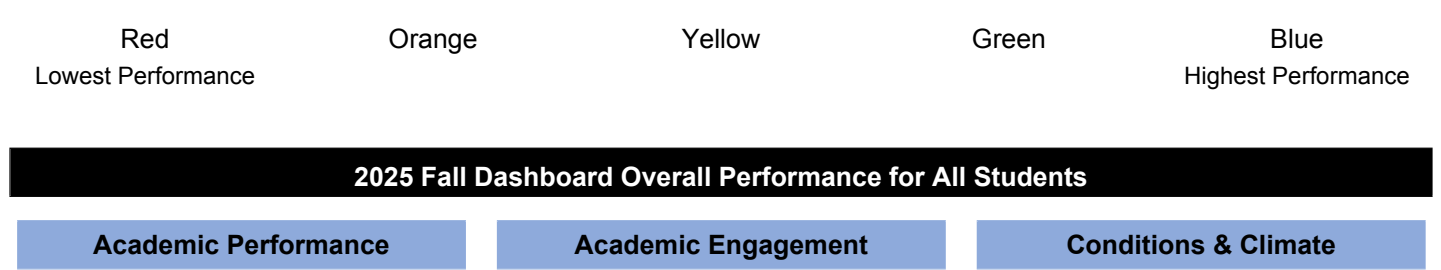
School and Student Performance Data

Overall Performance

The 2025 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.”



Conclusions based on this data:

1. VVPWS opened on July 1, 2025. In this first year as a school, we have no previous data. Our Overall Performance data will be reported in the 2026-2027 SPSA. Throughout the 2025-2026 year, we have used site data to guide our programming and instruction decisions.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 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.

2025 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard English Language Arts 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. VVPWS opened on July 1, 2025. In this first year as a school, we have no previous data. Our Student Performance data (ELA) will be reported in the 2026-2027 SPSA. Throughout the 2025-2026 year, we have used site data to guide our programming and instruction decisions.

School and Student Performance Data

Academic Performance Mathematics

The 2025 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.

2025 Fall Dashboard Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Mathematics 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. VVPWS opened on July 1, 2025. In this first year as a school, we have no previous data. Our Student Performance data (Mathematics) will be reported in the 2026-2027 SPSA. Throughout the 2025-2026 year, we have used site data to guide our programming and instruction decisions.

School and Student Performance Data

Academic Performance Science

The 2025 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.

2025 Fall Dashboard Science Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science 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. VVPWS opened on July 1, 2025. In this first year as a school, we have no previous data. Our Student Performance data (Science) will be reported in the 2026-2027 SPSA. Throughout the 2025-2026 year, we have used site data to guide our programming and instruction decisions.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
making progress. Number Students:	making progress. Number 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.

2025 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

Conclusions based on this data:

1. VVPWS opened on July 1, 2025. In this first year as a school, we have no previous data. Our Student Performance data (English-Learning Progress) will be reported in the 2026-2027 SPSA. Throughout the 2025-2026 year, we have used site data to guide our programming and instruction decisions.

School and Student Performance Data

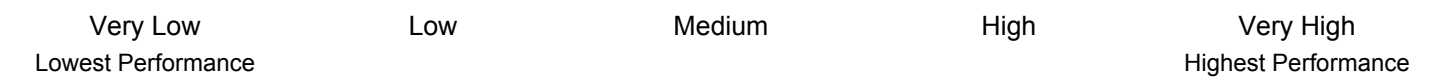
Academic Performance College/Career Report

The 2025 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."

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



This section provides number of student groups in each level.



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

2025 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.

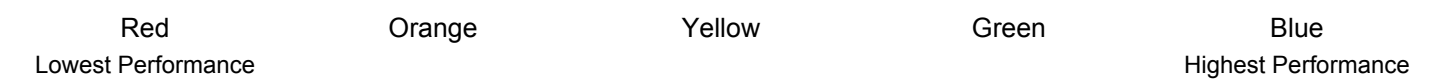
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.”



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism 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. VVPWS opened on July 1, 2025. In this first year as a school, we have no previous data. Our Student Performance data (Chronic Absenteeism) will be reported in the 2026-2027 SPSA. Throughout the 2025-2026 year, we have used site data to guide our programming and instruction decisions.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.

2025 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.

2025 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.

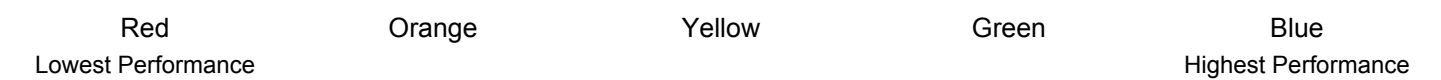
School and Student Performance Data

Conditions & Climate Suspension Rate

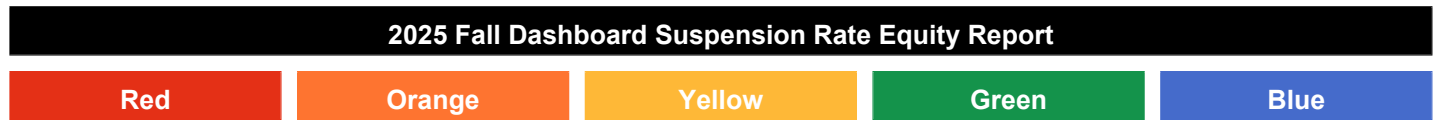
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension 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. VVPWS opened on July 1, 2025. In this first year as a school, we have no previous data. Our Student Performance data (Suspension Rate) will be reported in the 2026-2027 SPSA. Throughout the 2025-2026 year, we have used site data to guide our programming and instruction decisions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Trusted Adult: By Jan 2027, +12% of students report having a trusted adult when stressed.

Goal 1

Trusted Adult: By Jan 2027, +20% of students report having a trusted adult when stressed. "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."

Identified Need

Identified Need for New Goal: Fostering Positive Relationships and Culture

Despite a founding priority of building relationships with students and between students, our staff has collectively emphasized the importance of prioritizing this goal. Acknowledging the significance of positive relationships and supportive school culture in driving academic outcomes, we are committed to our students responding positively by an increase of 12% to the YouthTruth question: "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."

Research consistently underscores the pivotal role of positive relationships and nurturing school culture in facilitating academic success. By fostering an environment where students feel valued, supported, and connected, we aim to lay a solid foundation for their academic growth and overall well-being.

Our objective is clear: to position our school serve the hearts and minds of our students and use cycles of inquiry through the year to respond to qualitative data. We have an unwavering commitment to providing a learning environment characterized by strong interpersonal connections, mutual respect, and inclusivity. While we celebrate our progress thus far, we remain steadfast in our dedication to sustaining momentum and driving continuous improvement in Relationships and Culture. Through targeted initiatives, collaborative efforts, and ongoing reflection, we are determined to cultivate a school community that not only supports academic excellence but also nurtures the social-emotional well-being of every student.

By elevating our focus on positive relationships and culture, we aim to create a school environment where every student feels empowered to thrive academically, socially, and emotionally, setting the stage for lifelong success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth Survey	Baseline: In January 2026, 35% of students surveyed at Valley Vista Public Waldorf School responded positively to the following:	By January 2027, 55% of students will respond positively to this indicator.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it.	
YouthTruth Survey	Baseline: In January 2026, 40% of students surveyed at Valley Vista Public Waldorf School responded positively to the following: When you are upset, is there an adult from school you can talk to?	By January 2027, 60% of students will respond positively to this indicator.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students (1st through 8th in the 2026-2027 school year)

Strategy/Activity

Access to site-based and contracted counseling services as needed. Visible and accessible counselors at every site, PBIS/First Water trainings, shift from person-dependent to systems-based support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students (1st through 8th in the 2026-2027 school year)

Strategy/Activity

Our teachers have been trained and agreed to hold Community Circles a minimum of one time per week. One circle will focus on social emotional health and community building based on classroom needs, PBIS expectations, and explicit teaching of school values.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students (1st through 8th in the 2026-2027 school year)

Strategy/Activity

Tier 1 SEL, more PBIS/climate activities, trainer-of-trainers model for continuity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students (1st through 8th in the 2026-2027 school year)

Strategy/Activity

Each TK-K, 1, 2, 3 class will be paired up with a buddy class in grades 4, 5, 6, 7, 8. TK-4th, K-5th, 1st-8th, 2nd-7th, 3rd-8th. Students are paired up in each class in addition to class pairings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (1st through 8th in the 2026-2027 school year)

Strategy/Activity

Our Student Advisor serves the social-emotional health of our students from the time they arrive on campus until the close of the day. She facilitates/teaches a new game, supports turn taking and helps students solve conflict. She's also available to help with recess issues that spill into classroom time. The student advisor participates in Learning team to ensure all students "of concern" are brought forward and additional solutions/strategies considered.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students (1st through 8th in the 2026-2027 school year)

Strategy/Activity

Center goal on belonging and community, be intentional with all student interactions, school-wide shared expectations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Analysis blank due to year one implementation.

Briefly 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.

LEA/LCAP Goal

Students with Disabilities: By June 2027, SWD improve ELA by 30 points and Math by 30 points.

Goal 2

Students with disabilities: By June 2027, SWD improve ELA by 30 points and Math by 30 points.

Identified Need

Identified Need for New Goal: Supporting Students with disabilities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Baseline data will be established in 2026.	Improvement of 30 points.
		I

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with 504s or IEP + Tier 2

Strategy/Activity

Structured, required collaboration time with RSP/Speech/reading specialists, co-teaching, push-in vs. pull-out evaluation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with 504s or IEP + Tier 2

Strategy/Activity

Universal Design for Learning training through site Professional Learning Community work, emphasizing accommodations training for all staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students with 504s or IEP + Tier 2

Strategy/Activity

Explicit direct instruction, standards-based grading, consistency across grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students with 504s or IEP + Tier 2

Strategy/Activity

TK-8 evidence-base approved school-wide curriculum (Standards and Scope & Sequence). Clearly

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students with 504s or IEP + Tier 2

Strategy/Activity

Implementation of district-approved evidence-based reading and math intervention with fidelity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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	None Specified
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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	None Specified
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Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Analysis blank due to year one implementation.

Briefly 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.

LEA/LCAP Goal

By June 2027, 80% of English Learners enrolled in PCS will Reclassify as Fluent English Proficient (RFEP) within 7 years of entering a US school with at least 4 years attending PCS schools.

Goal 3

Multilingual Learners:

Goal 1: Multilingual Learner Progress (ELPI Growth)
Using a 2024–25 Valley Vista baseline of approximately 14%, by June 2027, at least 50% of Multilingual Learners will demonstrate progress toward English proficiency, including advancing one or more ELPI (English Learner Progress Indicator) levels, as measured by Summative ELPAC results.

Goal 2: Reclassification and LTEL Prevention (LTEL + At-Risk of LTEL Focus)
By June 2027, increase reclassification rates for Multilingual Learners enrolled 4+ years (18 students total, including students At Risk of Long-Term English Learner status and current LTELs), with a focus on accelerating movement for students currently at ELPAC proficiency Levels 2 and 3.

Identified Need

While these SPSA goals are formally set through June 2027 to align with the current district LCAP cycle, Valley Vista Public Waldorf School is establishing both a one-year goal for 2026–27 and a broader three-year trajectory.

The goals are organized into two areas:

- * Student Progress (ELPI level movement)
- * Reclassification, with a specific focus on our current cohort of students enrolled 4+ years

As a newer school, it is important to plan beyond a single year to ensure coherence and sustainability of systems. These goals will be revisited and refined during the next SPSA development cycle.

Multilingual Learner Progress and Reclassification Goals

Goal 1: Multilingual Learner Progress (ELPI Growth)
Using a 2024–25 Valley Vista baseline of approximately 14%, by June 2027, at least 50% of Multilingual Learners will demonstrate progress toward English proficiency, including advancing one or more ELPI (English Learner Progress Indicator) levels, as measured by Summative ELPAC results.

Growth Trajectory

- *2026–27: At least 50% of students demonstrate ELPI progress (1+ level)
- *2027–28: Increase to at least 60% demonstrating ELPI progress (1+ level)
- *2028–29: Increase to at least 65% demonstrating ELPI progress (1+ level)

Goal 2: Reclassification and LTEL Prevention (LTEL + At-Risk of LTEL Focus)
 By June 2027, increase reclassification rates for Multilingual Learners enrolled 4+ years (18 students total, including students At Risk of Long-Term English Learner status and current LTELs), with a focus on accelerating movement for students currently at ELPAC proficiency Levels 2 and 3.

The site will target the reclassification of approximately 7–8 students (about 40–45%) by June 2027, representing a significant increase in reclassification outcomes and a focused effort to prevent additional students from reaching LTEL status, as measured by ELPAC results, academic criteria and district reclassification data.

Growth Trajectory
 *2026–27: Reclassify approximately 5–6 students enrolled 4+ years, prioritizing all students currently at ELPAC Level 3 and select high-potential Level 2 students who are nearing readiness across domains.
 *2027–28: Increase cumulative reclassification to approximately 7–8 students, as additional Level 2 students progress to Level 3 and 4 and meet reclassification criteria.
 *2028–29: Reach approximately 10–12 students reclassified cumulatively (60–65%), demonstrating sustained movement out of LTEL status and a strengthened reclassification pipeline.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Baseline data will be established in 2026.	2027: At least 50% of students demonstrate ELPI progress (1+ level) 2027: Reclassify approximately 5–6 students enrolled 4+ years, prioritizing all students currently at ELPAC Level 3 and select high-potential Level 2 students who are nearing readiness across domains.

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

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

Strategy/Activity
 All MLL students will receive 30 minutes of designated English Language Development, daily, in the general education setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All MLL Students

Strategy/Activity

Bilingual Resource Teacher (BRT) provides Tier 2 ELD Intervention to ELPAC 1/Newcomers and LTEL/AR-LTEL students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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	District Funded
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All MLL Students

Strategy/Activity

Emphasis in weeklong June training on Multilingual best practices + standing agenda item in each staff meeting for conversations around strategies and tools that support our Multilingual students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All MLL Students

Strategy/Activity

Bilingual Resource Teacher (BRT) supports the implementation of Tier 1 Designated and Integrated ELD through targeted resources and instructional strategies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Analysis blank due to year one implementation.

Briefly 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.

LEA/LCAP Goal

LCAP Goals 1-4

Goal 4

Equity: By June 2027, 75% of faculty and staff will self-assess as Proficient in Equity Standards in Student Learning Rubric for VVPWS.

Identified Need

The merge of diverse populations requires explicit professional development and agreement around culturally responsive teaching. The Leading through Equity Committee worked for two hours every other week to produce a comprehensive document: Equity Standards in Student Learning Rubric for VVPWS

The Equity Definition at Valley Vista Public Waldorf School is as follows: Through support, empathy, and culturally responsive teaching, equity at VVPWS means we strive to create learning environments that are engaging, inclusive, and rooted in care. We want every child to feel seen, valued, and loved, and to have meaningful opportunities to participate and succeed, ensuring that every child receives what they need to develop to their full academic and social potential.

Equity Standards are categorized into 7 domains and measured by defined standards of Emerging/Developing/Proficient/Advanced.

Domain 1: Inclusive & Responsive Learning Environment
Focus: Students experience belonging and are supported as whole human beings. Learning environments are intentionally designed as strength-based ecosystems where students' identities, cultures, languages, histories, and lived experiences are recognized as assets that shape teaching and learning.

Domain 2: Equitable Access to Learning
Focus: All students have access to meaningful, challenging, and engaging learning. Equity is enacted through responsive support, not sameness, ensuring each student receives what they need to thrive while maintaining consistently high expectations for all learners.

Domain 3: Culturally Responsive Instruction & Differentiation
Focus: Instruction is tailored to student strengths, needs, and identities. Teaching intentionally integrates students' home languages, cultural backgrounds, and lived realities, drawing on their funds of knowledge to create meaningful and relevant learning experiences.

Domain 4: Student Agency & Social-Emotional Growth
Focus: Students develop confidence, resilience, and ownership of their learning. Learning experiences cultivate curiosity, compassion, courage, and a sense of purpose, supporting students in understanding themselves and their role in the world.

Domain 5: Creating a Public Waldorf Program

Focus: Instruction reflects the integration of Waldorf-inspired practices within a public, standards-aligned, and inclusive educational setting. Waldorf-inspired practices are intentionally leveraged as equity strategies, providing multiple entry points for engagement, expression, and understanding.

Domain 6: Equity-Centered Reflection & Systems Change
 Focus: Ongoing examination of practices, policies, and biases. Educators and leaders engage in continuous reflection on both implicit and explicit biases, using this reflection to inform meaningful changes that remove barriers to access and opportunity.

Domain 7: Community Engagement & Shared Responsibility
 Focus: Equity is a shared commitment across the school community. Families, students, educators, and partners are engaged as co-creators in fostering inclusive, culturally responsive, and equitable learning environments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Equity Standards in Student Learning	Baseline will be established in August of 2026, Midyear Assessment 45% Proficient Rating by January 2027.	75% Proficient Rating in self-assessment June 2027

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Leading through Equity will reduce bi-weekly meetings to 1x a month and shifting from building operational form to assess data (including YouthTruth Culture, ELPAC results) and feed information into Leadership Team, Faculty-Staff meeting, and parent governance bodies. Committee's prioritizes continuous improvement to ensure data-driven decision-making.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5-6 Faculty-Staff members trained on empathy interviews. Data collected processed by Leading through Equity and results cycled back into full faculty staff inquiry.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

TK-5 Students

Strategy/Activity

Operationalize culturally responsive and coordinated practices to explicitly teach social emotional learning standards through the CASEL framework.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

6-8 Students

Strategy/Activity

Review 8th grade extensive training, and train grade 7 and 6 through Community Matters, building the Middle School Social Action Committee. Move school equity data through the Middle officers of the SAC to strengthen integration of student voice.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Family & Community Engagement Structures Strengthen:
ELAC and family partnership structures
multilingual communication
co-creation opportunities with families

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Site Formula Funds

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Analysis blank due to year one implementation.

Briefly 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.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,000.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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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 (\$)
Site Formula Funds	\$1,000.00

Subtotal of state or local funds included for this school: \$1,000.00

Total of federal, state, and/or local funds for this school: \$1,000.00

School Site Council Membership

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

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

Name of Members	Role
Kat McFee	Principal
Kristin Walter	Parent or Community Member
Lizzy Russinko	Parent or Community Member
Kristina Tank-Crestetto	Parent or Community Member
Gila Mann	Classroom Teacher
Krista Wigert	Classroom Teacher
Rebecca River-Teague	Classroom Teacher
Angie Sideris	Other School Staff
Angela Riley	Other School Staff
Cecilia Vasquez	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 5/4/26.

Attested:



Principal, Kat McFee on 5/4/26



SSC Chairperson, Kristina Tank-Crestetto on 5/4/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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