



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley View Community School	19-65045	May 21, 2024	June 12, 2024

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

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

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

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

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

Schoolwide Program

Vision: Empowering all students to reach their highest level of achievement in a 21st Century learning environment

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

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Plan Description

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

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

Schoolwide Program

Vision: Empowering all students to reach their highest level of achievement in a 21st Century learning environment

The School Plan for Student Achievement (SPSA) is a site plan that outlines strategies based on data analysis to improve student outcomes, student engagement, school climate, and parental involvement at Valley View. It aligns with the District Local Control Accountability Plan (LCAP) and supports its goals, metrics, and improvement targets. The SPSA is developed collaboratively with stakeholder input and finalized by the School Site Council for submission to the Board of Education.

Valley View utilizes shared leadership among staff and parents to make inclusive decisions and improve the school. Grade level teams are enhancing their ability to analyze school-wide data, set goals, and track progress. Our school improvement efforts are driven by a strong commitment to relationships and their impact on the school climate, student learning, and community engagement. We will prioritize enhancing the quality and rigor of differentiated core instruction (Tier I) for reading and math. Furthermore, we will utilize data to inform our decision-making process for providing Tier II and Tier III supports to students requiring additional intervention in reading, math, and English Language Development. We will measure the fidelity of each intervention to assess its effectiveness. Alongside this academic focus, we will maintain our commitment to tiered supports for behavior and social-emotional learning. The goals and strategies outlined in the SPSA align directly with the district's LCAP objectives, which aim to enhance student achievement and provide the necessary support for the academic and social-emotional success of our English Learners.

Educational Partner Involvement

How, when, and with whom did Valley View Community 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

Input from parents, students and staff through LCAP surveys and SPSA Feedback Survey

Input from parents in ELAC meetings on 3/11/24 and 5/1/24

Input from teacher leadership team leads in regards to team needs on 2/12/24, 3/21/24, and 4/26/24, 5/8/24

Input from School Site Council on 1/30/24, 3/1/24, 5/7/24, and 5/21/24.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism, Suspension Rate, English Learner Progress

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

ELA - English Learners and Students with Disabilities

Other Needs

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

SEL/Mental Health: During the 2023-24 school year, we conducted 21 risk/threat assessments and administered 390 counseling sessions, underscoring the demand for mental health support. Additionally, with 97 bio-psycho-social assessments, 37 students enrolled in counseling services, and 26 homeless/foster youth receiving case management, the demand for intervention and services is significant.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.93%	0.53%	0.54%	5	3	3
African American	5.37%	5.11%	5.79%	29	29	32
Asian	4.26%	5.81%	6.15%	23	33	34
Filipino	5.19%	7.04%	7.23%	28	40	40
Hispanic/Latino	69.07%	67.08%	66.00%	373	381	365
Pacific Islander	%	0%	%	0	0	
White	13.33%	10.74%	11.03%	72	61	61
Multiple Race	1.67%	2.64%	3.07%	9	15	17
Total Enrollment				540	568	553

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	93	108	55
Grade 1	60	77	90
Grade 2	78	66	73
Grade 3	73	76	68
Grade 4	87	76	75
Grade 5	69	88	70
Grade 6	80	77	95
Total Enrollment	540	568	553

Conclusions based on this data:

- Kindergarten enrollment experienced a drastic decrease by 53 students in the 2023-24 school year compared to 2022-2023, with a total of 55 students enrolled. 3rd grade also saw a drop in numbers from 76 students in 22-23 to 68 students in 23-24.
- In contrast, 1st grade rebounded back to a total of 90 students in 2023-24 compared to 60 students in 2021-22. 6th grade also increased from 77 students in 22-23 to 95 students in 23-24.

3. Valley View's overall enrollment slightly decreased by 15 students in 23-24 compared to 22-23, but remained in the mid-500 range for enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	163	157	136	30.2%	27.6%	24.6%
Fluent English Proficient (FEP)	52	54	68	9.6%	9.5%	12.3%
Reclassified Fluent English Proficient (RFEP)	7	24		1.2%	4.2%	

Conclusions based on this data:

1. The number of EL students decreased from 157 in 2022-23 (27.3%) to 136 in 2023-24 (24.59%). The percentage decrease in EL enrollment from 2022-23 to 2023-24 is approximately 3.01%.
2. The number of RFEP students increased from 24 in 2022-23 to 32 in 2023-24, showing a rise in the number of students who have transitioned from EL to RFEP status. The percentage increase in RFEP enrollment from 2022-23 to 2023-24 is approximately 33.3%.
3. The increase in RFEP students suggests that a portion of the decrease in EL enrollment may indeed be attributed to students being reclassified as RFEP.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	88	73	65	0	72	64	0	72	64	0.0	98.6	98.5
Grade 4	75	84	75	0	83	74	0	83	74	0.0	98.8	98.7
Grade 5	77	73	84	0	72	84	0	72	84	0.0	98.6	100.0
Grade 6	74	76	76	0	76	76	0	76	76	0.0	100.0	100.0
All Grades	314	306	300	0	303	298	0	303	298	0.0	99.0	99.3

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2450.	2475.		36.11	50.00		19.44	23.44		27.78	9.38		16.67	17.19
Grade 4		2476.	2446.		27.71	22.97		31.33	16.22		14.46	20.27		26.51	40.54
Grade 5		2458.	2499.		9.72	19.05		18.06	35.71		26.39	19.05		45.83	26.19
Grade 6		2507.	2524.		14.47	9.21		22.37	39.47		35.53	30.26		27.63	21.05
All Grades	N/A	N/A	N/A		22.11	24.16		23.10	29.19		25.74	20.13		29.04	26.51

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.22	34.38		66.67	54.69		11.11	10.94
Grade 4		25.30	16.22		60.24	62.16		14.46	21.62
Grade 5		6.94	23.81		68.06	55.95		25.00	20.24
Grade 6		19.74	15.79		52.63	63.16		27.63	21.05
All Grades		18.81	22.15		61.72	59.06		19.47	18.79

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.39	28.13		52.78	54.69		20.83	17.19
Grade 4		15.66	12.16		65.06	51.35		19.28	36.49
Grade 5		12.68	7.14		47.89	71.43		39.44	21.43
Grade 6		11.84	9.21		44.74	68.42		43.42	22.37
All Grades		16.56	13.42		52.98	62.08		30.46	24.50

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.28	20.31		76.39	68.75		8.33	10.94
Grade 4		20.48	9.46		65.06	71.62		14.46	18.92
Grade 5		8.33	19.05		75.00	67.86		16.67	13.10
Grade 6		13.16	11.84		76.32	77.63		10.53	10.53
All Grades		14.52	15.10		72.94	71.48		12.54	13.42

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.56	37.50		58.33	56.25		11.11	6.25
Grade 4		15.66	8.11		68.67	68.92		15.66	22.97
Grade 5		15.28	14.29		59.72	63.10		25.00	22.62
Grade 6		14.47	21.05		65.79	71.05		19.74	7.89
All Grades		18.81	19.46		63.37	65.10		17.82	15.44

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Conclusions based on this data:

1. In 21-22, 55.55% of Grade 3 students either met or exceeded the standards, which increased to 73.44% in 22-23. In 21-22, 27.78% of Grade 5 students either met or exceeded the standards, which increased to 54.76% in 22-23. In 21-22, 36.84% of Grade 6 students either met or exceeded the standards, which increased to 48.68% in 22-23.
2. In 21-22, 59.04% of Grade 4 students either met or exceeded the standards, which decreased to 39.19% in 22-23.
3. Across the grade levels, there is variability in the trends of student achievement from one academic year to the next. Grade 3 and Grade 5 show substantial improvements in student achievement, with significant increases in the combined percentage of students meeting or exceeding the standards. Grade 6 also demonstrates an improvement in student achievement, albeit less pronounced compared to Grade 3 and Grade 5. However, Grade 4 experiences a notable decline in student achievement, with a decrease in the combined percentage of students meeting or exceeding the standards.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	88	73	66	0	73	66	0	73	66	0.0	100.0	100.0
Grade 4	75	84	75	0	83	74	0	83	74	0.0	98.8	98.7
Grade 5	77	73	84	0	73	84	0	73	84	0.0	100.0	100.0
Grade 6	74	76	76	0	76	76	0	76	76	0.0	100.0	100.0
All Grades	314	306	301	0	305	300	0	305	300	0.0	99.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2455.	2481.		34.25	39.39		23.29	24.24		26.03	22.73		16.44	13.64
Grade 4		2465.	2466.		18.07	17.57		27.71	22.97		25.30	31.08		28.92	28.38
Grade 5		2438.	2463.		6.85	9.52		6.85	16.67		32.88	26.19		53.42	47.62
Grade 6		2475.	2507.		7.89	10.53		15.79	21.05		23.68	38.16		52.63	30.26
All Grades	N/A	N/A	N/A		16.72	18.33		18.69	21.00		26.89	29.67		37.70	31.00

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.73	42.42		43.84	48.48		16.44	9.09
Grade 4		15.66	27.03		50.60	41.89		33.73	31.08
Grade 5		6.85	10.71		36.99	39.29		56.16	50.00
Grade 6		6.58	17.11		42.11	44.74		51.32	38.16
All Grades		17.05	23.33		43.61	43.33		39.34	33.33

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.51	39.39		43.84	48.48		24.66	12.12
Grade 4		16.87	14.86		54.22	55.41		28.92	29.73
Grade 5		6.85	10.71		42.47	54.76		50.68	34.52
Grade 6		7.89	7.89		47.37	60.53		44.74	31.58
All Grades		15.74	17.33		47.21	55.00		37.05	27.67

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.62	42.42		57.53	50.00		6.85	7.58
Grade 4		21.69	17.57		56.63	64.86		21.69	17.57
Grade 5		8.22	3.57		47.95	60.71		43.84	35.71
Grade 6		9.21	10.53		64.47	64.47		26.32	25.00
All Grades		18.69	17.33		56.72	60.33		24.59	22.33

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Conclusions based on this data:

- In 21-22, 57.54% of Grade 3 students either met or exceeded the standards, which increased to 63.63% in 22-23. In 21-22, 13.70% of Grade 5 students either met or exceeded the standards, which increased to 26.19% in 22-23. In 21-22, 23.68% of Grade 6 students either met or exceeded the standards, which increased to 31.58% in 22-23.
- In 21-22, 45.78% of Grade 4 students either met or exceeded the standards, which decreased slightly to 40.54% in 22-23. This represents a slight decline in student achievement in Grade 4 from 21-22 to 22-23.

3. Across the grade levels, there is variability in the trends of student achievement from one academic year to the next. Grade 3 and Grade 5 show substantial improvements in student achievement, with significant increases in the combined percentage of students meeting or exceeding the standards. Grade 6 also demonstrates an improvement in student achievement, albeit less pronounced compared to Grade 3 and Grade 5. However, Grade 4 experiences a slight decline in student achievement, with a decrease in the combined percentage of students meeting or exceeding the standards.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1418.0	1412.2	1430.3	1435.4	1430.7	1442.3	1377.3	1368.8	1402.0	16	29	24
1	1428.9	1423.5	1438.5	1449.2	1453.6	1465.4	1408.1	1392.9	1411.1	18	14	24
2	1491.4	1492.0	1468.8	1501.7	1501.6	1503.3	1480.8	1482.1	1433.8	30	17	13
3	1480.1	1512.4	1484.9	1480.5	1525.4	1490.5	1479.3	1498.8	1478.9	29	27	15
4	1499.0	1554.4	1510.0	1500.5	1565.6	1517.9	1497.1	1542.7	1501.8	28	26	21
5	1504.9	1533.3	1549.4	1497.1	1542.2	1561.6	1512.3	1523.8	1536.8	17	26	18
6	*	1550.5	1556.9	*	1556.8	1562.7	*	1543.7	1550.8	10	19	25
All Grades										148	158	140

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.75	10.34	8.33	18.75	31.03	45.83	50.00	51.72	37.50	12.50	6.90	8.33	16	29	24
1	11.11	7.14	8.33	33.33	21.43	25.00	16.67	42.86	50.00	38.89	28.57	16.67	18	14	24
2	13.33	17.65	7.69	50.00	64.71	38.46	30.00	11.76	38.46	6.67	5.88	15.38	30	17	13
3	24.14	25.93	20.00	31.03	48.15	33.33	37.93	18.52	26.67	6.90	7.41	20.00	29	27	15
4	21.43	50.00	19.05	39.29	34.62	38.10	28.57	15.38	28.57	10.71	0.00	14.29	28	26	21
5	6.25	30.77	38.89	43.75	30.77	44.44	37.50	30.77	5.56	12.50	7.69	11.11	16	26	18
6	*	36.84	40.00	*	42.11	40.00	*	10.53	12.00	*	10.53	8.00	*	19	25
All Grades	17.01	26.58	20.71	38.10	38.61	37.86	32.65	26.58	28.57	12.24	8.23	12.86	147	158	140

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.75	24.14	25.00	43.75	34.48	45.83	31.25	34.48	20.83	6.25	6.90	8.33	16	29	24
1	33.33	35.71	25.00	27.78	14.29	50.00	16.67	42.86	16.67	22.22	7.14	8.33	18	14	24
2	36.67	35.29	23.08	43.33	47.06	46.15	20.00	11.76	30.77	0.00	5.88	0.00	30	17	13
3	34.48	62.96	33.33	44.83	29.63	40.00	10.34	0.00	20.00	10.34	7.41	6.67	29	27	15
4	42.86	69.23	61.90	39.29	30.77	23.81	7.14	0.00	4.76	10.71	0.00	9.52	28	26	21
5	25.00	57.69	66.67	43.75	26.92	27.78	12.50	7.69	0.00	18.75	7.69	5.56	16	26	18
6	*	68.42	64.00	*	21.05	16.00	*	0.00	12.00	*	10.53	8.00	*	19	25
All Grades	32.65	51.27	43.57	42.18	29.75	35.00	15.65	12.66	14.29	9.52	6.33	7.14	147	158	140

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	0.00	4.17	6.25	20.69	29.17	43.75	37.93	54.17	37.50	41.38	12.50	16	29	24
1	11.11	7.14	0.00	22.22	7.14	25.00	16.67	7.14	12.50	50.00	78.57	62.50	18	14	24
2	16.67	11.76	0.00	33.33	35.29	30.77	20.00	41.18	30.77	30.00	11.76	38.46	30	17	13
3	17.24	7.41	0.00	17.24	37.04	33.33	44.83	29.63	40.00	20.69	25.93	26.67	29	27	15
4	7.14	30.77	0.00	32.14	30.77	28.57	28.57	23.08	42.86	32.14	15.38	28.57	28	26	21
5	0.00	19.23	16.67	12.50	11.54	27.78	68.75	46.15	33.33	18.75	23.08	22.22	16	26	18
6	*	5.26	20.00	*	36.84	40.00	*	42.11	28.00	*	15.79	12.00	*	19	25
All Grades	12.24	12.03	6.43	22.45	25.95	30.71	36.05	33.54	34.29	29.25	28.48	28.57	147	158	140

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	17.24	29.17	68.75	65.52	58.33	6.25	17.24	12.50	16	29	24
1	44.44	28.57	50.00	33.33	57.14	41.67	22.22	14.29	8.33	18	14	24
2	40.00	29.41	15.38	60.00	64.71	84.62	0.00	5.88	0.00	30	17	13
3	27.59	66.67	13.33	58.62	25.93	66.67	13.79	7.41	20.00	29	27	15
4	39.29	65.38	38.10	46.43	34.62	52.38	14.29	0.00	9.52	28	26	21
5	6.25	19.23	27.78	62.50	61.54	66.67	31.25	19.23	5.56	16	26	18
6	*	5.26	32.00	*	89.47	64.00	*	5.26	4.00	*	19	25
All Grades	31.29	34.81	31.43	55.78	55.06	60.00	12.93	10.13	8.57	147	158	140

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	24.14	8.33	75.00	62.07	83.33	18.75	13.79	8.33	16	29	24
1	22.22	28.57	16.67	50.00	57.14	79.17	27.78	14.29	4.17	18	14	24
2	36.67	52.94	46.15	56.67	41.18	46.15	6.67	5.88	7.69	30	17	13
3	62.07	74.07	46.67	27.59	18.52	46.67	10.34	7.41	6.67	29	27	15
4	67.86	73.08	66.67	21.43	26.92	23.81	10.71	0.00	9.52	28	26	21
5	62.50	84.62	94.44	25.00	7.69	0.00	12.50	7.69	5.56	16	26	18
6	*	78.95	76.00	*	10.53	16.00	*	10.53	8.00	*	19	25
All Grades	46.26	60.76	49.29	40.82	31.01	43.57	12.93	8.23	7.14	147	158	140

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	3.45	8.33	68.75	75.86	75.00	25.00	20.69	16.67	16	29	24
1	16.67	7.14	8.33	33.33	14.29	25.00	50.00	78.57	66.67	18	14	24
2	13.33	0.00	7.69	63.33	88.24	61.54	23.33	11.76	30.77	30	17	13
3	13.79	7.41	0.00	51.72	59.26	60.00	34.48	33.33	40.00	29	27	15
4	10.71	30.77	4.76	60.71	42.31	47.62	28.57	26.92	47.62	28	26	21
5	0.00	23.08	16.67	75.00	42.31	61.11	25.00	34.62	22.22	16	26	18
6	*	10.53	20.00	*	63.16	48.00	*	26.32	32.00	*	19	25
All Grades	11.56	12.66	10.00	56.46	56.33	52.86	31.97	31.01	37.14	147	158	140

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.75	20.69	33.33	18.75	37.93	41.67	62.50	41.38	25.00	16	29	24
1	5.56	0.00	0.00	38.89	57.14	58.33	55.56	42.86	41.67	18	14	24
2	20.00	11.76	0.00	46.67	82.35	66.67	33.33	5.88	33.33	30	17	12
3	24.14	22.22	0.00	62.07	70.37	80.00	13.79	7.41	20.00	29	27	15
4	17.86	30.77	9.52	53.57	57.69	66.67	28.57	11.54	23.81	28	26	21
5	0.00	26.92	27.78	68.75	61.54	61.11	31.25	11.54	11.11	16	26	18
6	*	21.05	44.00	*	73.68	48.00	*	5.26	8.00	*	19	25
All Grades	17.69	20.89	18.71	50.34	61.39	58.27	31.97	17.72	23.02	147	158	139

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Conclusions based on this data:

1. Across grades K-5, there's a consistent trend of improvement in English language proficiency, with more students reaching higher proficiency levels as they advance through the early grades. Grade 4 notably saw a significant increase in Level 2 proficiency in the 22-23 academic year, indicating a potential area of focus for understanding what interventions or instructional strategies may have contributed to this improvement.
2. Within the provided data, Grade 4 stands out with a significant increase in Level 2 proficiency in the 22-23 academic year compared to the previous years. While Grade 4 shows improvement in Level 2 proficiency, other grades exhibit variability in proficiency levels from year to year, with some experiencing increases in higher proficiency levels while others show declines.
3. Level 3 proficiency remains the most prevalent across all grades and years, indicating a consistent level of moderate proficiency in English language skills among students. This consistency suggests a foundational level of English language competency that may serve as a benchmark for assessing overall language development.

School and Student Performance Data

California School Dashboard Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
568	72	27.6	0.4
Total Number of Students enrolled in Valley View Community 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	157	27.6
Foster Youth	2	0.4
Homeless	9	1.6
Socioeconomically Disadvantaged	409	72
Students with Disabilities	73	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	5.1
American Indian	3	0.5
Asian	33	5.8
Filipino	40	7
Hispanic	381	67.1
Two or More Races	15	2.6
White	61	10.7

Conclusions based on this data:

- Valley View serves a diverse student and family population, emphasizing the need to consistently find ways to support all student groups. 409 out of the total 568 students are identified as socioeconomically disadvantaged,

representing approximately 72% of the student population. There are 157 English Learners, comprising approximately 27.6% of the student population.

2. The largest racial/ethnic group is Hispanic, with 381 students, constituting approximately 67.1% of the student population. The second largest group is White, with 61 students, making up approximately 10.7% of the student population.
3. There are 73 students with disabilities, accounting for approximately 12.9% of the student population. The student population at Valley View Community School for the 2022-23 academic year highlights the diversity of student backgrounds and needs.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The overall academic performance in English Language Arts and Mathematics is positive, as both indicators are classified as Green, indicating satisfactory performance.
2. However, the Red classification in English Learner Progress signals a need for attention and improvement in supporting English Learners' progress.

3. Both Chronic Absenteeism and Suspension Rate indicators are classified as Yellow, indicating both areas are moderately elevated and need improvement.

School and Student Performance Data

Academic Performance English Language Arts

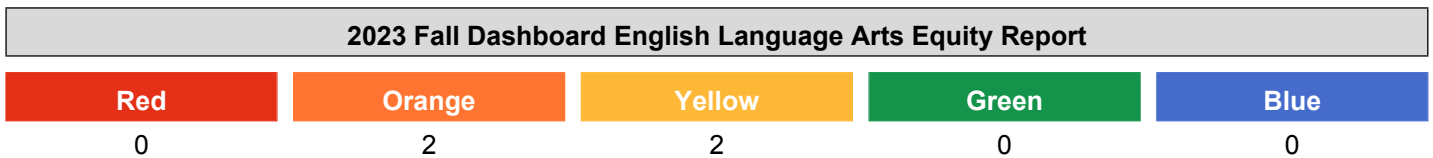
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 0.1 points below standard Increased +8.5 points 292 Students	English Learners  Orange 31.4 points below standard Maintained +2.9 points 107 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged  Yellow 14.9 points below standard Increased +9.7 points 224 Students	Students with Disabilities  Orange 44.4 points below standard Maintained +2.8 points 35 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>5.9 points above standard</p> <p>Decreased Significantly - 47.2 points</p> <p>15 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>40.5 points above standard</p> <p>Decreased -4.1 points</p> <p>19 Students</p>	<p>73.3 points above standard</p> <p>Increased +3.1 points</p> <p>22 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>16.6 points below standard</p> <p>Increased +8.3 points</p> <p>202 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>18.7 points above standard</p> <p>Increased +13.2 points</p> <p>23 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>66.1 points below standard</p> <p>Decreased Significantly -16 points</p> <p>67 Students</p>	<p>26.9 points above standard</p> <p>Maintained +2.4 points</p> <p>40 Students</p>	<p>22 points above standard</p> <p>Increased +13.7 points</p> <p>166 Students</p>

Conclusions based on this data:

1. All Students Group is meeting or exceeding grade-level standards in ELA, as indicated by the overall performance being in the Green category. This suggests that, overall, the school is performing well in ELA instruction and that the curriculum is effectively supporting student learning.
2. However, while there are no student groups in the highest (Blue) or lowest (Red) performance levels, there are groups performing at lower levels (Orange and Yellow): EL, SED, SWD. This indicates that there are disparities in performance across different student groups, which will require targeted interventions to address. For EL, performance remains significantly below the standard, with a notable decrease. For RFEP students, while performance is above the standard, the slight increase suggests that efforts to maintain performance levels among Reclassified English Learners may be necessary to ensure continued success. For SED, while performance has improved, it remains below the standard. For SWD, performance remains significantly below the standard, with only a slight improvement.
3. In summary, while the overall performance in ELA is positive, there are disparities across student groups that require targeted interventions and support services to ensure equitable outcomes for all students. Efforts to address these disparities may include differentiated instruction, targeted interventions, and additional support services tailored to the specific needs of each student group.

School and Student Performance Data

Academic Performance Mathematics

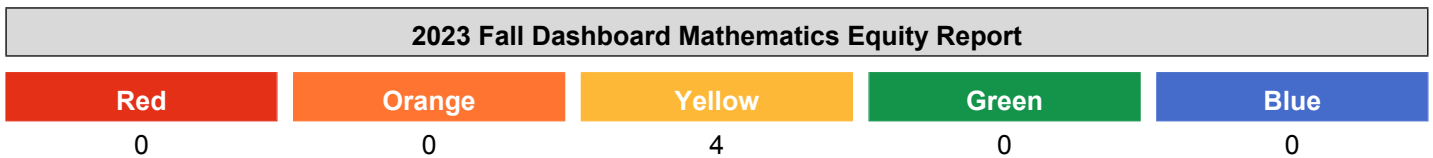
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Green 23.6 points below standard Increased Significantly +16.9 points 289 Students	<p>English Learners</p>  Yellow 53.9 points below standard Increased +8.3 points 106 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 38.9 points below standard Increased Significantly +18.4 points 222 Students	<p>Students with Disabilities</p>  Yellow 72.9 points below standard Increased Significantly +27.7 points 32 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>33.9 points below standard</p> <p>Decreased Significantly - 35.2 points</p> <p>15 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>29.1 points above standard</p> <p>Increased Significantly +16.4 points</p> <p>19 Students</p>	<p>47.7 points above standard</p> <p>Decreased Significantly - 15.5 points</p> <p>22 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>38.3 points below standard</p> <p>Increased Significantly +18.7 points</p> <p>200 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>11.4 points below standard</p> <p>Increased +11.7 points</p> <p>22 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>86.1 points below standard</p> <p>Decreased Significantly -15.4 points</p> <p>66 Students</p>	<p>1 points below standard</p> <p>Increased Significantly +30 points</p> <p>40 Students</p>	<p>6.2 points below standard</p> <p>Increased Significantly +19.6 points</p> <p>164 Students</p>

Conclusions based on this data:

- The overall performance in Mathematics for All Students is indicated as Green, suggesting that the majority of students are meeting or exceeding grade-level standards. However, the performance is still 23.6 points below the standard, indicating room for improvement.
- There are no student groups in the highest (Blue) or lowest (Red) performance levels, but four groups are in the Yellow category: EL, SED, SWD, Hispanic. For EL, performance is indicated as Yellow, with significant improvement (+8.3 points), but still 53.9 points below the standard. For SED, performance is also Yellow but has shown significant improvement (+18.4 points), though still 38.9 points below the standard. For SWD, similar to SED students, performance remains Yellow but has improved significantly (+27.7 points). Despite progress, the gap from the standard (72.9 points) remains substantial. For Hispanic, performance is Yellow, showing significant improvement (+18.7 points) but still 38.3 points below the standard.
- In summary, while there have been improvements in Mathematics performance across several student groups, disparities persist, particularly among English Learners, socioeconomically disadvantaged students, and students with disabilities. Targeted interventions and continued support are necessary to ensure equitable outcomes for all students in Mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

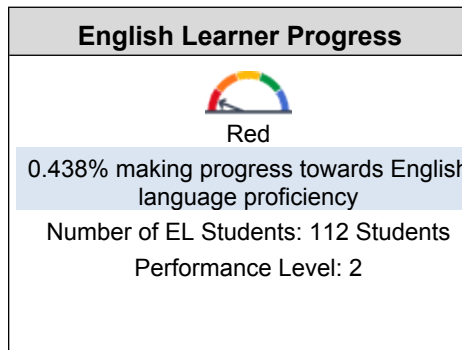
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



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.

2023 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
22	41	13	35

Conclusions based on this data:

- English Learner Progress indicator is Red. 43.8% of English Learners are making progress towards proficiency.
- 31.25% of English Learners progressed at least one ELPI level while 19.64% decreased one ELPI level
- 36.61% of English Learners maintained ELPI level 1, 2L, 2H, 3L, or 3H, and 11.61% maintained ELPI Level 4.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report







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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p> <p>22.8% Chronically Absent</p> <p>Declined Significantly -6.6</p> <p>591 Students</p>	<p>Yellow</p> <p>22.9% Chronically Absent</p> <p>Declined Significantly -6</p> <p>166 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>26.7% Chronically Absent</p> <p>0</p> <p>15 Students</p>	<p>Yellow</p> <p>24.5% Chronically Absent</p> <p>Declined Significantly -4.9</p> <p>440 Students</p>	<p>Orange</p> <p>42.4% Chronically Absent</p> <p>Declined -2.6</p> <p>85 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>6.9% Chronically Absent</p> <p>Declined -11.3</p> <p>29 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>11.4% Chronically Absent</p> <p>Declined -10.3</p> <p>35 Students</p>	<p> Yellow</p> <p>14% Chronically Absent</p> <p>Declined -4.2</p> <p>43 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>25.8% Chronically Absent</p> <p>Declined Significantly -5.2</p> <p>395 Students</p>	<p>36.4% Chronically Absent</p> <p>Increased 3</p> <p>22 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Orange</p> <p>20.3% Chronically Absent</p> <p>Declined -11.3</p> <p>64 Students</p>

Conclusions based on this data:

- Overall, Valley View's Chronic Absenteeism indicator is Yellow, an improvement from the 2022-23 school year.
- All Students and Student Groups showed a decline in chronic absenteeism. Both SED and EL showed a significant decline with -4.9% and -6% respectively.
- By race/ethnicity, all groups except Two or More Races showed a decline. Filipino and White student groups showed a decline with -4.2 and -11.3, respectively. Hispanic student group showed a significant decline with a -5.2%.

School and Student Performance Data

Conditions & Climate Suspension Rate

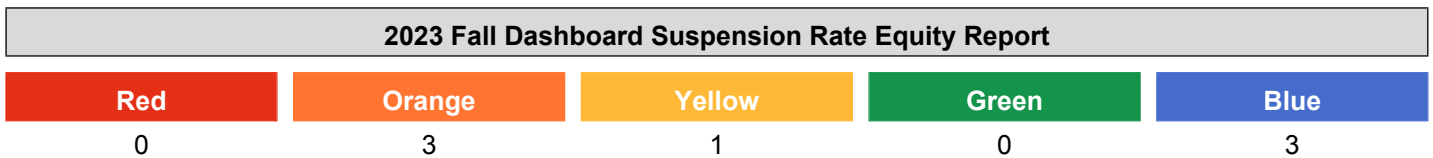
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 1.8% suspended at least one day Maintained 0.2 598 Students	English Learners Orange 3% suspended at least one day Increased 1.3 169 Students	Foster Youth Less than 11 Students 4 Students
Homeless 0% suspended at least one day Maintained 0 15 Students	Socioeconomically Disadvantaged Orange 2.5% suspended at least one day Increased 0.6 446 Students	Students with Disabilities Yellow 1.2% suspended at least one day Maintained 0 86 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Declined -2.9 30 Students	Less than 11 Students 3 Students	0% suspended at least one day Maintained 0 35 Students	 Blue 0% suspended at least one day Maintained 0 43 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.8% suspended at least one day Increased 1.1 400 Students	0% suspended at least one day Maintained 0 22 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Declined -2.5 65 Students

Conclusions based on this data:

- All Students group indicator is Yellow. 1.8% of 598 students were suspended at least once, maintaining from last year.
- There were 3 student groups indicating orange suspension: English Learners, Hispanic, and Socioeconomically Disadvantaged. Student with Disabilities maintained a Yellow indicator.
- African American, White, and Filipino student groups were indicating Blue.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Engagement and Involvement

In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

Identified Need

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

In the area of English-Language Arts, the overall percentage of students who met or exceeded grade level standards on their CAASPP assessment was 54%. A grade-level analysis shows that the percentage of students who met or exceeded grade level standards for 3rd grade is 73%, 4th grade is 40%, 5th grade is 54%, and 6th grade is 48%. Overall, all student subgroups, including students with disabilities, English learners, Hispanic and socioeconomically disadvantaged students scored lower than the statewide average on their ELA assessments. However, All Students Group increased by 8.5 points.

Data in the area of mathematics shows that the overall percentage of students who met or exceeded grade level standards on the CAASPP assessment was 40%. A grade-level breakdown of the data indicates that 54% of 3rd grade, 40% of 4th grade, 26% of 5th grade, and 31% of 6th grade met or exceeded grade-level standards. The data shows that all student subgroups, including students with disabilities, English learners, Hispanic and socioeconomically disadvantaged students scored lower than the statewide average on their Mathematics assessments. However, All Students Group increased significantly by 16.9 points. Additionally, Socioeconomically disadvantaged and Students with Disabilities increased significantly by 18.4 points and 27.7 points respectively.

The scores in ELA and Mathematics increased by 9% and 5% from the previous 2021-2022 CAASPP data to the current 2022-2023 CAASPP data. The data also illustrates that 43.8% of English Learners are making progress towards English language proficiency, which is higher than the statewide average. This is a decrease from last year by 18%. A crucial need is to support our English Learners in the area of English-Language Arts and Mathematics. Placing focus on providing support for our English Learners will impact our 67 students in grades 3-6, which is 22.95% of our grade 3-6 population. Our TK-2 students will also benefit from our focus in this area.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	In 2022-2023, 54% of students in grades 3rd-6th were proficient in Language Arts based on the CAASPP data.	In 2023-24, student proficiency will increase by 5%.
Math	In 2022-2023, 40% of students in grades 3rd-6th were proficient in Math based on the CAASPP data.	In 2023-24, student proficiency will increase by 5%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Valley View will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	All Students	0 District Funded None Specified
1.2	Valley View will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	All Students	25,518.00 LCFF-Base 4000-4999: Books And Supplies Material and supplies
1.3	Valley View will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	All Students	20,000.00 LCFF-Base Custodial Supplies
1.4	Valley View will maintain noon supervisors at all sites to support all students' safety and supervision.	All Students	1,200.00 LCFF-Base 2000-2999: Classified Personnel Salaries 102.00 LCFF-Base 3000-3999: Employee Benefits
1.5	Valley View will conduct monthly safety drills.	All Students	0 District Funded None Specified 700.00 LCFF-Base 4000-4999: Books And Supplies Safety supplies
1.6	Valley View will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that removes barriers and allows parents to communicate and engage with school staff.	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental 0 Title I 4000-4999: Books And Supplies Attendance Incentives

1.7	Valley View will provide transportation to and from school for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.	English Foster Income	Learner Youth,	(EL), Low	0 District Funded None Specified
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Throughout the 2023-24 school year, the strategies and activities of Goal 1 were successfully implemented, fostering a positive, engaging, and inclusive environment within our school community. By providing highly qualified teachers and focusing ELA and Math instruction with standards-based materials, we have observed positive student outcomes. This effective implementation played a key role in achieving the overall goal.

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

There are no significant disparities between the planned implementation and budgeted expenditures for the strategies/activities aimed at achieving the objectives outlined in Goal 1 of the SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal to increase student achievement remains unchanged. Our annual measurable goal is to raise student achievement by 5%. To assess student growth, we will utilize CAASPP data and compare the results from the 2022-2023 school year with the results from the 2023-2024 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student Achievement

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

Identified Need

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

In English-Language Arts, 54% of students met or exceeded grade level standards on the CAASPP assessment. In mathematics, the corresponding percentage was 40%. These scores in ELA and Mathematics showed an increase of 9% and 5%.

It is essential to prioritize support for our 4th grade classes as the data showed a decreased in ELA by 19 points and 5 points in Math. Additionally, although English Learners, Socioeconomically Disadvantaged, and Students with Disabilities showed a significant increase in proficiency, they are performing below the state average and would also benefit for targeted support in both subjects. Placing focus on providing support for these student groups would impact 422 students or 74%% of population. The enrollment at Valley View for the 2023-234 academic year is 553 students, with 137 of them being English Learners, representing 24.5% of the student population.

Based on the high need of students needing Tier 2 and Tier 3 intervention, targeted intervention will be provided through the school-wide Academy (Tiered Intervention) program and our Learning Support Teachers.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners: Reclassifications	In 2023-24, 32 students were reclassified.	In 2024-25, Reclassifications will increase by 5%.
ELA	In 2023-24, 48% of students qualified for Tier 2 intervention and 20% of students qualified for Tier 3 intervention support in English Language Arts.	In 2024-25, the percentage of students needing intervention in Language Arts will decrease by 5%.
Math	In 2023-24, 45% of students qualified for Tier 2 intervention and 33% of students qualified for Tier 3 intervention support in Mathematics.	In 2024-25, the percentage of students needing intervention in Math will decrease by 5%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	For English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and mathematics and/or are in need of further connection and engagement, Valley View will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
2.2	To mitigate learning loss, as evidenced by state and local assessments, Valley View will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, Low Income	16,506.00 LCFF- Supplemental 4000-4999: Books And Supplies Supplemental Materials and Software 7,038.00 Title I 4000-4999: Books And Supplies Supplemental Materials and Software
2.3	To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.	English Learner (EL), Foster Youth, Low Income	5,500.00 LCFF-Base 1000-1999: Certificated Personnel Salaries Teachers Extra hours for grade level collaboration, Data Digs, Instructional Learning Team meetings. 5,000.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Teachers Extra hours for grade level collaboration, Data Digs, Instructional Learning Team meetings. 1,195.00 LCFF- Supplemental 3000-3999: Employee Benefits 9,000.00 Title I 1000-1999: Certificated Personnel Salaries Teachers Extra hours for grade level collaboration, Data Digs, Instructional Learning Team meetings. 2,151.00 Title I

				3000-3999: Employee Benefits
2.4	To address students not meeting grade level standards on state and local assessments, Valley View will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for all students including English Learner, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, Low Income		0 LCFF- Supplemental Teacher Trainings 0 Title I Teacher Trainings Conferences, Conferences,
2.5	Valley View will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low Income students.	English Learner (EL), Foster Youth, Low Income		0 District Funded None Specified
2.6	Valley View will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)		0 District Funded None Specified
2.7	Valley View will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)		0 District Funded None Specified
2.8	For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	English Learner (EL), Foster Youth, Low Income		0 District Funded None Specified
2.9	Valley View will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program.	All Students		0 District Funded None Specified
2.10	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income, English Learners and Foster Youth students who may have limited access to literacy materials at home.	English Learner (EL), Foster Youth, Low Income		0 District Funded None Specified
2.11	To address the underperformance on state and local assessment, Valley View will provide Teachers who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, Low Income		0 District Funded Instructional Aides Intervention, and/or Before and Afterschool Intervention
2.12	To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	Low Income		65,000.00 Prop 28 1000-1999: Certificated Personnel Salaries Music Programs 25,535.00 Prop 28 3000-3999: Employee Benefits

					3,681.00 Prop 28 4000-4999: Books And Supplies Material
2.13	Valley View will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low Income students.	English Foster Income	Learner Youth,	(EL), Low	0 LCFF- Supplemental
2.14	To support equitable access to differentiated instruction and access to online curricular programs, Valley View will provide and train Computer Lab Assistants at all sites to support low income students in the use of technology to meet grade level standards.	English Foster Income	Learner Youth,	(EL), Low	0 LCFF- Supplemental
2.15	Learning Support Teachers will provide additional Tiers II and III intervention supports to identified students to support academic achievement. In addition, Learning Student Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	English Foster Income	Learner Youth,	(EL), Low	0 District Funded None Specified
2.16	The 2023 CA Dashboard reflected a red indicator in the English Language Performance Indicator at Valley View Community School. Teachers and Learning Support Teachers will participate in professional development that assist teachers in developing a stronger understanding of designated and integrated English Language Development, as well as, supporting teachers with the implementation of Orton Gillingham to assist students with phonological awareness and learning of the English Language rules.	English Learner (EL)			0 District Funded None Specified
2.17	For unduplicated students who are not meeting grade level standards, Valley View will use substitute teachers to support teachers in providing targeted grade-level intervention and support.	English Foster Income	Learner Youth,	(EL), Low	11,500.00 LCFF- Supplemental Substitute Teachers

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Interventions, including grade-level tiered support from 2nd grade onwards, along with intensive support from our Learning Support Teachers and 40% TOSA (Sept-Jan), have yielded student success. We've witnessed notable improvements in achievement, evidenced by classroom assessments and iReady scores.

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

Our 40% TOSA dedicated the first half of the year to providing intensive math support. However, she transitioned back to the classroom to fill a vacancy in 5th grade for the remainder of the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to budget constraints, we won't have a TOSA for the upcoming school year. Instead, we'll prioritize the intervention and support system we've developed this year. Action 2.3 will facilitate ongoing teacher collaboration and data analysis, while Action 2.17 will provide additional personnel support one day a week for interventions.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Family and Community Engagement & Involvement

All families and the broader community are welcomed and are partners in supporting the whole child.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All families and the broader community are welcomed and are partners in supporting the whole child.

Identified Need

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

Through Parent Square, we effectively reach 99% of our families through email messages and direct app postings. We send weekly school-wide messages and provide frequent reminders for specific meetings to encourage parent participation. Additionally, teachers send out weekly messages to engage parents. For Coffee w/ the Principal, our data indicates an average attendance of 20 parents. However, ELAC meetings have fewer than 5 parents in attendance on average. Our Goal Setting conferences saw excellent participation, with 93% of families attending their child's conference. Only 7% of families did not attend, based on our general education student enrollment of 568 students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square	In 2023-24, Valley View reaches 99.5% of Parents via Parent Square.	In 2024-25, Valley View will work to maintain accurate records in order to reach 100% of families via Parent Square.
Parent Attendance	In 2023-24, Valley View continues to have less than 5% participation in parent meetings for ELAC and Coffee with the Principal.	In 2024-25, Valley View will work to increase parent participation for ELAC and Coffee with the Principal.
Parent Conferences	In 2023-24, Valley View had 95% of families participating in conferences.	In 2024-25, Valley View will work to increase parent participation to 98% for parent conference with teachers.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Valley View will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational,	English Learner (EL) and Low Income	1,500.00 LCFF-Base

	social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.		Office Staff extra hours or positions/materials 565.00 LCFF-Base 3000-3999: Employee Benefits 2,540.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Office Staff extra hours or positions/materials 52.00 LCFF- Supplemental 3000-3999: Employee Benefits
3.2	Valley View will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	English Learner (EL)	0 LCFF- Supplemental
3.3	Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.	All Students	0 LCFF-Base None Specified
3.4	To support parents of English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in Goal 2 Action 4.	English Learner (EL)	0 District Funded None Specified Wellness Collaborative
3.5	In an effort to partner with parents to improve student behavior and positive school climate, data will be carefully tracked and student recognition events will be held for students and families to honor improvement in target areas. Valley View will purchase incentives, awards, certificates, and banners.	All Students	0 District Funded None Specified
3.6	To assure low income and Foster Youth students have awareness and access to community services, Valley View will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.	Low Income and Foster Youth	0 District Funded None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The school employed various communication channels, including ParentSquare, sending fliers home, making phone calls, and engaging parents during valet, to promote participation in events like Coffee with the Principal and ELAC meetings. Despite these efforts, attendance remained consistently low. Conversely, events such as Back to School Night, Open House, and Parent Conferences saw notably high rates of participation.

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

There were no changes in expenditures or strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will persist in its efforts to boost parental involvement rates through ongoing outreach initiatives. Additionally, we are exploring the strategy of scheduling ELAC meetings before school events like award assemblies or performances to enhance attendance opportunities.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Supporting the Whole Child

All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

Identified Need

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

Valley View acknowledges the critical need for a School Social Worker to enhance the social-emotional well-being of our students. During the 2023-24 school year, we conducted 21 risk/threat assessments and administered 390 counseling sessions, underscoring the demand for mental health support. Additionally, with 97 bio-psycho-social assessments, 37 students enrolled in counseling services, and 26 homeless/foster youth receiving case management, the demand for intervention and services is significant. Our SSW also provided crucial support to families dealing with chronic absenteeism, resulting in an overall attendance rate increase to 94.3% for the year. Notably, chronic absenteeism decreased substantially by -34.44%, from 21.63% in 2022-23 to 14.18% in 2023-24.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	In 2023-24, our overall attendance rate is 94.3%, which is a 1.4% increase from the previous year.	In 2024-25, average monthly attendance will increase by 5%.
Suspensions	In 2022-23, Valley View had 1.8% suspension rate, which is a decrease from the previous year.	In 2024-25, Valley View will decrease suspensions by 5%.
Student Achievement	In 2022-2023, in the area of English Language Arts, the overall percentage of students who met or exceeded grade level standards on their CAASPP assessment was 54%. All Students Group increased by 8.5 points. In the area of Mathematics shows that the overall percentage of students who met or exceeded grade level standards on the CAASPP assessment was 40%. However, All Students Group increased significantly by 16.9 points.	In 2024-25, Parent Involvement for PTA volunteers will increase by 10 parents volunteering.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.	All Students	0 District Funded None Specified Data collection
4.2	To remove barriers for low income students from accessing their academic program, Valley View will provide counseling to support social/emotional wellness and academic success in school.	Low Income	0 District Funded None Specified
4.3	To remove barriers for students from accessing their academic program, Valley View will provide counseling services to support social/emotional wellness and academic success in school.	All Students	0 District Funded None Specified
4.4	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
4.5	Utilize the Behavioral Intervention Specialist and Behavior Intervention Assistants (B.I.A.s) from Valley View level to support students in general and special education classes to support student connectedness and access to the core curriculum.	All students, including low income, English Learners, Foster Youth, and White Students subgroup.	0 District Funded None Specified
4.6	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, Valley View will provide School Social Workers and support personnel to provide comprehensive services.	Low Income, Foster Youth, and Homeless	0 LCFF- Supplemental None Specified Social Workers and their materials and supplies 100,485.00 Title I 1000-1999: Certificated Personnel Salaries Social Workers and their materials and supplies 31,388.00 Title I 3000-3999: Employee Benefits
4.7	To support student connectedness and build positive relationships at the school site, Valley View will provide positive academic and behavior programs that promote student engagement for unduplicated students.	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental Capturing Kids Heart, Social Emotional Programs, Second Step
4.8	To support student engagement and connectedness, Valley View will promote a positive	All Students	0 District Funded

	school climate to foster youth development and academic achievement.		None Specified 1,000.00 Title I 4000-4999: Books And Supplies
4.9	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who required behavioral intervention per their IEP.	Students with Disabilities (SWD)	0 District Funded None Specified
4.19	To support student engagement and college and career readiness, Valley View will procure college banners featuring students' chosen colleges and career aspirations to prominently display throughout the school campus.	All Students	2,748.00 LCFF- Supplemental 4000-4999: Books And Supplies College & Career Banners 1,245.00 Title I 4000-4999: Books And Supplies College & Career Banners

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Throughout the 2023-24 school year, Goal 4 strategies and activities were effectively implemented, offering students mental health support and assisting families facing chronic absenteeism.

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

There were no changes in expenditures or strategies.

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.

In the 2023-24 school year, our School Social Worker was funded 50% by our school and 50% by the District. However, starting next year, Valley View will fully fund our School Social Worker.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$341,149.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$152,307.00

Subtotal of additional federal funds included for this school: \$152,307.00

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF- Supplemental	\$39,541.00
LCFF-Base	\$55,085.00
Prop 28	\$94,216.00

Subtotal of state or local funds included for this school: \$188,842.00

Total of federal, state, and/or local funds for this school: \$341,149.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF- Supplemental	39,541.00	0.00
LCFF-Base	55,085	0.00
Title I	152,307	0.00
Prop 28	94,216.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	39,541.00
LCFF-Base	55,085.00
Prop 28	94,216.00
Title I	152,307.00

Expenditures by Budget Reference

Budget Reference	Amount
	21,500.00
1000-1999: Certificated Personnel Salaries	184,985.00
2000-2999: Classified Personnel Salaries	3,740.00
3000-3999: Employee Benefits	60,988.00
4000-4999: Books And Supplies	58,436.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

	District Funded	0.00
None Specified	District Funded	0.00
	LCFF- Supplemental	11,500.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental	5,000.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental	2,540.00
3000-3999: Employee Benefits	LCFF- Supplemental	1,247.00
4000-4999: Books And Supplies	LCFF- Supplemental	19,254.00
None Specified	LCFF- Supplemental	0.00
	LCFF-Base	21,500.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	5,500.00
2000-2999: Classified Personnel Salaries	LCFF-Base	1,200.00
3000-3999: Employee Benefits	LCFF-Base	667.00
4000-4999: Books And Supplies	LCFF-Base	26,218.00
None Specified	LCFF-Base	0.00
1000-1999: Certificated Personnel Salaries	Prop 28	65,000.00
3000-3999: Employee Benefits	Prop 28	25,535.00
4000-4999: Books And Supplies	Prop 28	3,681.00
	Title I	0.00
1000-1999: Certificated Personnel Salaries	Title I	109,485.00
3000-3999: Employee Benefits	Title I	33,539.00
4000-4999: Books And Supplies	Title I	9,283.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,520.00
Goal 2	152,106.00
Goal 3	4,657.00
Goal 4	136,866.00

School Site Council Membership

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

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

Name of Members	Role
Jaide McClinton Yoakum, Parent	Parent or Community Member
William Foster, Parent	Parent or Community Member
Susy Campos, Parent	Parent or Community Member
Dulce Chavez, Parent	Parent or Community Member
Silvia Arakelian, Parent	Parent or Community Member
Mona Walker, Other - Computer Lab Sp.	Other School Staff
Matt Razevich, Teacher	Classroom Teacher
Arin Spalding, Teacher	Classroom Teacher
Nicole Santa, Teacher	Classroom Teacher
Diem Johnson, Principal	Principal

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



Other: Instructional Leadership Team



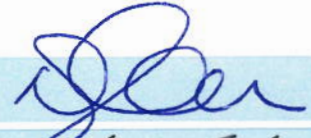
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 5/21/24.

Attested:

Principal, Diem Johnson on 5/21/24



SSC Chairperson, William Foster on 5/21/24

