

School Year: **2023-24**



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 View Community School | 19-65045 | May 30, 2023 | June 14, 2023 |

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Vision: Empowering all students to reach their highest level of achievement in a 21st Century learning environment while preparing students to be critical thinkers and ethical citizens.

Mission: At Valley View we believe each student is a valued individual with a variety of talents. It is our mission to foster and support these talents by providing a safe and optimal learning environment, while promoting and enhancing effective collaboration with students, as well as fostering respect between home and school.

Valley View has a culture of care, respect and inspiring our students to reach their fullest potential: this is done collaboratively with our families and our community. Valley View's staff works hard to maintain a positive and supportive school climate. We recognize the importance of developing

meaningful relationships with our students, parents and community and acknowledge the positive impact these relationships have on student achievement. The staff will continue to collaborate as a team to deliver great instruction via instructional strategies which foster the development of 21st Century Skills and advance common core state standards. We will continue to develop positive attitudes toward school and learning for students and staff alike.

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.

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 Community School has been identified for Additional Targeted Support and Improvement (ATSI) based on the 2022 Dashboard due to White student group receiving all indicators at the lowest status level but one indicator at another status level.

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.

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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).

Every year, the District conducts surveys of staff, parents and students to provide information on instruction, safety, communication, and programs.

Classroom Observations

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

Site administrators conduct frequent classroom observations to support teachers in standards implementation, classroom management, and monitoring of programs. Data from these classroom observations inform decisions regarding professional development and program implementation. Classroom observations consist of formal and informal observations, and include daily walkthroughs of classrooms. During remote teaching, classroom observations include participation in teachers' scheduled live teaching sessions.

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)

The District uses data from State and local assessments to monitor student progress, inform instructional decisions, and improve student achievement. At the beginning of the year, teachers participate in data analysis sessions to review the prior year state assessments, examine beginning of the year assessments, and reflect on other forms of data to determine implications for instruction.

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

Throughout the school year, school site administrators, teachers, and district administrators utilize curriculum-embedded assessments and other formative assessments to participate in ongoing cycles of inquiry. Data is collected and analyzed in order to implement a multi-tiered system of support to meet academic and socio-emotional needs of all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The District's Personnel Division is committed to ensuring that all currently hired and future hired teachers meet the highly qualified teacher requirements. Currently, 100% of teachers in Sulphur Springs Union School District are highly qualified.

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

Currently 100% of teachers in Sulphur Springs Union are credentialed teachers. Professional development on SBE-adopted curriculum takes place at the beginning of the year before school starts, and continues throughout the year. Professional development also includes content on the CA Common Core Standards, the English Language Development Standards, and the Next Generation Science Standards.

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

Sulphur Springs Union School District provides high-quality professional development for teachers, principals, District administrators, and classified staff throughout the year. Professional development is focused on implementing the Local Control Accountability Plan (LCAP), District initiatives, priority standards, and data across the district on how best to meet students' instructional needs. For the 2023-2024 school year, professional development has focused on implementing the District's Learning Continuity and Attendance Plan, to address the needs identified for students and staff based on the school closures due to Covid-19. Before the 2023-2024 school year started, teachers participated in 32 hours of professional development. Ongoing professional development continues to take place throughout the year from the District Office Educational Services Department, as well as every other Wednesday by the school site staff.

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

The Sulphur Springs Union School District's Educational Services Department continues to provide ongoing support to teachers and administrators through the Assistant Superintendent of Educational Services, the Director of Curriculum and Instruction, two Educational Program Coordinator, and one Teacher on Special Assignment. Ongoing support and instruction consists of job-embedded coaching, professional development workshops, analyzing data and being critical thought partners in analyzing data and making informed instructional decisions regarding programs and services.

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

During each site's Wednesday Professional Development time, teachers are given the opportunity to work together in teams to share resources, analyze data and make instructional decisions. Additionally, during the 2022-2023 school year, the Educational Services Department has provided opportunities for teachers at each grade-level across the District to come together and collaborate. These virtual opportunities include virtual professional development sessions, as well as the establishment of Google Classroom and District website to serve as a resource hub for teachers.

Teaching and Learning

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

State-adopted standards aligned textbooks are utilized across all core curricular areas to meet Williams compliance. Each year, the District updates a curriculum guide that focuses on priority standards in the content areas.

After the release of the report "Addressing Unfinished Learning After Covid-19" by the Council of Great City Schools (June 2020), the District's Educational Services Department met with a cohort of teachers and administrators in early July to discuss instructional priorities when starting the 2022-23 academic school year. During AdCo meetings and PD sessions, the team focused on three of the principles contained in the report: 1) Stick to grade-level content and instructional rigor, 2) Focus on depth of instruction and instructional rigor, and 3) Prioritize content and learning. The team utilized the June 2020 report from Student Achievement Partners titled "2020-21 Priority Instructional Content in English-Language Arts and Mathematics" to identify priority standards and create Curriculum Guides with a focus on mastering the priority standards. The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year. These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

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

The school implements the minimum required instructional minutes as per SB 98, the State Bill that addresses modifications to instructional minutes as a result of shifts in learning models due to Covid-19 school closures. In many classrooms teachers are teaching beyond the minimum requirement, in order to meet students' instructional needs.

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

The school implements a multi-tiered system of support to target students' instructional needs. Students are identified for intervention based on data from state, district, and curriculum-embedded assessments.

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

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs. In English-Language Arts and English Language Development, the school utilizes Benchmark Advance. In Math, the school utilizes Math Expressions. Both Benchmark Advance and Math Expressions include an online platform in which teachers and students can access the content digitally. In Social Studies and Science, the school utilizes the state-adopted textbooks in conjunction with online standards-based resources to supplement instruction.

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 purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs.

Opportunity and Equal Educational Access

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

Centralized and site funds are used to support all student groups, including English Learners, homeless students, foster youth and students with disabilities. Funds are used to support professional development needs and/or instructional programming.

Evidence-based educational practices to raise student achievement

The school site continues to utilize research-based educational practices to support students in attaining grade-level proficiency. Data is analyzed to drive instruction and determine professional development needs. The District and school site provides regular opportunities for collaboration and school leaders participate in ongoing professional development to stay abreast of research-based instructional practices.

Parental Engagement

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

The school site implements a multi-tiered system of support to determine how best to support students academically and socio-emotionally. The site has a variety of resources to support underperforming students, including intervention programs, counseling services, the District's Family Resource Center, and access to the School Social Worker and District Social Worker. Additionally, teachers and staff participate in ongoing professional development to meet these needs.

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)

The site involves parents, community representatives, classroom teachers, and other personnel in the evaluation of consolidated application programs through the School Site Council. The school Site Council establishes, plans, and review the School Plan for Student Achievement annually. Additionally, the principal provides information and elicits input from the English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and all other stakeholders.

Funding

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

Services are provided through both centralized and site-based categorical funds to help underperforming students meet standards. Centralized and site funds are used to support students in all subgroups through professional development, the implementation of intervention programs, purchasing supplementary materials, providing workshops for parents, and any other services as needed.

Fiscal support (EPC)

The school site receives funding through the Local Control Funding Formula, which includes Base and Supplemental/Concentration funds. Some sites receive Title I funds. Additionally, the site receives monies from various grants and from the PTA.

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

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

Input from parents in ELAC meetings on 2/7/23 and 5/16/23.

Input from teacher leadership team leads in regards to team needs on 2/9/23, 4/18/23, 5/4/23, and 5/15/23.

Input from School Site Council on 1/31/23, 2/28/23, 5/25/23, and 5/30/23.

Input from students via student survey on ideas to improve school instruction and climate.

Resource Inequities

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

Empowering, rigorous content: During the pandemic, many students have experienced unfinished learning. As we enter the third year of in-person learning, it is vital to prioritize rigorous education. By delivering rigorous and engaging instruction tailored to individual needs, we can effectively challenge and support students on their learning. For students who need to bridge the learning gaps, rigorous content and instruction are even more essential. Offering challenging and comprehensive material will ensure they receive the necessary academic rigor to overcome the effects of the pandemic. This approach not only accelerates their progress but also fosters confidence and motivation in their learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 77 | 93 | 108 |
| Grade 1 | 75 | 60 | 77 |
| Grade 2 | 79 | 78 | 66 |
| Grade3 | 92 | 73 | 76 |
| Grade 4 | 79 | 87 | 76 |
| Grade 5 | 82 | 69 | 88 |
| Grade 6 | 74 | 80 | 77 |
| Total Enrollment | 558 | 540 | 568 |

Conclusions based on this data:

1. Kindergarten enrollment increased by 31 students in the 2022-2023 school year compared to 2020-2021, with a total of 108 students enrolled. 5th grade rebounded back to a total of 88 students in 2022-23 compared to 69 students in 2021-22.
2. In contrast, 3rd grade experienced a decline of 19 students from 2020-21 to 2021-22 school year. 2nd grade also decreased 12 students from 2021-23 to 2022-23 school year. The most significant enrollment decline was observed in 3rd grade when comparing the 2020-2021 and 2021-2022 school years.
3. Valley View's overall enrollment slightly exceeded the baseline in the 2021-2022 school year and increased by 28 students in 2022-2023.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 161 | 163 | 157 | 28.90% | 30.2% | 27.6% |
| Fluent English Proficient (FEP) | 61 | 52 | 54 | 10.90% | 9.6% | 9.5% |
| Reclassified Fluent English Proficient (RFEP) | 9 | 7 | 24 | 5.6% | 1.2% | 4.2% |

Conclusions based on this data:

1. The percentage of English Learners (EL) at Valley View decreased by 2.6% in the 2022-2023 school year, falling below the baseline.
2. The number of Reclassified Fluent English Proficient (RFEP) students witnessed a significant increase in the 2022-2023 school year, with 19 students achieving RFEP status.
3. The percentage of Fluent English Proficient (FEP) students has been consistently declining from 10.9% in 2020-2021 to 9.5% in 2022-2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled 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 |
| Grade 3 | 88 | 73 | | 0 | 72 | | 0 | 72 | | 0.0 | 98.6 | |
| Grade 4 | 75 | 84 | | 0 | 83 | | 0 | 83 | | 0.0 | 98.8 | |
| Grade 5 | 77 | 73 | | 0 | 72 | | 0 | 72 | | 0.0 | 98.6 | |
| Grade 6 | 74 | 76 | | 0 | 76 | | 0 | 76 | | 0.0 | 100.0 | |
| All Grades | 314 | 306 | | 0 | 303 | | 0 | 303 | | 0.0 | 99.0 | |

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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 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. | | | 36.11 | | | 19.44 | | | 27.78 | | | 16.67 | |
| Grade 4 | | 2476. | | | 27.71 | | | 31.33 | | | 14.46 | | | 26.51 | |
| Grade 5 | | 2458. | | | 9.72 | | | 18.06 | | | 26.39 | | | 45.83 | |
| Grade 6 | | 2507. | | | 14.47 | | | 22.37 | | | 35.53 | | | 27.63 | |
| All Grades | N/A | N/A | N/A | | 22.11 | | | 23.10 | | | 25.74 | | | 29.04 | |

| 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 | | | 66.67 | | | 11.11 | |
| Grade 4 | | 25.30 | | | 60.24 | | | 14.46 | |
| Grade 5 | | 6.94 | | | 68.06 | | | 25.00 | |
| Grade 6 | | 19.74 | | | 52.63 | | | 27.63 | |
| All Grades | | 18.81 | | | 61.72 | | | 19.47 | |

| 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 | | | 52.78 | | | 20.83 | |
| Grade 4 | | 15.66 | | | 65.06 | | | 19.28 | |
| Grade 5 | | 12.68 | | | 47.89 | | | 39.44 | |
| Grade 6 | | 11.84 | | | 44.74 | | | 43.42 | |
| All Grades | | 16.56 | | | 52.98 | | | 30.46 | |

| 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 | | | 76.39 | | | 8.33 | |
| Grade 4 | | 20.48 | | | 65.06 | | | 14.46 | |
| Grade 5 | | 8.33 | | | 75.00 | | | 16.67 | |
| Grade 6 | | 13.16 | | | 76.32 | | | 10.53 | |
| All Grades | | 14.52 | | | 72.94 | | | 12.54 | |

| 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 | | | 58.33 | | | 11.11 | |
| Grade 4 | | 15.66 | | | 68.67 | | | 15.66 | |
| Grade 5 | | 15.28 | | | 59.72 | | | 25.00 | |
| Grade 6 | | 14.47 | | | 65.79 | | | 19.74 | |
| All Grades | | 18.81 | | | 63.37 | | | 17.82 | |

Conclusions based on this data:

1. When considering overall student achievement, 45.21% of students met or exceeded the standard, while 25.74% fell just short of meeting the standards. Notably, the percentage of 5th-grade students who met or exceeded the standard was alarmingly low at 27.78%, while for 6th-grade students, it was slightly higher at 36.84%. These numbers highlight the significant impact of school closures, particularly evident in the performance of 5th and 6th graders.
2. In Reading 18.81% of all students achieved scores above the standard. However, specifically among 5th-grade students, only 6.94% scored above the standard. However, it is encouraging to note that a significant majority of students, accounting for 61.72%, are either meeting or approaching the standards in reading.
3. The data in writing mirrors that of reading. Overall, 16.56% of all students achieved scored above the standards, with the lowest percentages observed among 5th and 6th graders at 12.68% and 11.84% respectively. However, a majority of students, specifically 52.98%, either met or approached the standards in writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled 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 |
| Grade 3 | 88 | 73 | | 0 | 73 | | 0 | 73 | | 0.0 | 100.0 | |
| Grade 4 | 75 | 84 | | 0 | 83 | | 0 | 83 | | 0.0 | 98.8 | |
| Grade 5 | 77 | 73 | | 0 | 73 | | 0 | 73 | | 0.0 | 100.0 | |
| Grade 6 | 74 | 76 | | 0 | 76 | | 0 | 76 | | 0.0 | 100.0 | |
| All Grades | 314 | 306 | | 0 | 305 | | 0 | 305 | | 0.0 | 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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 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. | | | 34.25 | | | 23.29 | | | 26.03 | | | 16.44 | |
| Grade 4 | | 2465. | | | 18.07 | | | 27.71 | | | 25.30 | | | 28.92 | |
| Grade 5 | | 2438. | | | 6.85 | | | 6.85 | | | 32.88 | | | 53.42 | |
| Grade 6 | | 2475. | | | 7.89 | | | 15.79 | | | 23.68 | | | 52.63 | |
| All Grades | N/A | N/A | N/A | | 16.72 | | | 18.69 | | | 26.89 | | | 37.70 | |

| 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 | | | 43.84 | | | 16.44 | |
| Grade 4 | | 15.66 | | | 50.60 | | | 33.73 | |
| Grade 5 | | 6.85 | | | 36.99 | | | 56.16 | |
| Grade 6 | | 6.58 | | | 42.11 | | | 51.32 | |
| All Grades | | 17.05 | | | 43.61 | | | 39.34 | |

| 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 | | | 43.84 | | | 24.66 | |
| Grade 4 | | 16.87 | | | 54.22 | | | 28.92 | |
| Grade 5 | | 6.85 | | | 42.47 | | | 50.68 | |
| Grade 6 | | 7.89 | | | 47.37 | | | 44.74 | |
| All Grades | | 15.74 | | | 47.21 | | | 37.05 | |

| 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 | | | 57.53 | | | 6.85 | |
| Grade 4 | | 21.69 | | | 56.63 | | | 21.69 | |
| Grade 5 | | 8.22 | | | 47.95 | | | 43.84 | |
| Grade 6 | | 9.21 | | | 64.47 | | | 26.32 | |
| All Grades | | 18.69 | | | 56.72 | | | 24.59 | |

Conclusions based on this data:

1. When looking at the overall student achievement, 35.41% of students met or exceeded the standard. A larger percentage of students (37.70%) did not meet the standard compared to those (26.89%) who nearly met the standard. Notably, the 5th and 6th grades had the highest percentages of students not meeting the standards, with 53% and 52% respectively.
2. Significantly, 86.3% of 5th graders and 76.31% of 6th graders performed below the standard. Specifically, 32.88% of 5th graders were near the standard, while 53.42% did not meet the standard. For 6th graders, 23.68% were near the standard, while 52.63% did not meet the standard.
3. A majority of 3rd graders, specifically 57.54%, met or exceeded the standard, with an additional 26.03% of students nearly meeting the standard.

School and Student Performance Data

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 | | 1435.4 | 1430.7 | | 1377.3 | 1368.8 | | 16 | 29 | |
| 1 | 1428.9 | 1423.5 | | 1449.2 | 1453.6 | | 1408.1 | 1392.9 | | 18 | 14 | |
| 2 | 1491.4 | 1492.0 | | 1501.7 | 1501.6 | | 1480.8 | 1482.1 | | 30 | 17 | |
| 3 | 1480.1 | 1512.4 | | 1480.5 | 1525.4 | | 1479.3 | 1498.8 | | 29 | 27 | |
| 4 | 1499.0 | 1554.4 | | 1500.5 | 1565.6 | | 1497.1 | 1542.7 | | 28 | 26 | |
| 5 | 1504.9 | 1533.3 | | 1497.1 | 1542.2 | | 1512.3 | 1523.8 | | 17 | 26 | |
| 6 | * | 1550.5 | | * | 1556.8 | | * | 1543.7 | | 10 | 19 | |
| All Grades | | | | | | | | | | 148 | 158 | |

| 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 | | 18.75 | 31.03 | | 50.00 | 51.72 | | 12.50 | 6.90 | | 16 | 29 | |
| 1 | 11.11 | 7.14 | | 33.33 | 21.43 | | 16.67 | 42.86 | | 38.89 | 28.57 | | 18 | 14 | |
| 2 | 13.33 | 17.65 | | 50.00 | 64.71 | | 30.00 | 11.76 | | 6.67 | 5.88 | | 30 | 17 | |
| 3 | 24.14 | 25.93 | | 31.03 | 48.15 | | 37.93 | 18.52 | | 6.90 | 7.41 | | 29 | 27 | |
| 4 | 21.43 | 50.00 | | 39.29 | 34.62 | | 28.57 | 15.38 | | 10.71 | 0.00 | | 28 | 26 | |
| 5 | 6.25 | 30.77 | | 43.75 | 30.77 | | 37.50 | 30.77 | | 12.50 | 7.69 | | 16 | 26 | |
| 6 | * | 36.84 | | * | 42.11 | | * | 10.53 | | * | 10.53 | | * | 19 | |
| All Grades | 17.01 | 26.58 | | 38.10 | 38.61 | | 32.65 | 26.58 | | 12.24 | 8.23 | | 147 | 158 | |

| 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 | | 43.75 | 34.48 | | 31.25 | 34.48 | | 6.25 | 6.90 | | 16 | 29 | |
| 1 | 33.33 | 35.71 | | 27.78 | 14.29 | | 16.67 | 42.86 | | 22.22 | 7.14 | | 18 | 14 | |
| 2 | 36.67 | 35.29 | | 43.33 | 47.06 | | 20.00 | 11.76 | | 0.00 | 5.88 | | 30 | 17 | |
| 3 | 34.48 | 62.96 | | 44.83 | 29.63 | | 10.34 | 0.00 | | 10.34 | 7.41 | | 29 | 27 | |
| 4 | 42.86 | 69.23 | | 39.29 | 30.77 | | 7.14 | 0.00 | | 10.71 | 0.00 | | 28 | 26 | |
| 5 | 25.00 | 57.69 | | 43.75 | 26.92 | | 12.50 | 7.69 | | 18.75 | 7.69 | | 16 | 26 | |
| 6 | * | 68.42 | | * | 21.05 | | * | 0.00 | | * | 10.53 | | * | 19 | |
| All Grades | 32.65 | 51.27 | | 42.18 | 29.75 | | 15.65 | 12.66 | | 9.52 | 6.33 | | 147 | 158 | |

| 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 | | 6.25 | 20.69 | | 43.75 | 37.93 | | 37.50 | 41.38 | | 16 | 29 | |
| 1 | 11.11 | 7.14 | | 22.22 | 7.14 | | 16.67 | 7.14 | | 50.00 | 78.57 | | 18 | 14 | |
| 2 | 16.67 | 11.76 | | 33.33 | 35.29 | | 20.00 | 41.18 | | 30.00 | 11.76 | | 30 | 17 | |
| 3 | 17.24 | 7.41 | | 17.24 | 37.04 | | 44.83 | 29.63 | | 20.69 | 25.93 | | 29 | 27 | |
| 4 | 7.14 | 30.77 | | 32.14 | 30.77 | | 28.57 | 23.08 | | 32.14 | 15.38 | | 28 | 26 | |
| 5 | 0.00 | 19.23 | | 12.50 | 11.54 | | 68.75 | 46.15 | | 18.75 | 23.08 | | 16 | 26 | |
| 6 | * | 5.26 | | * | 36.84 | | * | 42.11 | | * | 15.79 | | * | 19 | |
| All Grades | 12.24 | 12.03 | | 22.45 | 25.95 | | 36.05 | 33.54 | | 29.25 | 28.48 | | 147 | 158 | |

| 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 | | 68.75 | 65.52 | | 6.25 | 17.24 | | 16 | 29 | |
| 1 | 44.44 | 28.57 | | 33.33 | 57.14 | | 22.22 | 14.29 | | 18 | 14 | |
| 2 | 40.00 | 29.41 | | 60.00 | 64.71 | | 0.00 | 5.88 | | 30 | 17 | |
| 3 | 27.59 | 66.67 | | 58.62 | 25.93 | | 13.79 | 7.41 | | 29 | 27 | |
| 4 | 39.29 | 65.38 | | 46.43 | 34.62 | | 14.29 | 0.00 | | 28 | 26 | |
| 5 | 6.25 | 19.23 | | 62.50 | 61.54 | | 31.25 | 19.23 | | 16 | 26 | |
| 6 | * | 5.26 | | * | 89.47 | | * | 5.26 | | * | 19 | |
| All Grades | 31.29 | 34.81 | | 55.78 | 55.06 | | 12.93 | 10.13 | | 147 | 158 | |

| 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 | | 75.00 | 62.07 | | 18.75 | 13.79 | | 16 | 29 | |
| 1 | 22.22 | 28.57 | | 50.00 | 57.14 | | 27.78 | 14.29 | | 18 | 14 | |
| 2 | 36.67 | 52.94 | | 56.67 | 41.18 | | 6.67 | 5.88 | | 30 | 17 | |
| 3 | 62.07 | 74.07 | | 27.59 | 18.52 | | 10.34 | 7.41 | | 29 | 27 | |
| 4 | 67.86 | 73.08 | | 21.43 | 26.92 | | 10.71 | 0.00 | | 28 | 26 | |
| 5 | 62.50 | 84.62 | | 25.00 | 7.69 | | 12.50 | 7.69 | | 16 | 26 | |
| 6 | * | 78.95 | | * | 10.53 | | * | 10.53 | | * | 19 | |
| All Grades | 46.26 | 60.76 | | 40.82 | 31.01 | | 12.93 | 8.23 | | 147 | 158 | |

| 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 | | 68.75 | 75.86 | | 25.00 | 20.69 | | 16 | 29 | |
| 1 | 16.67 | 7.14 | | 33.33 | 14.29 | | 50.00 | 78.57 | | 18 | 14 | |
| 2 | 13.33 | 0.00 | | 63.33 | 88.24 | | 23.33 | 11.76 | | 30 | 17 | |
| 3 | 13.79 | 7.41 | | 51.72 | 59.26 | | 34.48 | 33.33 | | 29 | 27 | |
| 4 | 10.71 | 30.77 | | 60.71 | 42.31 | | 28.57 | 26.92 | | 28 | 26 | |
| 5 | 0.00 | 23.08 | | 75.00 | 42.31 | | 25.00 | 34.62 | | 16 | 26 | |
| 6 | * | 10.53 | | * | 63.16 | | * | 26.32 | | * | 19 | |
| All Grades | 11.56 | 12.66 | | 56.46 | 56.33 | | 31.97 | 31.01 | | 147 | 158 | |

| 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 | | 18.75 | 37.93 | | 62.50 | 41.38 | | 16 | 29 | |
| 1 | 5.56 | 0.00 | | 38.89 | 57.14 | | 55.56 | 42.86 | | 18 | 14 | |
| 2 | 20.00 | 11.76 | | 46.67 | 82.35 | | 33.33 | 5.88 | | 30 | 17 | |
| 3 | 24.14 | 22.22 | | 62.07 | 70.37 | | 13.79 | 7.41 | | 29 | 27 | |
| 4 | 17.86 | 30.77 | | 53.57 | 57.69 | | 28.57 | 11.54 | | 28 | 26 | |
| 5 | 0.00 | 26.92 | | 68.75 | 61.54 | | 31.25 | 11.54 | | 16 | 26 | |
| 6 | * | 21.05 | | * | 73.68 | | * | 5.26 | | * | 19 | |
| All Grades | 17.69 | 20.89 | | 50.34 | 61.39 | | 31.97 | 17.72 | | 147 | 158 | |

Conclusions based on this data:

1. The number of EL students tested on the ELPAC increased by 10 students from 2020-21 to 2021-22. Our EL students are showing progress towards proficiency, with a 9.57% increase in the percentage of students testing at

level 4, accompanied by a 4.01% decrease at level 1 and a 6.07% decrease at level 2 during the same period. Level 3 maintained at 38%.

2. The speaking domain showed significant growth, with 60.76% of EL students performing at a well-developed level. This marks a notable increase of 14.5% from 2020-21 to 2021-22.
3. Our EL students faced the greatest challenges in Reading, with only 12.66% (a 1% increase from last year) performing at a well-developed level. In contrast, 56.33% registered at a somewhat/moderately developed level.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 540 | 68.0 | 30.2 | 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. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 163 | 30.2 |
| Foster Youth | 2 | 0.4 |
| Homeless | 6 | 1.1 |
| Socioeconomically Disadvantaged | 367 | 68.0 |
| Students with Disabilities | 65 | 12.0 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 29 | 5.4 |
| American Indian | 5 | 0.9 |
| Asian | 23 | 4.3 |
| Filipino | 28 | 5.2 |
| Hispanic | 373 | 69.1 |
| Two or More Races | 9 | 1.7 |
| Pacific Islander | | |
| White | 72 | 13.3 |

Conclusions based on this data:

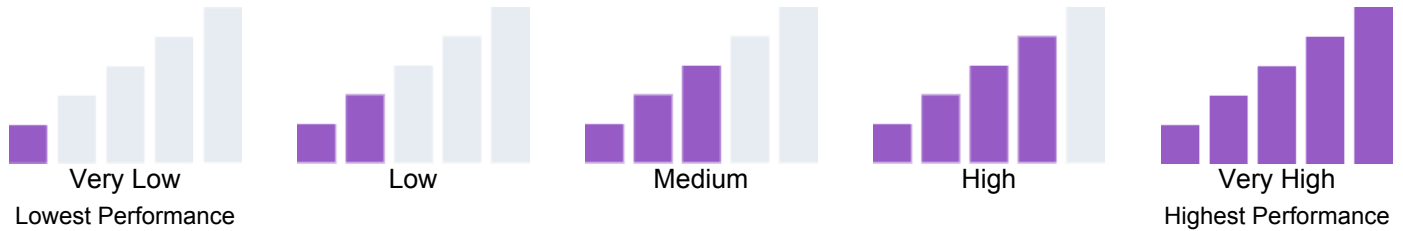
1. Valley View serves a diverse student and family population, emphasizing the need to consistently find ways to support all family groups.
2. Among our student groups, 68% are socioeconomically disadvantaged, and 30.2% are English Learner (EL) students.
3. In terms of race/ethnicity, 69.1% of our families identify as Hispanic, followed by the second-largest group, which is White, accounting for 13.3%.

School and Student Performance Data

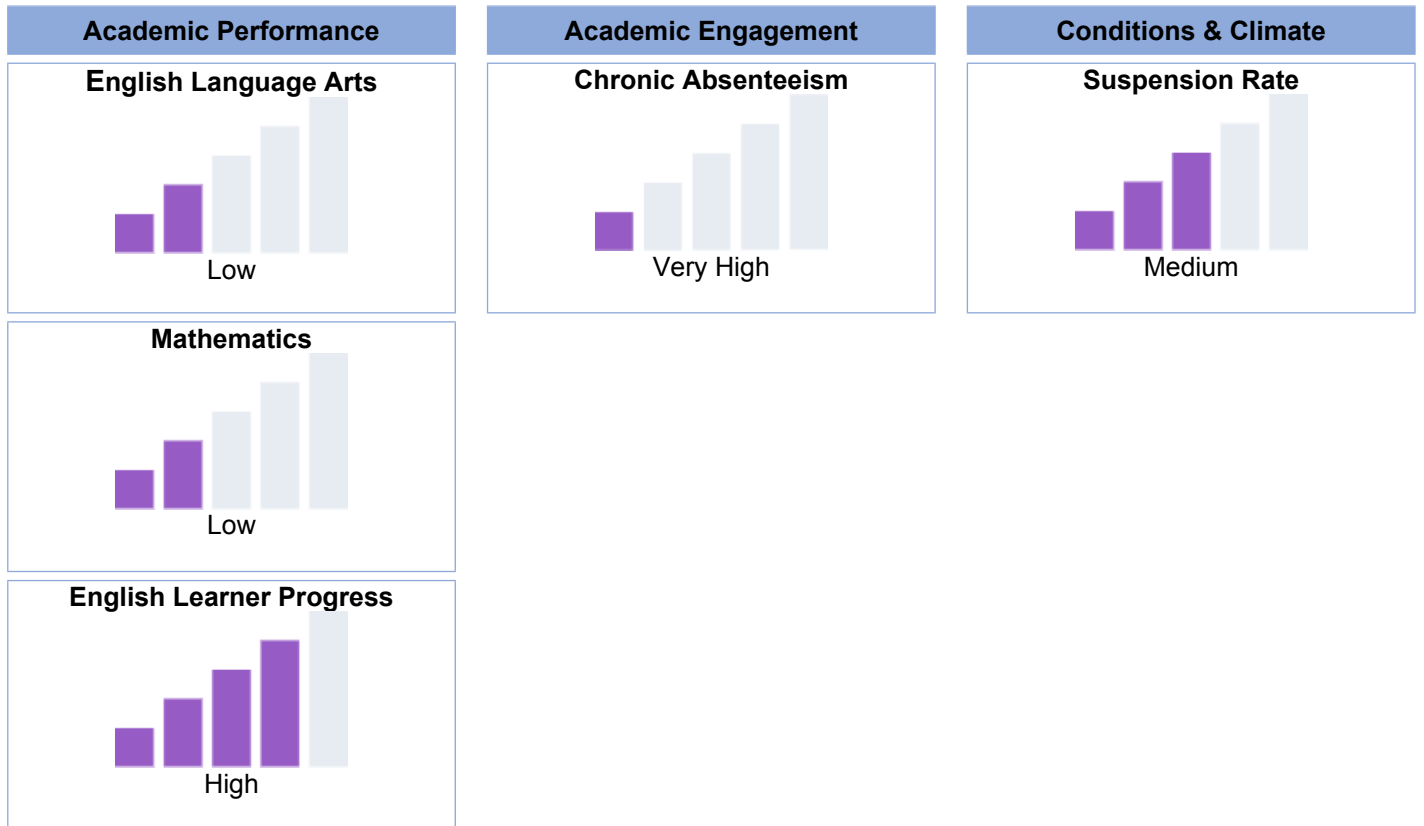
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. The chronic absenteeism rate is very high where as the suspension rate is medium at Valley View.
2. The progress of English Learners is high according to the CA Dashboard.
3. Both English Language Arts and Mathematics are in the low category.

School and Student Performance Data

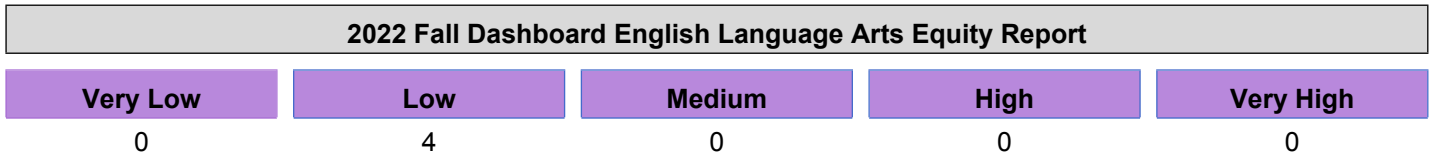
Academic Performance English Language Arts

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

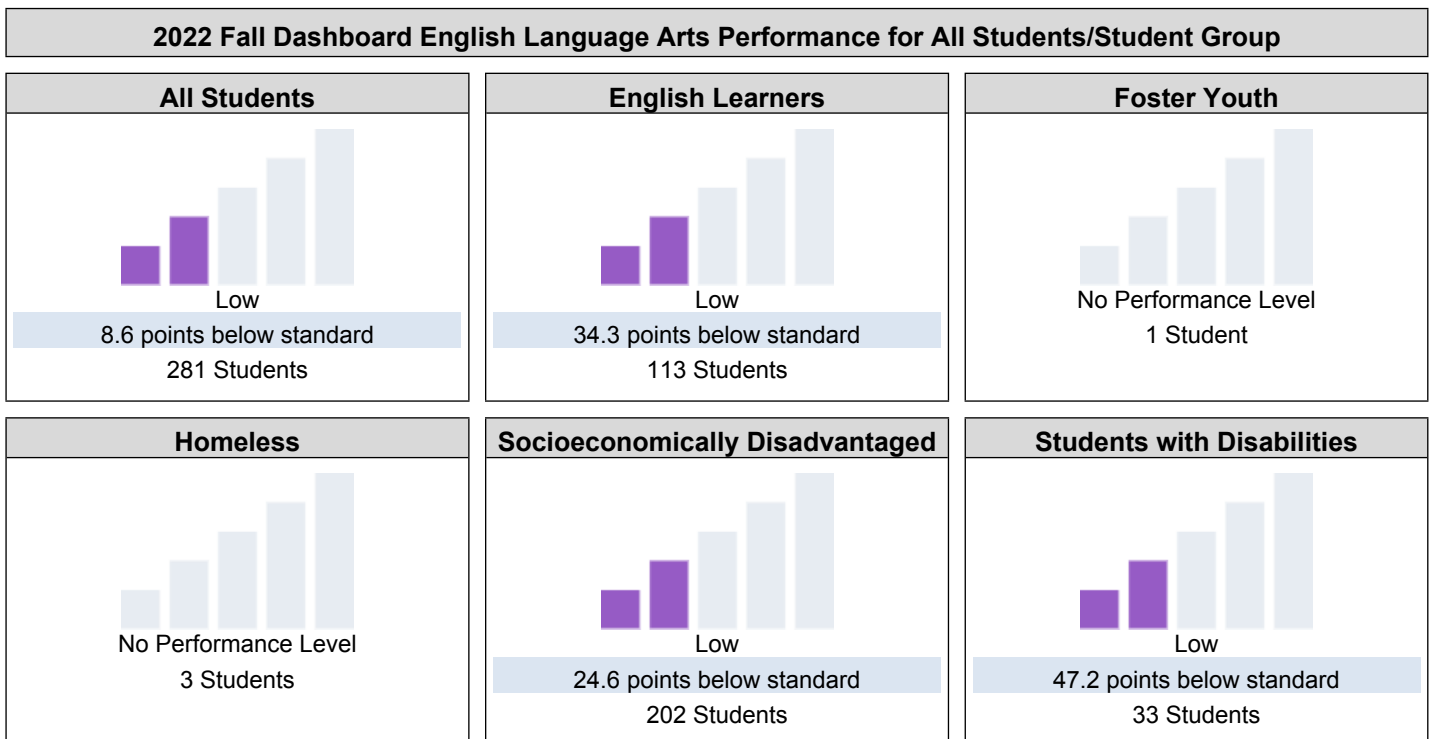
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



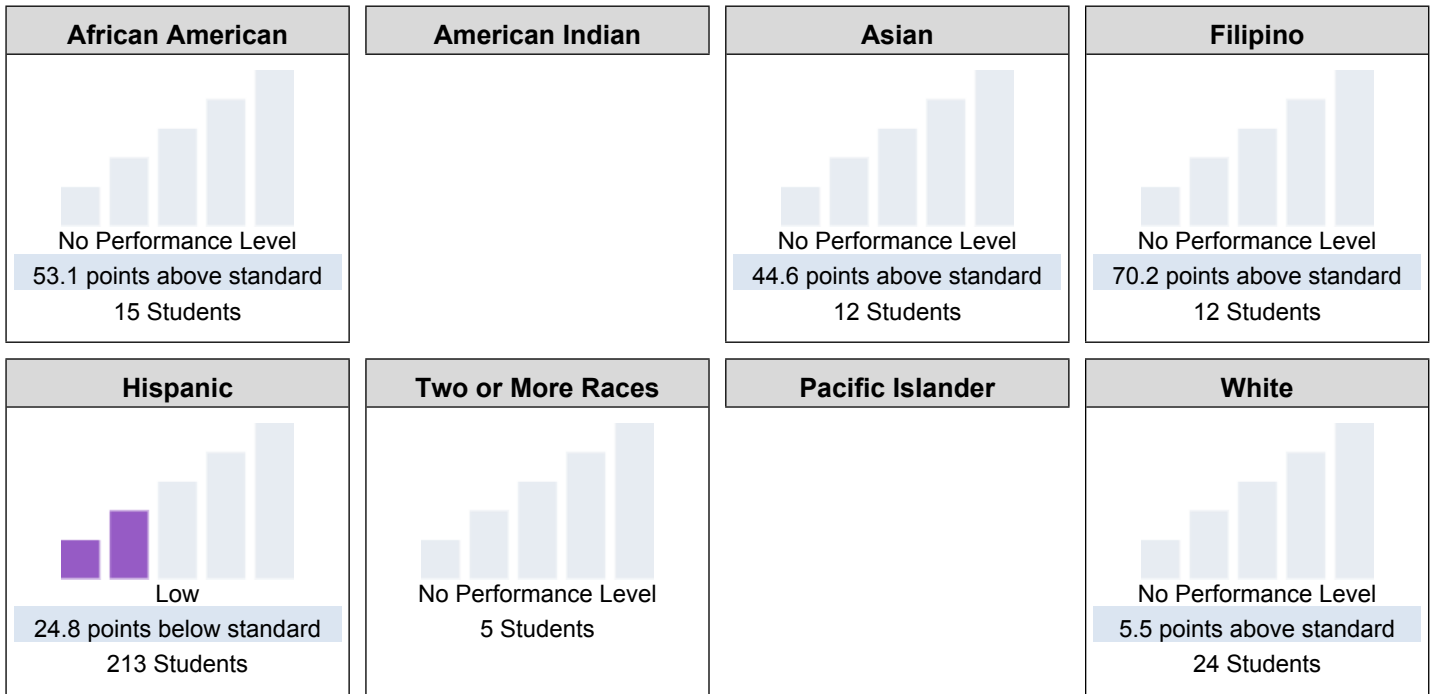
This section provides number of student groups in each level.



This section provides 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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 50.1 points below standard 89 Students | 24.5 points above standard 24 Students | 8.3 points above standard 150 Students |

Conclusions based on this data:

- All students in grades 3-6 are performing 8.6 points below standard in ELA.
- Examining different subgroups, English Learners are performing 34.3 points below the standards, while students with disabilities are performing 47.2 points below.
- When comparing the data for English Learners, current English learners scored 50.1 points below the standard, while Reclassified English Learners performed 24.5 points above it. English Only students scored 8.3 points above the standard.

School and Student Performance Data

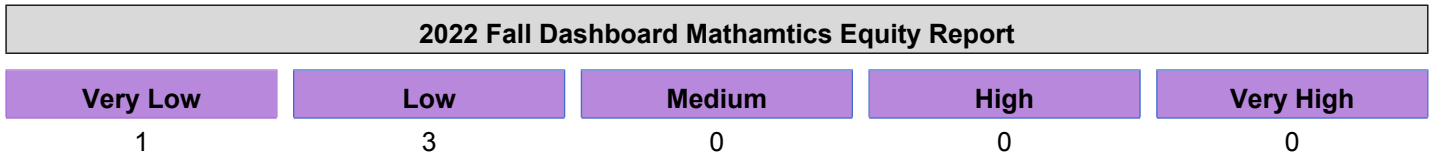
Academic Performance Mathematics

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

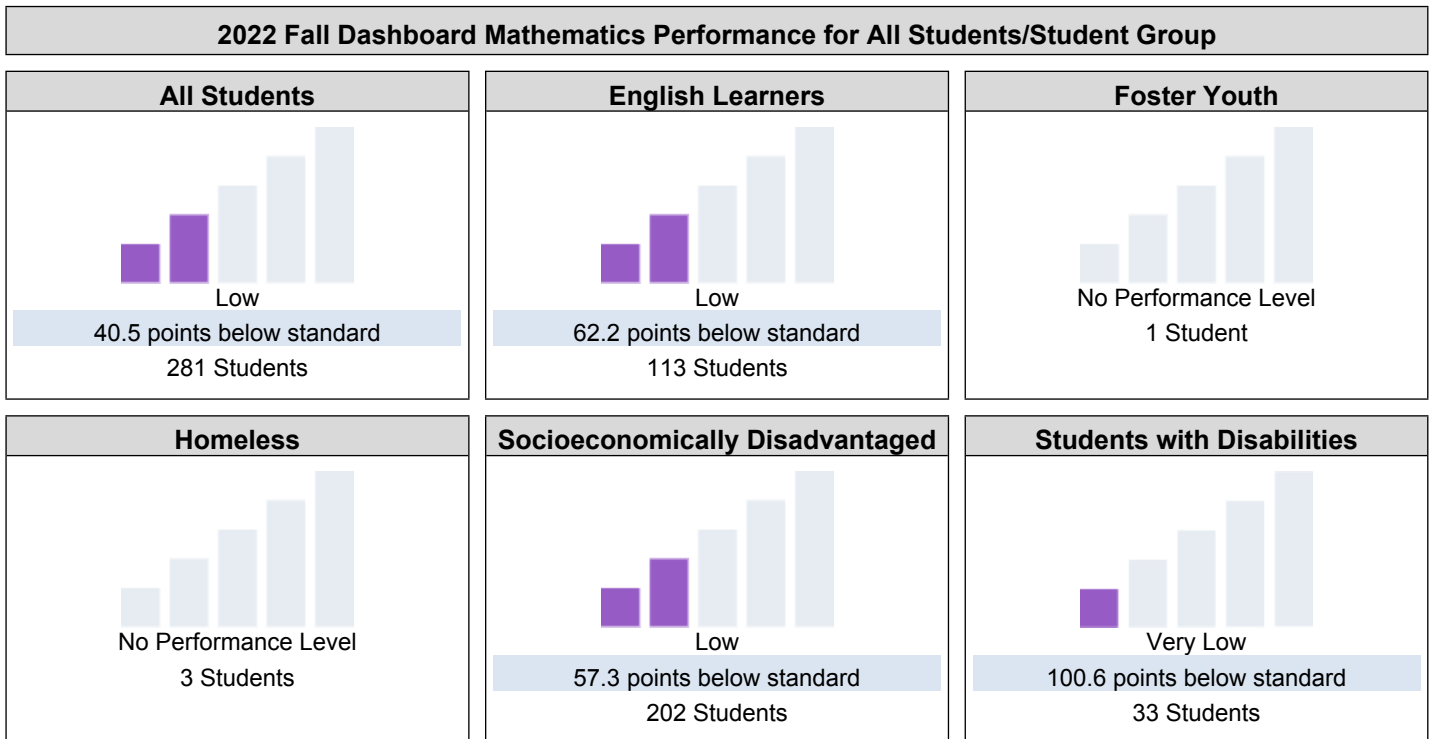
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



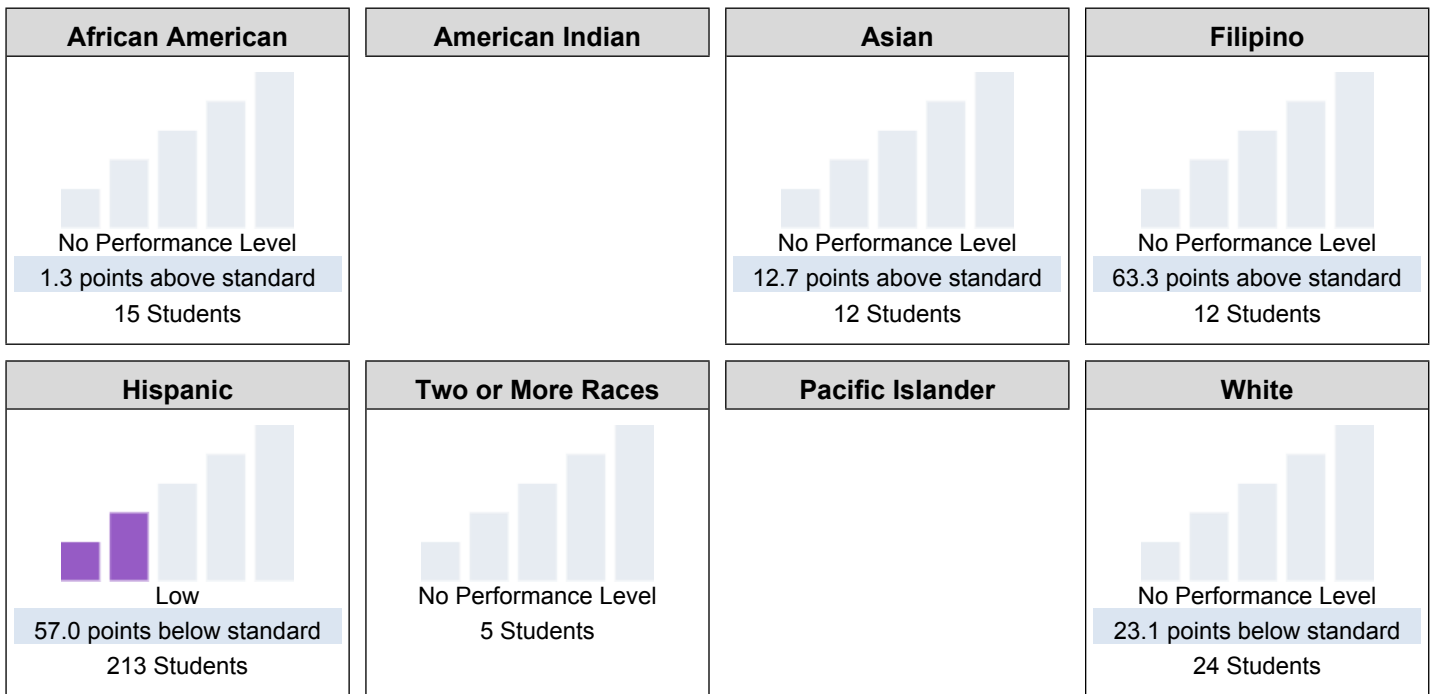
This section provides number of student groups in each level.



This section provides 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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| 70.6 points below standard 89 Students | 31.0 points below standard 24 Students | 25.8 points below standard 150 Students |

Conclusions based on this data:

- All students in grades 3-6 are performing 40.5 points below standard in Mathematics.
- Examining different subgroups, students with disabilities are performing 100.6 points below standard while socioeconomically disadvantaged are 57.3 points below and English Learners are 62.2 points below.
- When comparing the data for English Learners, current English Learners scored 70.6 points below the standard, Reclassified English Learners performed 31.0 points below, and English-only students scored 25.8 points below.

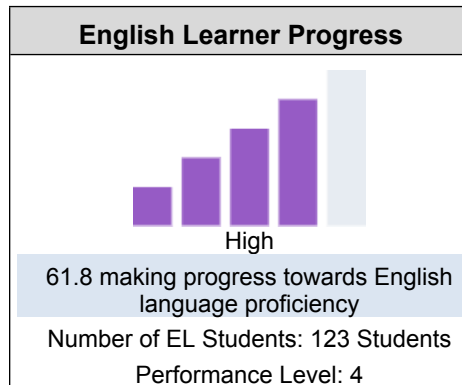
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 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.

2022 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 12.2% | 26.0% | 8.9% | 52.8% |

Conclusions based on this data:

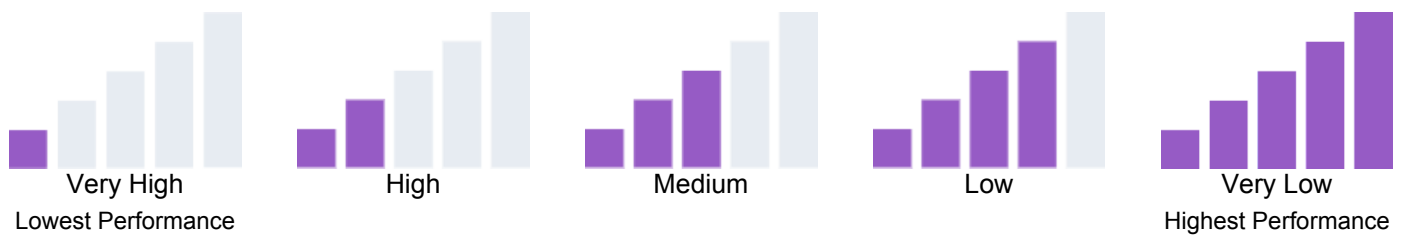
- 61.8% of English Learners are making progress towards proficiency.
- 52.8% of English Learners progressed at least one ELPI level while 12.2% decreased one ELPI level
- 26% of English Learners maintained ELPI level 1, 2L, 2H, 3L, or 3H, and 8.9% maintained ELPI Level 4.

School and Student Performance Data

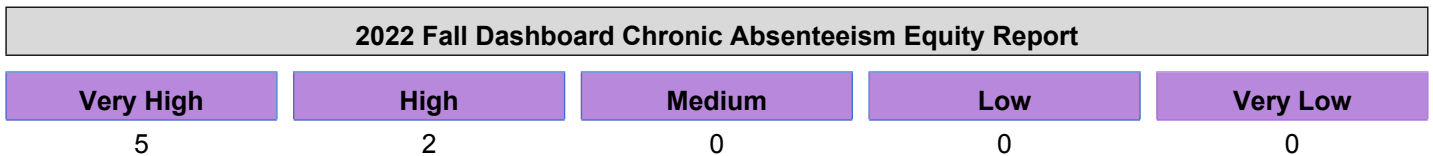
Academic Engagement Chronic Absenteeism

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

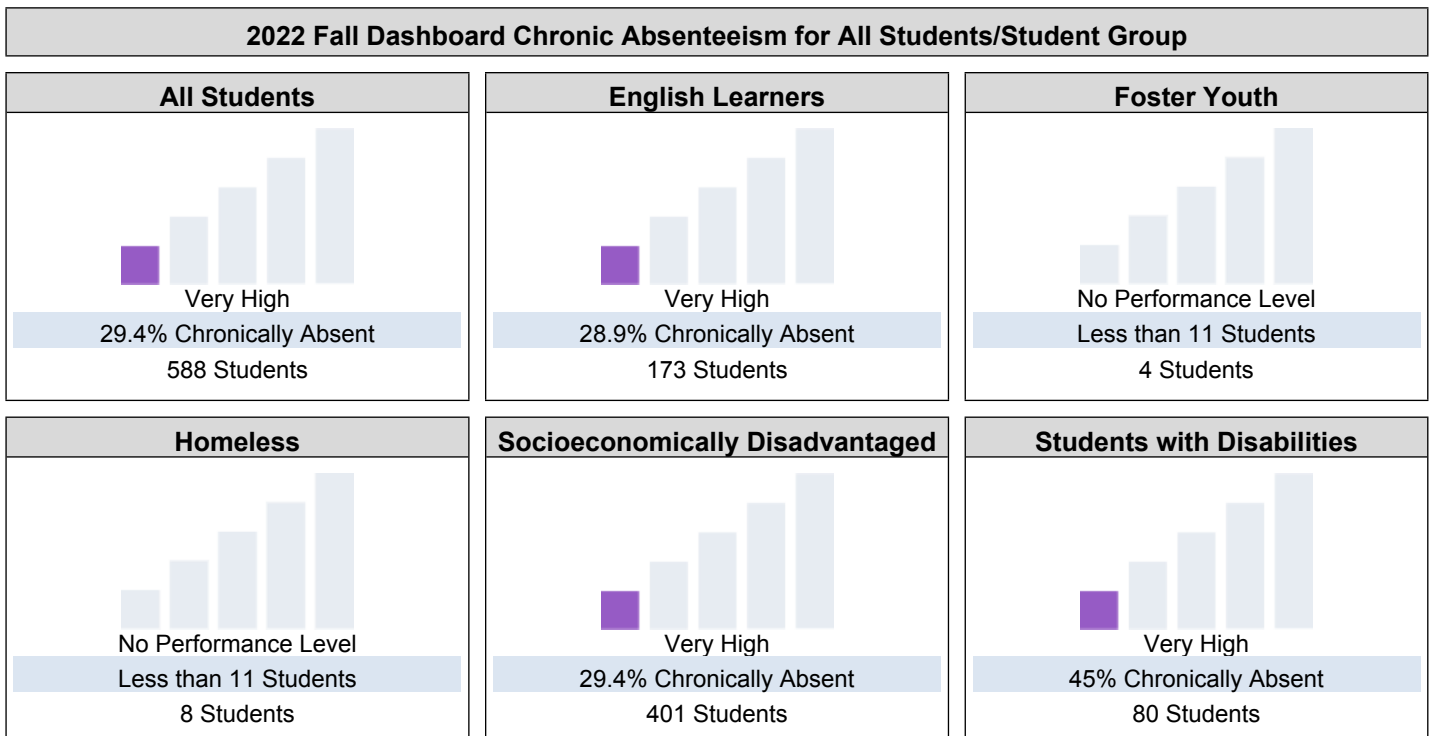
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



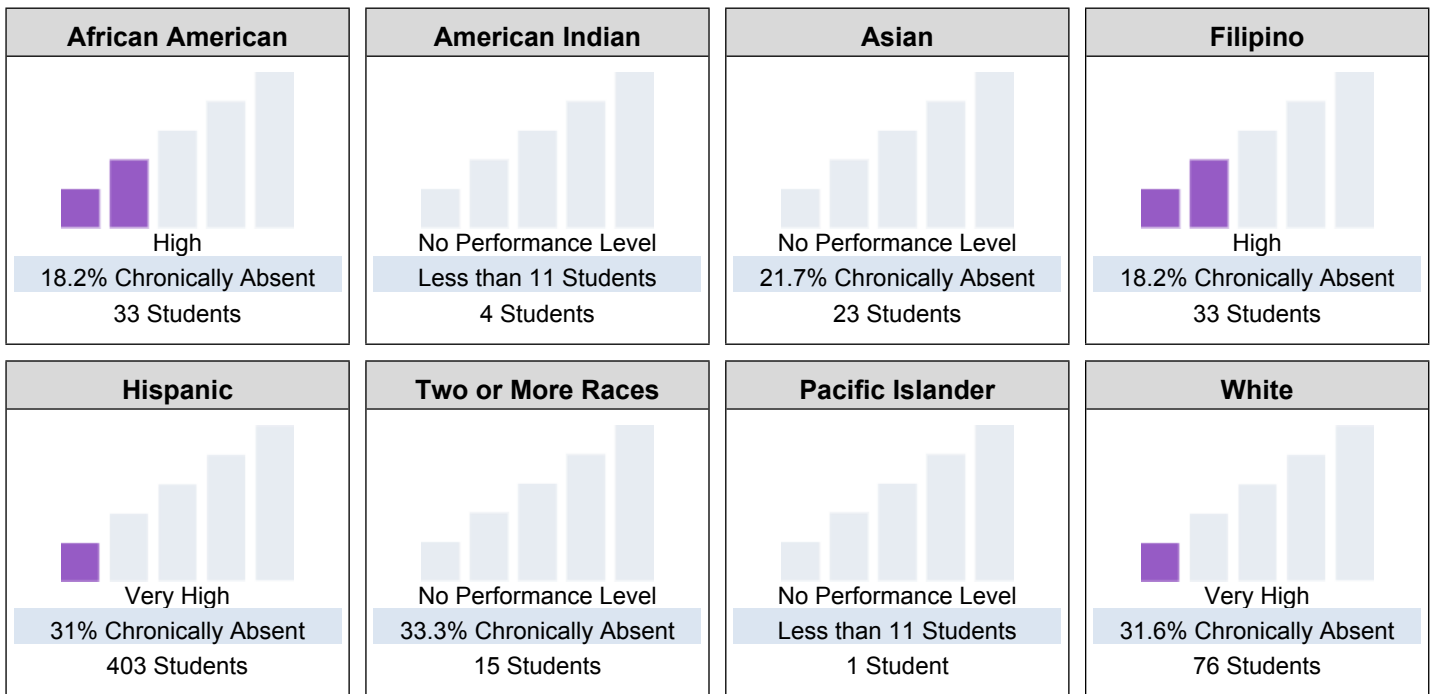
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

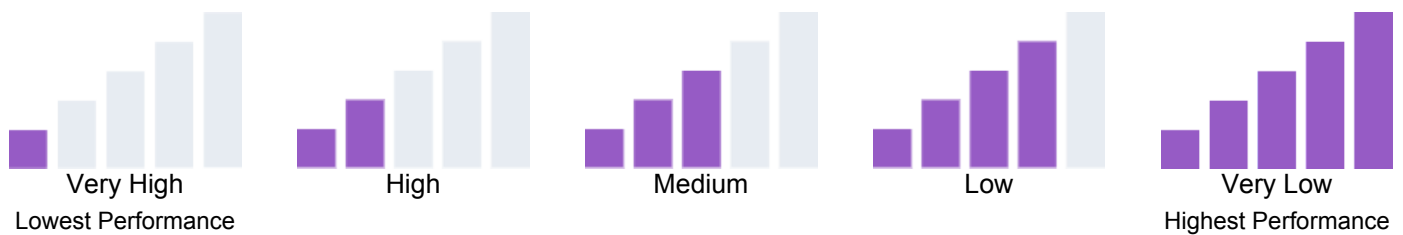
1. Overall, Valley View falls under the very high category for chronic absenteeism.
2. The Students with Disabilities subgroup represents the highest percentage at 45%. This is expected as the majority of students in this subgroup have medical fragility and compromised immune systems.
3. By race/ethnicity, the Hispanic and White student groups had a chronic absenteeism rate of 31%. The Filipino and African American student groups both had an 18.2% chronic absenteeism rate.

School and Student Performance Data

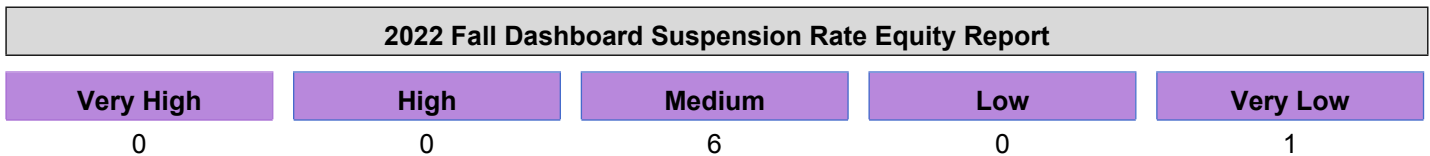
Conditions & Climate Suspension Rate

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

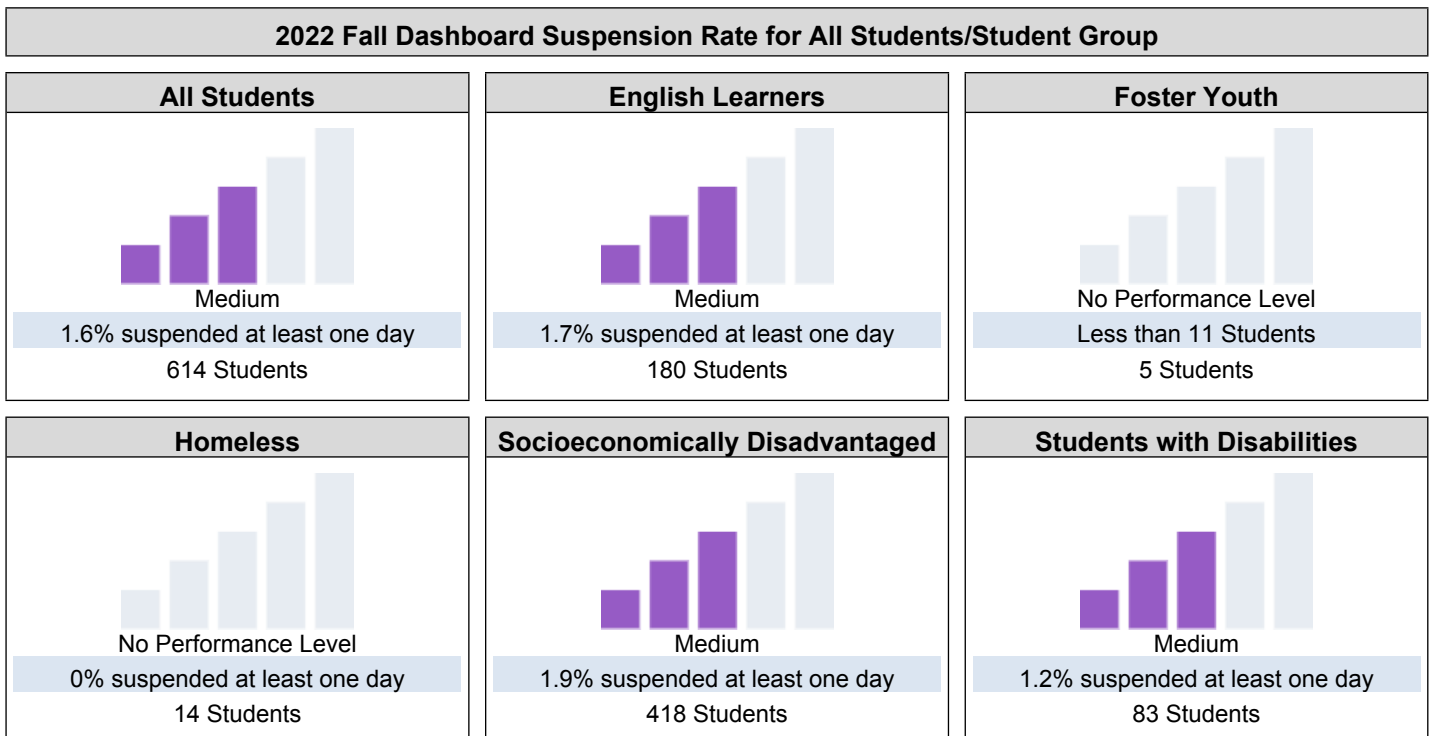
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



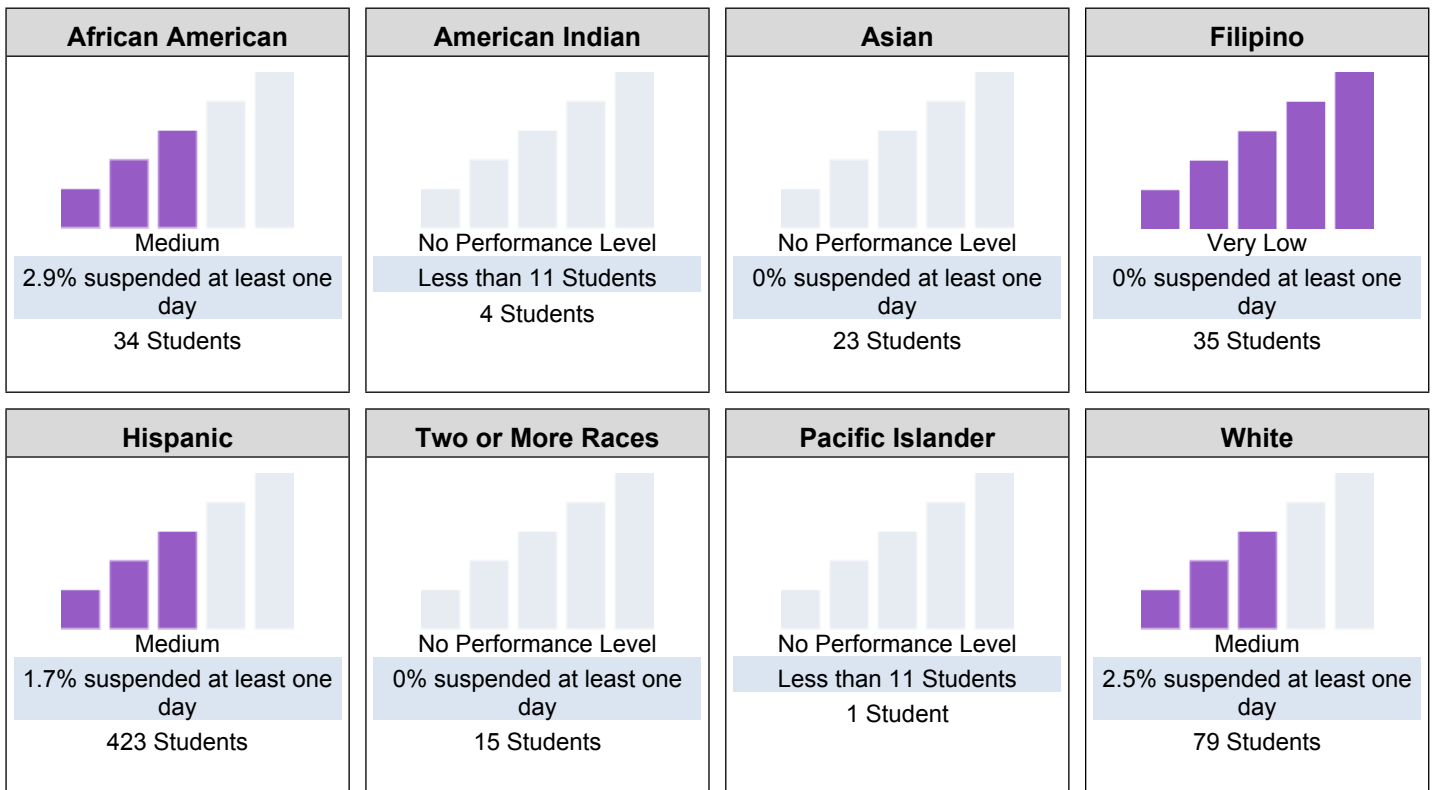
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. 1.6% of 614 students were suspended at least once, registering in the medium range of the Dashboard.
2. There were 6 subgroups are on the medium range for suspension: White, Hispanic, African American, Students with Disabilities, Socioeconomically Disadvantaged, and English Learners.
3. Filipino subgroup is on the very low range for suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Involvement

LEA/LCAP Goal

Effective teaching and administration

Goal 1

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

In the area of English-Language Arts, the overall percentage of students who met or exceeded grade level standards on their CAASPP assessment was 45%. A grade-level analysis shows that the percentage of students who met or exceeded grade level standards for 3rd grade is 55%, 4th grade is 58%, 5th grade is 27%, and 6th grade is 36%. 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.

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 48% of 3rd grade, 42% of 4th grade, 28% of 5th grade, and 36% 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.

The scores in ELA and Mathematics decreased from the previous 2018-2019 CAASPP data to the current 2021-2022 CAASPP data. Another crucial need is to support our Hispanic students in the area of English-Language Arts and Mathematics. Placing focus on providing support for our Hispanic students will impact our 213 Hispanic students in grades 3-6, which is 75.8% of our grade 3-6 population. Our TK-2 students will also benefit from our focus in this area.

The data illustrates that 61.8% of English Learners are making progress towards English language proficiency, which is higher than the statewide average.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|--|
| ELA | In 2021-2022, 45% 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%. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|--|
| Math | In 2021-2022, 35% of students in grades 3rd-6th were proficient in Math based on the CAASPP data. | In 2023-24, student proficiency will increase by 5%. |

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, including low income, English Learners, Homeless, Foster Youth, and White Subgroup.

Strategy/Activity

Work with District Office personnel to recruit and retain highly qualified staff using the District's evaluation procedures.

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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Recruitment/District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including low income, English Learners, Homeless, Foster Youth, and White Subgroup.

Strategy/Activity

Work with District Office to provide CA approved textbooks and materials in core subject areas.

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)

0

Source(s)

District Funded
4000-4999: Books And Supplies
Text Books/District Funded

| | |
|--------|---|
| | |
| 19,339 | LCFF-Base 4000-4999: Books And Supplies Subject Areas |
| 1,948 | LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Materials/Core Subject Areas |
| | Title I 4000-4999: Books And Supplies Materials/Core Subject Areas |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including low income, English Learners, Homeless, Foster Youth, and White Subgroup.

Strategy/Activity

Implement a maintenance plan to repair and maintain facilities and play area to support students' learning in safe and secure facilities.

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)

10,000

Source(s)

LCFF-Base
4000-4999: Books And Supplies
Custodial Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including low income, English Learners, Homeless, Foster Youth, and White Subgroup.

Strategy/Activity

Maintain noon supervisors to support all students' safety and supervision.

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)

1,200

Source(s)

LCFF-Base

| | |
|-----|--|
| | 2000-2999: Classified Personnel Salaries Additional Noon Supervision |
| 107 | LCFF-Base 3000-3999: Employee Benefits Additional Noon Supervision |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, including low income, English Learners, Homeless, Foster Youth, and White Subgroup.

Strategy/Activity

Valley View will conduct safety drills to support safety for all students and 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) |
|-----------|--|
| 700 | LCFF-Base 4000-4999: Books And Supplies Health Office Supplies |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, including low income, English Learners, Homeless, Foster Youth, and White Subgroup.

Strategy/Activity

Valley View will engage families of low income, homeless, Foster Youth, English Learners, and white subgroup students by regularly monitoring attendance and providing families resources to remove barriers and allow parents to communicate and engage with school 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) |
|-----------|---|
| 0 | District Funded 2000-2999: Classified Personnel Salaries Office Assistant Communication/Monitor Attendance |
| 0 | District Funded |

| | |
|-------|---|
| | 3000-3999: Employee Benefits Benefits to Office Support |
| 1,500 | LCFF-Base 2000-2999: Classified Personnel Salaries Additional Office Support |
| 200 | LCFF-Base 5000-5999: Services And Other Operating Expenditures Expenditures Postage |
| 4,500 | LCFF-Base 4000-4999: Books And Supplies Office Supplies |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Unduplicated Students

Strategy/Activity

Transportation will be provided to and from Valley View for unduplicated student populations living outside allowable zones to walk to school to remove barriers from accessing their educational programs.

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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
District Office/ Principal

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students, including low income, English Learners, Homeless, Foster Youth, and White Subgroup.

Strategy/Activity

All teachers will participate in 3 days of Professional Development during the school year.

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)

0

District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students, including low income, English Learners, Homeless, Foster Youth, and White Subgroup.

Strategy/Activity

Provide instructional textbook materials for TK-6th grade that are standards aligned in all subjects.

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)

0

District Funded
4000-4999: Books And Supplies
Textbooks

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students, including low income, English Learners, Homeless, Foster Youth, and White Subgroup.

Strategy/Activity

Provide professional development and opportunities to attend conferences and trainings.

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)

3959

LCFF-Base
1000-1999: Certificated Personnel Salaries
Conferences and Professional Development

3000

LCFF-Base
5800: Professional/Consulting Services And
Operating Expenditures
Conference Registration

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students, including low income, English Learners, Homeless, Foster Youth, and White Subgroup.

Strategy/Activity

Use Orton Gillingham Supplies to support student learning.

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)

3000

Source(s)

LCFF-Base
4000-4999: Books And Supplies
Orton Gillingham supplies and materials

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Throughout the 2022-2023 school year, the strategies and activities of Goal 1 were successfully implemented, fostering a positive and inclusive environment within our school community. By providing targeted support and personalized attention to students and families, we have observed positive student outcomes. This effective implementation played a key role in achieving the overall goal.

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

There 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 2021-2022 school year with the results from the 2022-2023 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 Subject

Student Achievement

LEA/LCAP Goal

Proficiency in Reading/Language Arts
 Proficiency in Math
 Proficiency for High Priority Students

Goal 2

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

Identified Need

In English-Language Arts, 45% of students met or exceeded grade level standards on the CAASPP assessment. In mathematics, the corresponding percentage was 35%. It is essential to prioritize support for our English Learners, Socioeconomically Disadvantaged, and Students with Disabilities in both subjects. Placing focus on providing support for these subgroups would impact 422 students or 74%% of population.

The enrollment at Valley View for the 2022-23 academic year is 568 students, with 157 of them being English Learners, representing 27.6% 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 RTI program and our Learning Support Teachers.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| English Learners: Reclassifications | In 2022-23, 19 students were reclassified. | In 2023-24, Reclassifications will increase by 5%. |
| ELA | In 2022-23, 48% of students qualified for Tier 2 intervention and 35% of students qualified for Tier 3 intervention support in English Language Arts. | In 2023-24, the percentage of students needing intervention in Language Arts will decrease by 5%. |
| Math | In 2022-23, 45% of students qualified for Tier 2 intervention and 46% of students qualified for Tier 3 intervention support in Mathematics. | In 2023-24, the percentage of students needing intervention in Math will decrease by 5%. |

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, including English Learners, Low Income students, Foster Youth, and White Subgroup.

Strategy/Activity

Extra Duty & Professional Development for teachers to address academic and SEL needs focusing on differentiation, use of multiple modalities, ways to utilize technology, as well as addressing SEL needs of students, specifically English Learners, Low Income students, Homeless/Foster Youth, and White Subgroup. Teacher - extra hours (data review & analysis/ data digs after school/ planning) ELD & LST 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)

9,000

Source(s)

LCFF- Supplemental/Concentration
1000-1999: Certificated Personnel Salaries
Professional Development/ Trainings, Data
Digs, PLC, Collaboration Time

1,814

LCFF- Supplemental/Concentration
3000-3999: Employee Benefits
Professional Development/ Trainings, Data
Digs, PLC, Collaboration Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including English Learners, Low Income students, Foster Youth, and White Subgroup.

Strategy/Activity

Provide Professional Development and trainings for all teachers in Orton-Gillingham.

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)

0

District Funded
1000-1999: Certificated Personnel Salaries
Principal/Teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including English Learners, Low Income students, Foster Youth, and White Subgroup.

Strategy/Activity

Valley View will purchase materials for the Orton-Gillingham for the Learning Support Teachers and Classroom Teachers

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)

2,000

Source(s)

LCFF- Supplemental/Concentration
4000-4999: Books And Supplies
OG supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including English Learners, Low Income students, Foster Youth, and White Subgroup.

Strategy/Activity

Hire an Intervention TOSA to support math intervention

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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
math intervention

0

District Funded
3000-3999: Employee Benefits
math intervention

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students, TK-2 Grade

Strategy/Activity

Scholastic Magazine - Monthly NonFictional Magazine for small group/Tier II instruction

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)

1,000

LCFF-Base
4000-4999: Books And Supplies
Materials and supplies

1,000

LCFF- Supplemental/Concentration
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students including EL, Low Income, Homeless/Foster Youth, and White Subgroup.

Strategy/Activity

Hire a part-time Science Lab Technician to support science curriculum and hands-on projects.

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)

0

District Funded
2000-2999: Classified Personnel Salaries
Science Lab Technician

0

District Funded
3000-3999: Employee Benefits
Science Lab Technician

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students including EL, Low Income, Homeless/Foster Youth, and White Subgroup.

Strategy/Activity

Hire 2 Learning Support Teachers (LST). The LSTs will provide direct student support and intervention through small group and one-on-one instruction within the general education classroom and/or the learning support class.

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) |
|-----------|---|
| 0 | District Funded 1000-1999: Certificated Personnel Salaries Intervention and support |
| 0 | District Funded 3000-3999: Employee Benefits |

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students including EL, Low Income, Homeless/Foster Youth, and White Subgroup.

Strategy/Activity

TOSA 40% will be hired to provide ELA and math intervention to support student learning and achievement.

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) |
|-----------|---|
| 17,042 | LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries TOSA 40% - Intervention |
| 4,148.00 | LCFF- Supplemental/Concentration 3000-3999: Employee Benefits TOSA 40% - Intervention |
| 23,534 | Title I 1000-1999: Certificated Personnel Salaries TOSA 40% - Intervention |
| 5,729 | Title I 3000-3999: Employee Benefits TOSA 40% - Intervention |

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

LSTs will administer the English Language Proficiency Assessment for California (ELPAC) for English Learners.

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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
ELPAC Assessment

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Sixth Grade Students

Strategy/Activity

Valley View will continue articulation with the William S Hart School District to support students transitioning to Middle School.

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)

0

Source(s)

District Funded
None Specified
SSSD - Hart District partnership

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Special Education

Strategy/Activity

Students with Special Needs will be given opportunities of inclusion with typically developing peers.

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)

0

Source(s)

District Funded
None Specified

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students including EL, Low Income, Homeless/Foster Youth, and White Subgroup.

Strategy/Activity

Hire an art teacher to support the VAPA program at Valley View.

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)

0

Source(s)

LCFF-Base
1000-1999: Certificated Personnel Salaries
Art Teacher Program

0

LCFF-Base
1000-1999: Certificated Personnel Salaries
Art Teacher Program

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The Goals and Strategies in Goal 2 were effectively implemented, specifically Learning Support Teachers and General Education teachers using Orton-Gillingham.

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

After-school tutoring was not implemented due to teacher availability constraints and the financial impact of staff raises. The other strategies and budgeted expenditures were implemented to meet Goal 2.

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.

Learning Support Teachers and training in Orton Gillingham will be required for 2023/2024 to improve foundational reading skills. An Intervention TOSA will be hired to address the critical need to support upper grade students in math.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family and Community Engagement & Involvement

LEA/LCAP Goal

Parents and community

Goal 3

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

Identified Need

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------|---|--|
| Parent Square | In 2022-23, Valley View reaches 99% of Parents via Parent Square. | In 2023-23, Valley View will work to maintain accurate records in order to reach 100% of families via Parent Square. |
| Parent Attendance | In 2022-23, Valley View has less than 5% participation in parent meetings for ELAC and Coffee with the Principal. | In 2023-23, Valley View will work to increase parent participation for ELAC and Coffee with the Principal. |
| Parent Conferences | In 2022-23, Valley View had 93% of families participating in conferences. | In 2023-23, Valley View will work to increase parent participation to 98% for parent conference with teachers. |

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

Support teachers to establish teacher websites.

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)

0

Source(s)

District Funded
None Specified
No cost

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

Increase communication for parents and community through use of District and School website and Parent Square.

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)

0

Source(s)

District Funded
None Specified
Website/Parent Square

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Office staff will support families in accessing the Aeries Parent Portal.

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)

0

Source(s)

District Funded
None Specified
Aeries/Parent Portal

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To assure low income students have awareness and access to community services, the District will provide a Student and Family Wellness Collaborative to engage community, staff, and parents to provide children and families with social/emotional assistance as well as basic needs inside and outside of school.

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)

0

Source(s)

District Funded
None Specified
Wellness Collaborative

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

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.

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)

1,000

Source(s)

LCFF- Supplemental/Concentration

4000-4999: Books And Supplies
Incentives, Awards, Certificates, Banners

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In an effort to partner with parents to improve student attendance and academics, 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.

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)

1,000

Source(s)

LCFF-Base
4000-4999: Books And Supplies
Incentives, Awards, Certificates, Banners

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In order to improve academics and promote college awareness, Valley View will purchase incentives, certificates, banners, pennants

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)

711

Source(s)

Title I
4000-4999: Books And Supplies
Banners, pennants, incentives

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All parents will have at least weekly and monthly communication with teachers and/or school (i.e., Parent Square messages, emails, phone call, newsletters, flyers, etc)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded
None Specified
Communication

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Principal will present information about academic assessments and achievement data of all students and subgroups, and how the school site develops the instructional support plan at SSC, ELAC, Coffee with the Principal, and PTA meetings.

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)

0

District Funded
None Specified
SSC/ELAC/Principal meetings

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Families of English Learners

Strategy/Activity

Valley View will provide additional translation services for the families of English Learners to remove language barriers that may impede families from information regarding their child's educational program.

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)

| | |
|-------|---|
| 1,500 | LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Translation |
| 133 | LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Translation |

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Valley View will provide after school and evening parent orientations/workshops, trainings, and parent nights.

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) |
|-----------|--|
| 300 | LCFF-Base 1000-1999: Certificated Personnel Salaries Teacher Extra Duty pay/hourly |
| 66 | LCFF-Base 3000-3999: Employee Benefits Benefits for hourly |
| 807 | LCFF-Base 4000-4999: Books And Supplies Materials and supplies |

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Advisory groups will continue at Valley View (such as ELAC, SSC) to provide input to our school plans (SPSA, Safety Plans, etc) to further support the educational programs for all students, especially unduplicated 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) |
|-----------|-----------|
|-----------|-----------|

| | |
|-----|--|
| 768 | LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extra Duty |
| 169 | LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Extra Duty |
| 300 | LCFF-Base 3000-3999: Employee Benefits Extra Duty |

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students including English Learners

Strategy/Activity

Valley View and the District Office will work to support the parents of English Learners who are scoring below proficiency by providing parent workshops, educational resources to support parents with meeting the needs of their child to achieve grade level standards.

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)

0

Source(s)

District Funded
None Specified
ELAC/ Coffee with the Principal

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students including English Learners

Strategy/Activity

Provide translation services to families as needed for IEPs, Goal Setting Conferences, Back to School Night, Annual Title 1 meeting, ELAC meetings, SSC meetings, Conferences, after school meetings and parent conferences etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

LCFF- Supplemental/Concentration
2000-2999: Classified Personnel Salaries

| | |
|----|--|
| | Interpreters/Translators |
| 44 | LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Interpreters/Translators |

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The Goals and Strategies in Goal 3 were effectively implemented in the 2022/2023 school year.

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

The intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals were met in 2022/2023.

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.

Improving parent engagement goal continues to be an identified need.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Supporting the whole child

LEA/LCAP Goal

Effective teaching and administration

Goal 4

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

Identified Need

Valley View recognizes the need for a social worker to support the social-emotional well-being of our students in light of the pandemic and the challenges of returning to school. Referrals for counseling services and our school social worker have increased during the 2022-23 school year. To address these needs, we prioritize social-emotional support through the Capturing Kids Hearts program, fostering positive relationships in our school community. Our school-based social worker provided individual and group counseling, along with classroom presentations focusing on social-emotional needs during the 2022-2023 school year. They also supported families dealing with chronic absenteeism. Notably, our overall attendance rate for the school year was 92.6%.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------|--|---|
| Increase attendance | 2022-23, the average monthly attendance was 92.6% increasing .6 from last year. | In 2023-24, average monthly attendance will increase by 5%. |
| Decrease suspensions | Valley View had 10 suspensions last year. | For the 2023-24 school year, Valley View decrease suspensions by 5%. |
| Parent Involvement | In 2022-23, Valley View had 6 active Parent PTA volunteers. At ELAC meetings, the average number of parents in attendance was less than 5. | In 2023-24, Parent Involvement for PTA volunteers will increase by 10 parents volunteering. In 2023-24, parent participation at ELAC meetings will increase by 5 parents. |

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, including low income, English Learners, Foster Youth, and White Students subgroup.

Strategy/Activity

Administer the CA Healthy Kids Survey and the LCAP survey to 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)

0

Source(s)

District Funded
None Specified
Data collection

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including low income, English Learners, Foster Youth, and White Students subgroup.

Strategy/Activity

Provide Health Supplies

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)

1,500.00

Source(s)

LCFF-Base
4000-4999: Books And Supplies
Health Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including low income, English Learners, Foster Youth, and White Students subgroup.

Strategy/Activity

Valley View will address the social-emotional learning of all students by hiring a 50% school-based social worker. The social worker will also work with students/families who have chronic absenteeism and remove any barriers to ensure they attend school regularly.

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) |
|-----------|---|
| 42,138 | Title I 1000-1999: Certificated Personnel Salaries SEL/Attendance support |
| 14,704 | Title I 3000-3999: Employee Benefits |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including low income, English Learners, Foster Youth, and White Students subgroup.

Strategy/Activity

Provide small group counseling for identified students to support their social/emotional (and academic) success in school.

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) |
|-----------|---|
| 0 | District Funded 2000-2999: Classified Personnel Salaries Small group counseling |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, including low income, English Learners, Foster Youth, and White Students subgroup.

Strategy/Activity

Utilize the Behavioral Intervention Specialist and Behavior Intervention Assistants (B.I.A.s) from the District level to support students in regular and special education classes to support student connectedness and access to the core curriculum.

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) |
|-----------|-----------------|
| 0 | District Funded |

2000-2999: Classified Personnel Salaries
Behavior support

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, including low income, English Learners, Foster Youth, and White Students subgroup.

Strategy/Activity

Valley View will hold regular Leadership Team Meetings to support the instructional program.

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)

4,000

Source(s)

LCFF-Base
3000-3999: Employee Benefits
Extra Duty: ILT Meetings

973

LCFF-Base
3000-3999: Employee Benefits
Extra Duty: ILT Meetings

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The implementation of Capturing Kids Hearts and School based counseling services was implemented effectively to support students and families.

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

The intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals in Goal 4 were implemented effectively.

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 order to better support students, teachers will be provided training to help address the social emotional needs of students.

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 | \$0 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$185,333.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I | \$86,816.00 |

Subtotal of additional federal funds included for this school: **\$86,816.00**

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/Concentration | \$41,066.00 |
| LCFF-Base | \$57,451.00 |

Subtotal of state or local funds included for this school: **\$98,517.00**

Total of federal, state, and/or local funds for this school: **\$185,333.00**

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/Concentration | 41,066 | 0.00 |
| LCFF-Base | 57,451 | 0.00 |
| Title I | 86,816 | 0.00 |
| PTA | 0 | 0.00 |
| Misc. Grants | 0 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------------|-----------|
| District Funded | 0.00 |
| LCFF- Supplemental/Concentration | 41,066.00 |
| LCFF-Base | 57,451.00 |
| Title I | 86,816.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|-----------|
| | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 96,741.00 |
| 2000-2999: Classified Personnel Salaries | 5,002.00 |
| 3000-3999: Employee Benefits | 31,885.00 |
| 4000-4999: Books And Supplies | 48,505.00 |
| 5000-5999: Services And Other Operating Expenditures | 200.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 3,000.00 |
| None Specified | 0.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|----------------------------------|-----------|
| | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 0.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 0.00 |
| 3000-3999: Employee Benefits | District Funded | 0.00 |
| 4000-4999: Books And Supplies | District Funded | 0.00 |
| None Specified | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF- Supplemental/Concentration | 26,810.00 |
| 2000-2999: Classified Personnel Salaries | LCFF- Supplemental/Concentration | 2,302.00 |
| 3000-3999: Employee Benefits | LCFF- Supplemental/Concentration | 6,006.00 |
| 4000-4999: Books And Supplies | LCFF- Supplemental/Concentration | 5,948.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF-Base | 4,259.00 |
| 2000-2999: Classified Personnel Salaries | LCFF-Base | 2,700.00 |
| 3000-3999: Employee Benefits | LCFF-Base | 5,446.00 |
| 4000-4999: Books And Supplies | LCFF-Base | 41,846.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF-Base | 200.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF-Base | 3,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 65,672.00 |
| 3000-3999: Employee Benefits | Title I | 20,433.00 |
| 4000-4999: Books And Supplies | Title I | 711.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 49,453.00 |
| Goal 2 | 65,267.00 |

Goal 3

7,298.00

Goal 4

63,315.00

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 |
| Valarie Tyler-Mims, Parent | Parent or Community Member |
| Susy Campos, Parent | Parent or Community Member |
| William Foster, Parent | Parent or Community Member |
| Brian Linger, Parent | Parent or Community Member |
| Mona Walker, Other - Computer Lab Sp. | Other School Staff |
| Vincent Ortiz, Teacher | Classroom Teacher |
| Misty Ryan, Teacher | Classroom Teacher |
| Kaitlyn Graff, 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.

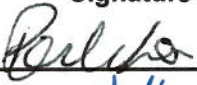
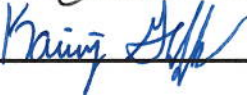
Recommendations and Assurances

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 5/23/22.

Attested:

| | |
|--|---|
|  _____ | Principal, Diem Johnson on 5/30/23 |
|  _____ | SSC Chairperson, Susy Campos on 5/30/23 |