

School Year: **2022-23**



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 23, 2022	June 22, 2022

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

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 Single Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies based on analysis of quantifiable and qualitative data. Valley View's plan will serve to improve student academic outcomes, student engagement, school climate and the involvement of parents and the school community. The SPSA is aligned with the District Local Control Accountability Plan (LCAP) and measurable student outcomes are in support of the LCAP goals, metrics and targets for improvement. The SPSA is a plan that is developed in collaboration with input from stakeholders and finalized and approved for submission to the Board of Education by the School Site Council.

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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. This year, due to school closures from Covid-19, survey information included feedback on distance learning, including ways to strengthen the instructional program, provide necessary professional development, and gain an understanding on ways to support families during this time of remote teaching.

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 2020-2021 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 2020-2021 school year started, teachers participated in 32 hours of virtual 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 two Teachers 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 2020-2021 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 2020-2021 academic school year. Through a series of four workshop 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 “2020-2021 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 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.

Stakeholder 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 meeting on 4/18/22.
Input from teacher leadership team leads in regards to team needs on 4/14/22 and 5/19/22.
Input from School Site Council on 2/28/22, 3/14/22, 4/25/22, 5/23/22, and 5/31/22
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.

Inequities in materials at home occur within all subgroups with general materials and technology. Funds allocated to purchase 1:1 technology and general supplies for in class and home use. Availability of home support by an adult varies for each child.

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		
	18-19	19-20	20-21
Kindergarten	107	106	77
Grade 1	88	82	75
Grade 2	77	94	79
Grade3	80	87	92
Grade 4	69	81	79
Grade 5	72	79	82
Grade 6	82	78	74
Total Enrollment	575	607	558

Conclusions based on this data:

1. Valley View serves a diverse population of students and families, and we need to continue to find ways to support all of our family groups.
2. Valley View largest student group is Hispanic/Latino (69.4%). We need to continue to increase our parent participation in ELAC and other advisory committees to continue to support students' social emotional needs and academic achievement.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	170	171	161	29.6%	28.2%	28.9%
Fluent English Proficient (FEP)	71	73	61	12.3%	12.0%	10.9%
Reclassified Fluent English Proficient (RFEP)	26	14	10	13.9%	8.2%	5.8%

Conclusions based on this data:

1. The percentage of EL learners at Valley View has maintained between 28-29% of the enrollment.
2. There was a significant decrease in the number of RFEP students in the 20-21 school year.
3. We need to continue to examine our teaching practices during our Designated English Language Development and ensure that the instruction is targeting the necessary skills our English Learners need to make steady progress towards English Language proficiency.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	77	79	88	76	78	0	76	78	0	98.7	98.7	0.0
Grade 4	69	69	75	68	69	0	68	69	0	98.6	100	0.0
Grade 5	83	67	77	83	67	0	83	67	0	100	100	0.0
Grade 6	73	82	74	73	82	0	73	82	0	100	100	0.0
All Grades	302	297	314	300	296	0	300	296	0	99.3	99.7	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2499.	2473.		53.95	42.31		26.32	25.64		13.16	17.95		6.58	14.10	
Grade 4	2489.	2498.		33.82	33.33		29.41	28.99		13.24	23.19		23.53	14.49	
Grade 5	2507.	2515.		18.07	23.88		32.53	38.81		27.71	11.94		21.69	25.37	
Grade 6	2566.	2531.		27.40	18.29		43.84	30.49		16.44	31.71		12.33	19.51	
All Grades	N/A	N/A	N/A	33.00	29.39		33.00	30.74		18.00	21.62		16.00	18.24	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.79	37.18		48.68	44.87		10.53	17.95	
Grade 4	26.47	33.33		52.94	52.17		20.59	14.49	
Grade 5	28.92	23.88		43.37	50.75		27.71	25.37	
Grade 6	42.47	19.51		34.25	46.34		23.29	34.15	
All Grades	34.67	28.38		44.67	48.31		20.67	23.31	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	52.63	46.15		40.79	41.03		6.58	12.82	
Grade 4	33.82	24.64		39.71	62.32		26.47	13.04	
Grade 5	33.73	34.33		44.58	47.76		21.69	17.91	
Grade 6	28.77	18.29		56.16	65.85		15.07	15.85	
All Grades	37.33	30.74		45.33	54.39		17.33	14.86	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.79	29.49		51.32	62.82		7.89	7.69	
Grade 4	26.47	20.29		60.29	69.57		13.24	10.14	
Grade 5	18.07	22.39		62.65	58.21		19.28	19.40	
Grade 6	21.92	9.76		67.12	74.39		10.96	15.85	
All Grades	26.67	20.27		60.33	66.55		13.00	13.18	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	73.68	48.72		23.68	37.18		2.63	14.10	
Grade 4	35.29	28.99		51.47	57.97		13.24	13.04	
Grade 5	27.71	31.34		54.22	47.76		18.07	20.90	
Grade 6	46.58	26.83		47.95	51.22		5.48	21.95	
All Grades	45.67	34.12		44.33	48.31		10.00	17.57	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Valley View saw a decrease in percentage of students scoring "Above Standard" in 3rd, 4th and 6th grade in the area of Research/Inquiry investigating, analyzing, and presenting information
2. The Overall achievement of 5th grades students scoring at the "Standard Exceeded" increased by 5.81% and "Standard Met" by 6.28%.

3. For the Reading claim Valley View 4th grade students' decreased the percentage of students scoring at the "Below Standard by 6.1%.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	77	79	88	74	79	0	74	79	0	96.1	100	0.0
Grade 4	69	69	75	69	69	0	69	69	0	100	100	0.0
Grade 5	83	67	77	83	67	0	83	67	0	100	100	0.0
Grade 6	73	82	74	73	82	0	73	82	0	100	100	0.0
All Grades	302	297	314	299	297	0	299	297	0	99	100	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2505.	2474.		56.76	40.51		25.68	27.85		9.46	20.25		8.11	11.39	
Grade 4	2495.	2504.		23.19	27.54		28.99	34.78		33.33	24.64		14.49	13.04	
Grade 5	2499.	2519.		20.48	20.90		16.87	23.88		32.53	31.34		30.12	23.88	
Grade 6	2555.	2516.		27.40	14.63		27.40	20.73		27.40	26.83		17.81	37.80	
All Grades	N/A	N/A	N/A	31.77	25.93		24.41	26.60		25.75	25.59		18.06	21.89	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	68.92	53.16		21.62	31.65		9.46	15.19	
Grade 4	42.03	44.93		31.88	37.68		26.09	17.39	
Grade 5	24.10	26.87		24.10	41.79		51.81	31.34	
Grade 6	34.25	21.95		42.47	32.93		23.29	45.12	
All Grades	41.81	36.70		29.77	35.69		28.43	27.61	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	55.41	37.97		32.43	45.57		12.16	16.46	
Grade 4	26.09	27.54		47.83	50.72		26.09	21.74	
Grade 5	25.30	19.40		46.99	52.24		27.71	28.36	
Grade 6	27.40	15.85		43.84	43.90		28.77	40.24	
All Grades	33.44	25.25		42.81	47.81		23.75	26.94	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67.57	44.30		24.32	46.84		8.11	8.86	
Grade 4	33.33	33.33		44.93	52.17		21.74	14.49	
Grade 5	18.07	22.39		51.81	53.73		30.12	23.88	
Grade 6	28.77	19.51		46.58	42.68		24.66	37.80	
All Grades	36.45	29.97		42.14	48.48		21.40	21.55	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Valley View's 5th grade students had a decrease in the percentage of students scoring in the "Below Standard by 20.47% (51.81% to 31.34%) in the "Claim" Concepts & Procedures Applying mathematical concepts and procedures.
2. Valley View's 5th grade students had an increase in the percentage of students scoring in the "At or Near Standard" of 17.69% (24.10% to 41.79%) in the "Claim" Concepts & Procedures Applying mathematical concepts and procedures.
3. 52.53% of Valley View students Overall scored in Standard Exceeded or Standard Met Achievement Levels.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1451.0	1451.8	1418.0	1461.5	1462.8	1435.4	1426.4	1425.8	1377.3	42	36	16
1	1500.4	1481.6	1428.9	1509.7	1485.7	1449.2	1490.5	1477.1	1408.1	28	34	18
2	1499.0	1538.0	1491.4	1489.4	1527.5	1501.7	1508.2	1547.7	1480.8	26	30	30
3	1508.7	1496.3	1480.1	1491.3	1483.7	1480.5	1525.6	1508.3	1479.3	25	19	29
4	*	1538.5	1499.0	*	1535.5	1500.5	*	1541.2	1497.1	*	17	28
5	1519.0	*	1504.9	1521.5	*	1497.1	1516.1	*	1512.3	13	10	17
6	*	1536.4	*	*	1542.4	*	*	1530.1	*	*	12	10
All Grades										154	158	148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	61.90	19.44	18.75	*	61.11	18.75	*	16.67	50.00	*	2.78	12.50	42	36	16
1	85.71	32.35	11.11	*	55.88	33.33	*	5.88	16.67		5.88	38.89	28	34	18
2	53.85	53.33	13.33	*	33.33	50.00	*	13.33	30.00		0.00	6.67	26	30	30
3	*	15.79	24.14	44.00	42.11	31.03	*	36.84	37.93	*	5.26	6.90	25	19	29
4		35.29	21.43	*	41.18	39.29	*	23.53	28.57	*	0.00	10.71	*	17	28
5	*	*	6.25	*	*	43.75	*	*	37.50	*	*	12.50	13	*	16
6	*	16.67	*	*	66.67	*		16.67	*	*	0.00	*	*	12	*
All Grades	51.30	29.11	17.01	29.87	50.00	38.10	15.58	17.72	32.65	*	3.16	12.24	154	158	147

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	69.05	33.33	18.75	*	52.78	43.75	*	11.11	31.25	*	2.78	6.25	42	36	16
1	85.71	38.24	33.33	*	52.94	27.78	*	2.94	16.67		5.88	22.22	28	34	18
2	42.31	63.33	36.67	50.00	26.67	43.33	*	10.00	20.00		0.00	0.00	26	30	30
3	*	26.32	34.48	*	47.37	44.83	*	21.05	10.34		5.26	10.34	25	19	29
4	*	52.94	42.86	*	35.29	39.29	*	11.76	7.14	*	0.00	10.71	*	17	28
5	*	*	25.00	*	*	43.75	*	*	12.50		*	18.75	13	*	16
6	*	66.67	*	*	33.33	*		0.00	*	*	0.00	*	*	12	*
All Grades	57.14	43.67	32.65	29.87	44.30	42.18	11.04	8.86	15.65	*	3.16	9.52	154	158	147

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	45.24	13.89	12.50	*	41.67	6.25	33.33	41.67	43.75	*	2.78	37.50	42	36	16
1	64.29	23.53	11.11	*	58.82	22.22	*	8.82	16.67		8.82	50.00	28	34	18
2	42.31	30.00	16.67	*	53.33	33.33	*	13.33	20.00	*	3.33	30.00	26	30	30
3	*	10.53	17.24	*	31.58	17.24	*	52.63	44.83	*	5.26	20.69	25	19	29
4		23.53	7.14	*	41.18	32.14	*	35.29	28.57	*	0.00	32.14	*	17	28
5	*	*	0.00	*	*	12.50	*	*	68.75	*	*	18.75	13	*	16
6	*	8.33	*	*	16.67	*	*	58.33	*	*	16.67	*	*	12	*
All Grades	39.61	18.35	12.24	27.27	43.04	22.45	27.92	32.28	36.05	*	6.33	29.25	154	158	147

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	73.81	33.33	25.00	*	66.67	68.75	*	0.00	6.25	42	36	16
1	92.86	85.29	44.44	*	8.82	33.33		5.88	22.22	28	34	18
2	61.54	63.33	40.00	*	36.67	60.00		0.00	0.00	26	30	30
3	*	5.26	27.59	68.00	89.47	58.62	*	5.26	13.79	25	19	29
4	*	41.18	39.29	*	58.82	46.43	*	0.00	14.29	*	17	28
5	*	*	6.25	*	*	62.50		*	31.25	13	*	16
6	*	0.00	*	*	91.67	*	*	8.33	*	*	12	*
All Grades	61.04	44.30	31.29	35.06	52.53	55.78	*	3.16	12.93	154	158	147

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	66.67	44.44	6.25	30.95	47.22	75.00	*	8.33	18.75	42	36	16
1	64.29	20.59	22.22	*	73.53	50.00		5.88	27.78	28	34	18
2	53.85	53.33	36.67	42.31	46.67	56.67	*	0.00	6.67	26	30	30
3	52.00	63.16	62.07	*	31.58	27.59	*	5.26	10.34	25	19	29
4	*	47.06	67.86	*	47.06	21.43	*	5.88	10.71	*	17	28
5	*	*	62.50	*	*	25.00	*	*	12.50	13	*	16
6	*	91.67	*	*	8.33	*	*	0.00	*	*	12	*
All Grades	58.44	46.84	46.26	36.36	48.10	40.82	*	5.06	12.93	154	158	147

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	30.95	2.78	6.25	64.29	97.22	68.75	*	0.00	25.00	42	36	16
1	85.71	61.76	16.67	*	29.41	33.33	*	8.82	50.00	28	34	18
2	57.69	30.00	13.33	*	66.67	63.33	*	3.33	23.33	26	30	30
3	*	5.26	13.79	64.00	57.89	51.72	*	36.84	34.48	25	19	29
4		11.76	10.71	*	76.47	60.71	*	11.76	28.57	*	17	28
5	*	*	0.00	*	*	75.00	*	*	25.00	13	*	16
6	*	0.00	*	*	33.33	*	*	66.67	*	*	12	*
All Grades	39.61	22.78	11.56	47.40	62.66	56.46	12.99	14.56	31.97	154	158	147

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	59.52	50.00	18.75	28.57	44.44	18.75	*	5.56	62.50	42	36	16
1	*	14.71	5.56	67.86	76.47	38.89		8.82	55.56	28	34	18
2	*	40.00	20.00	61.54	56.67	46.67		3.33	33.33	26	30	30
3	*	31.58	24.14	56.00	63.16	62.07	*	5.26	13.79	25	19	29
4	*	29.41	17.86	*	70.59	53.57	*	0.00	28.57	*	17	28
5	*	*	0.00	*	*	68.75	*	*	31.25	13	*	16
6	*	33.33	*	*	66.67	*	*	0.00	*	*	12	*
All Grades	42.21	31.65	17.69	51.30	62.66	50.34	*	5.70	31.97	154	158	147

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Our 4th-6th grade students are not consistently scoring in the Well Developed range in the area of Reading and Writing. For our long term English Learners, we need to provide explicit, targeted instruction in these areas to ensure their scores increase in the area of Reading and Writing.
- In the area of Listening and Speaking we have a higher percentage of students scoring in the well developed range. We need to closely monitor our students who are consistently scoring in the Somewhat/Moderately developed range in the area of Reading and Writing on the ELPAC and provide additional supports.
- Overall, we will continue to support our English Learners with Integrated and designated ELD supports in the classroom across all subject matter.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
558	68.1	28.9	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	161	28.9
Foster Youth	1	0.2
Homeless	4	0.7
Socioeconomically Disadvantaged	380	68.1
Students with Disabilities	67	12.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	7.5
American Indian or Alaska Native	3	0.5
Asian	20	3.6
Filipino	25	4.5
Hispanic	387	69.4
Two or More Races	15	2.7
Native Hawaiian or Pacific Islander	1	0.2
White	63	11.3

Conclusions based on this data:

1. Valley View serves a diverse population of students and families, and we need to continue to find ways to support all of our family groups.

2. With 67.9% socioeconomically disadvantaged students, we need to continue to ensure that we are providing academic and social emotional support for our students to ensure that they are continuing to make excellent academic progress.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Green		

Conclusions based on this data:

1. The data indicates overall for ELA and Math Valley View Students are scoring at the second highest performance level (green).
2. The data indicates overall for Suspension Rate we are at the highest performance level (blue).
3. The data indicates overall for Chronic Absenteeism we are scoring at the second to lowest performance level (orange).

School and Student Performance Data

Academic Performance English Language Arts

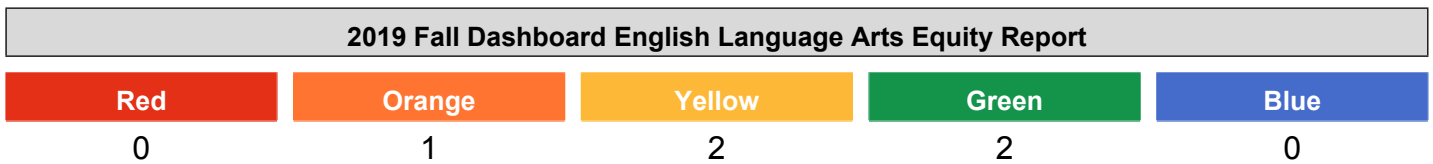
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 19.2 points above standard Declined -14.3 points 286	<p>English Learners</p> Yellow 0.1 points above standard Declined Significantly -25.4 points 115	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> Orange 16 points below standard Declined Significantly -47.9 points 42	<p>Socioeconomically Disadvantaged</p> Yellow 4.3 points above standard Declined Significantly -23.6 points 212	<p>Students with Disabilities</p> No Performance Color 23.3 points below standard Declined -13 points 36

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 27.7 points above standard Increased ++9.7 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Green 11.5 points above standard Declined -14.1 points 192	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Green 43.7 points above standard Declined Significantly -23.2 points 39

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
48.4 points below standard Declined Significantly -37.8 points 54	43 points above standard Declined -8.6 points 61	31.7 points above standard Declined -6.9 points 161

Conclusions based on this data:

- The data indicates Overall in ELA we are 19.2 points above standard.
- English Learners declined significantly by 37.8 points.
- Socioeconomically disadvantage students are 4.3 points above standard with a decline of 23.6 points.

School and Student Performance Data

Academic Performance Mathematics

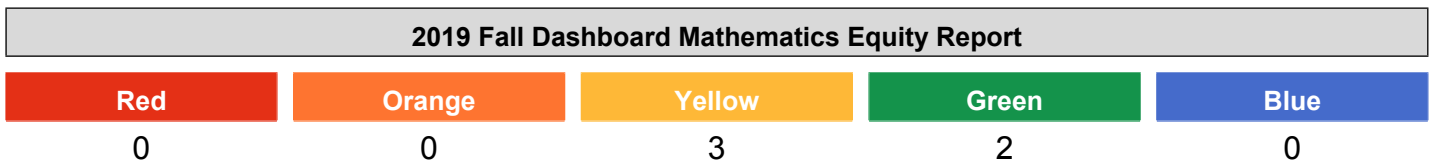
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Green 4.2 points above standard Declined -10.4 points 281	<p>English Learners</p> Yellow 6.1 points below standard Declined Significantly -16.9 points 114	<p>Foster Youth</p>
<p>Homeless</p> Yellow 21.3 points below standard Declined Significantly -35.6 points 40	<p>Socioeconomically Disadvantaged</p> Yellow 7.9 points below standard Declined Significantly -17.7 points 210	<p>Students with Disabilities</p> No Performance Color 28.4 points below standard Increased ++12.2 points 31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4.3 points below standard Maintained ++0.3 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Green 0 points below standard Declined -9.9 points 190	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 Green 30.9 points above standard Declined -11.1 points 36

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
41.6 points below standard Declined Significantly -28.6 points 54	26 points above standard Maintained -2.2 points 60	9.8 points above standard Declined -8 points 157

Conclusions based on this data:

1. The data indicates Overall all students are 4.2 points above standard with a decline of 10.4 points.
2. English Learners are 6.1 points below standard with a decline of 16.9 points.
3. Socioeconomically disadvantage students that are 7.9 points below standard a decline of 17.7 points.

School and Student Performance Data

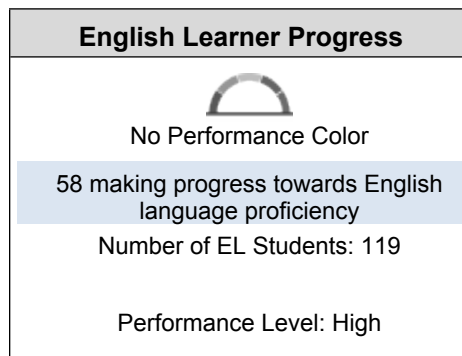
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 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.

2019 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
15.9	26.0	11.7	46.2

Conclusions based on this data:

- 58% of English Learners are making progress toward English Language proficiency.
- 46.2% English Learners progressed at least one ELPI Level and 11.7% maintained ELPI level 4
- 26% English Learners Maintained ELPI levels 1, 2L, 2H, 3L, or 3H. 15.9% decreased one ELPI Level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

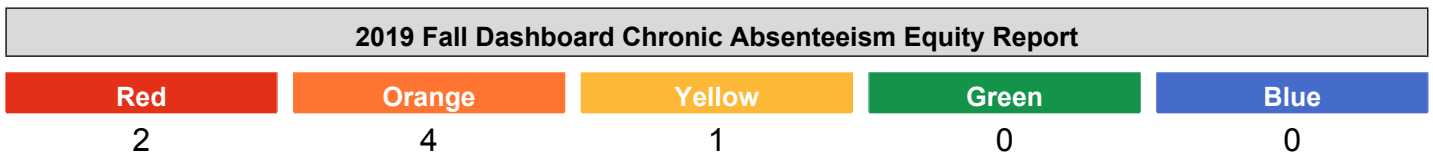
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 13.8 Increased +1.8 614	<p>English Learners</p> Orange 11 Maintained -0.3 181	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> Yellow 12 Declined -2.1 83	<p>Socioeconomically Disadvantaged</p> Red 14.9 Increased Significantly +3.1 449	<p>Students with Disabilities</p> Red 25.6 Maintained +0.3 86

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 16.7 Increased +6.1 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 8.7 Declined -8 23	 No Performance Color 4.8 Maintained 0 21
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14.4 Increased +1.3 411	 No Performance Color 5.6 Maintained -0.3 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 12.2 Increased +2.1 82

Conclusions based on this data:

1. Overall we struggle with chronic absenteeism with an increase of 1.8%.
2. Socioeconomically Disadvantage students groups increased by 3.1%.
3. Students with Disabilities maintained at .3%.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

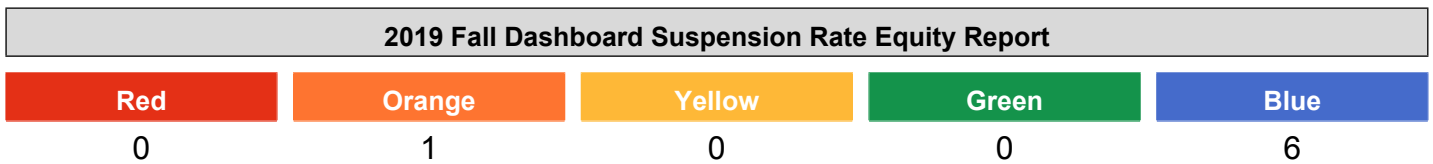
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Blue 0.3 Maintained -0.2 628	<p>English Learners</p> Blue 0 Maintained 0 183	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 3
<p>Homeless</p> Blue 0 Maintained 0 87	<p>Socioeconomically Disadvantaged</p> Blue 0.4 Maintained 0 459	<p>Students with Disabilities</p> Blue 0 Maintained 0 86

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Declined -3.4 56	 No Performance Color Less than 11 Students - Data 3	 No Performance Color 0 Maintained 0 23	 No Performance Color 0 Maintained 0 21
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.2 Maintained 0 422	 No Performance Color 0 Maintained 0 18	 No Performance Color Less than 11 Students - Data 2	 Orange 1.2 Increased +1.2 83

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.3

Conclusions based on this data:

1. Overall the suspension rate is at the highest performance level (blue).
2. White student group increased 1.2%, this is the only student group that is not in the highest performance level.

Goals, Strategies, & Proposed Expenditures

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

Goal 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

End of the Year 2021 STAR Data, 49.16% of students in grades 3rd-6th scored at or above in Language Arts.

Grade(s)	Demographics	Percentage
03, 04, 05, 06	All Students	49.16%
03, 04, 05, 06	Hispanic or Latino Students	40.7%
03, 04, 05, 06	African American/Black.	82.6%
03, 04, 05, 06	White Students	68%
03, 04, 05, 06	Asian	--%
03, 04, 05, 06	Filipino	90.9%
03, 04, 05, 06	Two or more races	--%
03, 04, 05, 06	SED	42.2%
03, 04, 05, 06	Homeless Students	--%
03, 04, 05, 06	Students with Disabilities	30.3%
03, 04, 05, 06	English Learners	55.5%
03, 04, 05, 06	Female Students	42/4%
03, 04, 05, 06	Male Students	40.2%

End of the Year 2021 STAR Data, 31.6% of students in grades 3rd-6th scored at or above grade level in Math.

Grade(s)	Demographics	Percentage
03, 04, 05, 06	All Students	31.6%
03, 04, 05, 06	Hispanic or Latino Students	22.27%
03, 04, 05, 06	African American/Black.	45.8%
03, 04, 05, 06	White Students	56%
03, 04, 05, 06	Asian	--%
03, 04, 05, 06	Filipino	83.3%
03, 04, 05, 06	Two or more races	--%
03, 04, 05, 06	SED	24.77%
03, 04, 05, 06	Homeless Students	--%

03, 04, 05, 06	Students with Disabilities	18.2%
03, 04, 05, 06	English Learners	17.7%
03, 04, 05, 06	Female Students	22.9%
03, 04, 05, 06	Male Students	40.2%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	In 2021-2022, 49.16% of students in grades 3rd-6th were proficient in Language Arts based on the STAR Data.	In 2022-2023, student proficiency will increase by 5%.
Math	In 2021-2022, 31.6% of students in grades 3rd-6th were proficient in Math based on the STAR Data.	In 2022-2023, 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, and Foster Youth

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, and Foster Youth

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)	Source(s)
0	District Funded 4000-4999: Books And Supplies Text Books/District Funded
10,239	LCFF-Base 4000-4999: Books And Supplies Subject Areas
1,948	LCFF- Supplemental/Concentration 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, and Foster Youth

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)	Source(s)
10,000	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, and Foster Youth

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)	Source(s)
1,200	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, and Foster Youth

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, and Foster Youth

Strategy/Activity

Valley View will engage families of low income, homeless, and Foster Youth 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, and Foster Youth

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)

0

Source(s)

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, and Foster Youth

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)

0

Source(s)

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

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)

3959

Source(s)

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

3000

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

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

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: 2021-22**

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.

Due to the pandemic, our students did not return to campus until February 2021, which affected our ability to implement many of the strategies and activities effectively during the 2020-2021 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.

Due to the pandemic, our students did not return to campus until February 2021. We did not spend the allocated amount on materials and supplies to support the instructional program, or custodial supplies

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 remained the same.

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 the 2022 STAR Data, it shows that there are currently 69% of students at Valley View that need additional language support and math support. The total enrollment at Valley View is 550. Of the 550 students enrolled, 164 of the students are English Learners (30%). Based on the high need of students needing Intervention, targeted Intervention will be provided through Rtl and our Learning Support Teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners: Reclassifications	In 201-2022, 11 students were Reclassified	In 2021-2022, Reclassifications will increase by 5%.
ELA	In 2021-2022, 69% of students qualified for intervention support in Language Arts.	In 2022-2023, the percentage of students needing intervention in Language Arts will decrease by 5%.
Math	In 2021-2022, 81% of students qualified for intervention support in Math.	In 2022-2023, 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, and Foster Youth.

Strategy/Activity

Teacher will provide after school in person or virtual tutoring to address academic and social-emotional needs of students in need of intervention including English Learners, Low Income students, and Foster Youth.

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)

5,500

Source(s)

LCFF- Supplemental/Concentration
1000-1999: Certificated Personnel Salaries
After school Tutoring - EL, Low Income, Foster Youth

LCFF- Supplemental/Concentration
3000-3999: Employee Benefits
After school Tutoring - EL, Low Income, Foster Youth

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, and Foster Youth.

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, and Homeless/Foster Youth. 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)

500

Source(s)

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

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, and Foster Youth.

Strategy/Activity

Valley View will purchase materials for the Orton-Gillingham resource support center and for the Learning Support 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, 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)

3,000

Source(s)

LCFF-Base
4000-4999: Books And Supplies
Teachers/Principal

1,000

LCFF- Supplemental/Concentration
4000-4999: Books And Supplies
Teachers/Principal

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

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 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, and Homeless/Foster Youth

Strategy/Activity

Valley View will address the learning needs of all students, English Learners, Low Income, and Homeless/Foster Youth. TOSA 40% will be hired to support student learning and achievement. TOSA will be responsible for monitoring students data, providing interventions to mitigate learning loss and ELD instruction to support mastery of 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)	Source(s)
13,434.87	Title I 1000-1999: Certificated Personnel Salaries TOSA 40% - ELD/Intervention
3,256.61	Title I 3000-3999: Employee Benefits TOSA 40% - ELD/Intervention
19,292	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries TOSA 40% - ELD/Intervention
3,472	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

District staff 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 8

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 9

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)

Source(s)

0

District Funded
None Specified
Inclusion

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students in Grades K/1

Strategy/Activity

Hire instructional aides to support the K/1 classrooms

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)

3,000

LCFF-Base
2000-2999: Classified Personnel Salaries
K/1 Instructional Aides

0

LCFF-Base
3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2021-22

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.

Due to the pandemic, our students did not return to campus until February 2021, which affected our ability to implement many of the strategies and activities effectively during the 2020-2021 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.

Students will be provided school-wide intervention with the use of Learning Support Teachers and social-emotional support from school-based social worker.

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 will be provided to improve foundational reading skills. Social Worker will improve the social-emotional and overall wellness of students.

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 99% of our families are contacted via email messages and phone calls. Messages are sent out school-wide once a week, with frequent reminders for specific meetings to help support parent participation. Teachers also send out weekly messages to their families to engage parents. This year we will continue to collect baseline data and parent input so we can continue to improve our parent participation. Our baseline data shows that the average attendance for Coffee w/ the Principal is 20 parents. At ELAC meetings, the average number of parents who attend ELAC meetings is 4. Our Goal Setting conferences had 93% of families participating in their child's conference. Only 7% of our families did not attend conferences. This is based on our general education student enrollment of 550 students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square	In 2020-2021, Valley View reaches 99% of Parents via Parent Square.	In 2021-2022, Valley View will work to maintain accurate records in order to reach 100% of families via Parent Square.
Parent Attendance	In 2020-21, Valley View has less than 5% participation in parent meetings for ELAC and Coffee with the Principal.	In 2021-2022, Valley View will work to increase parent participation for ELAC and Coffee with the Principal.
Parent Conferences	In 2020-21, Valley View had 93% of families participating in conferences.	In 2021-2022, 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)

710.95

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)
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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)

Source(s)

0

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)

Source(s)

500.00

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: 2021-22

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.

Due to the pandemic, our students did not return to campus until February 2021, which affected our ability to implement many of the strategies and activities effectively during the 2020-2021 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.

Due to the pandemic, our students did not return to campus until February 2021 and due to the restrictions about who could be on campus, we did not spend the allocated amount on materials and supplies to host a TK/Kindergarten orientation and in person meetings.

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 is similar to the 2021-22 goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Supporting the whole child

LEA/LCAP Goal

Effective teaching and administration

Goal 4

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

Identified Need

For the 2021-2022 school year Valley View, saw an increase in referrals for counseling services and referrals to our district school social worker. We will continue to focus on social-emotional support through Capturing Kids Hearts, which will work to build positive relationships at our school. We will continue to collect baseline data to analyze and support the emotional and behavioral needs of students. For the 2021-2022 school year, Valley View had 4 students with DIS Counseling, 10 students seeing the School Based Counselor and there were currently 5 students on the waiting list for the school based counselor. For the 2022-2023 school year, the goal for the Valley View school based Social Worker is to provided one-on-one counseling to students, group counseling and presentations in classrooms focusing on social emotional needs. The social worker will support families experiencing chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase attendance	In 2021-2022, the average monthly attendance was 90%	In 2022-2023, average monthly attendance will increase by 2%.
Decrease suspensions	Valley View had 6 suspensions last year.	For the 2021-22 school year, Valley View decrease suspensions to zero.
Parent Involvement	In 2021-2022, Valley View had 6 active Parent PTA volunteers out of 550 students. At ELAC meetings, for the 2021-2022 school year, the average number of parents in attendance was 4 parents.	In 2022-2023, Parent Involvement for PTA volunteers will increase by 10 parents volunteering. In 2022-2023, 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

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

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

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)
44,344.46	Title I 1000-1999: Certificated Personnel Salaries SEL/Attendance support
20,749.11	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

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

Strategy/Activity

Provide teachers with SBC (Site Based Counseling) referral process paperwork for counseling for at-promise students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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0

District Funded
None Specified
Site based counseling

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

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)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Behavior support

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

Teachers will utilize the Aeries SST online system to monitor at risk students for social, emotional and academic needs.

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
5900: Communications
Aeries SIS program

Annual Review

SPSA Year Reviewed: 2021-22

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.

Due to the pandemic, our students did not return to campus until February 2021, which affected our ability to implement many of the strategies and activities effectively during the 2020-2021 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.

Due to restrictions in social interactions and safety protocols, student interaction was limited.

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

We have added a school-based counselor to support the SEI/overall wellbeing and chronic absenteeism of our 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	\$168,700.00

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	\$82,496.00

Subtotal of additional federal funds included for this school: **\$82,496.00**

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	\$37,826.00
LCFF-Base	\$48,378.00

Subtotal of state or local funds included for this school: **\$86,204.00**

Total of federal, state, and/or local funds for this school: **\$168,700.00**

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	37,826	0.00
LCFF-Base	48,378	0.00
Title I	82,496	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	37,826.00
LCFF-Base	48,378.00
Title I	82,496.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	88,098.33
2000-2999: Classified Personnel Salaries	8,002.00
3000-3999: Employee Benefits	27,994.72
4000-4999: Books And Supplies	41,404.95
5000-5999: Services And Other Operating Expenditures	200.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00
5900: Communications	0.00
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
5900: Communications	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	26,060.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	2,302.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	3,516.00
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	5,700.00
3000-3999: Employee Benefits	LCFF-Base	473.00
4000-4999: Books And Supplies	LCFF-Base	34,746.00
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	57,779.33
3000-3999: Employee Benefits	Title I	24,005.72
4000-4999: Books And Supplies	Title I	710.95

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,353.00

Goal 2	54,455.48
Goal 3	7,297.95
Goal 4	66,593.57

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
Sara Escobar, Parent	Parent or Community Member
Mona Walker, Other - Computer Lab Sp.	Other School Staff
Vincent Ortiz, Teacher	Classroom Teacher
Misty Ryan, Teacher	Classroom Teacher
Michael Sifferman, 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:



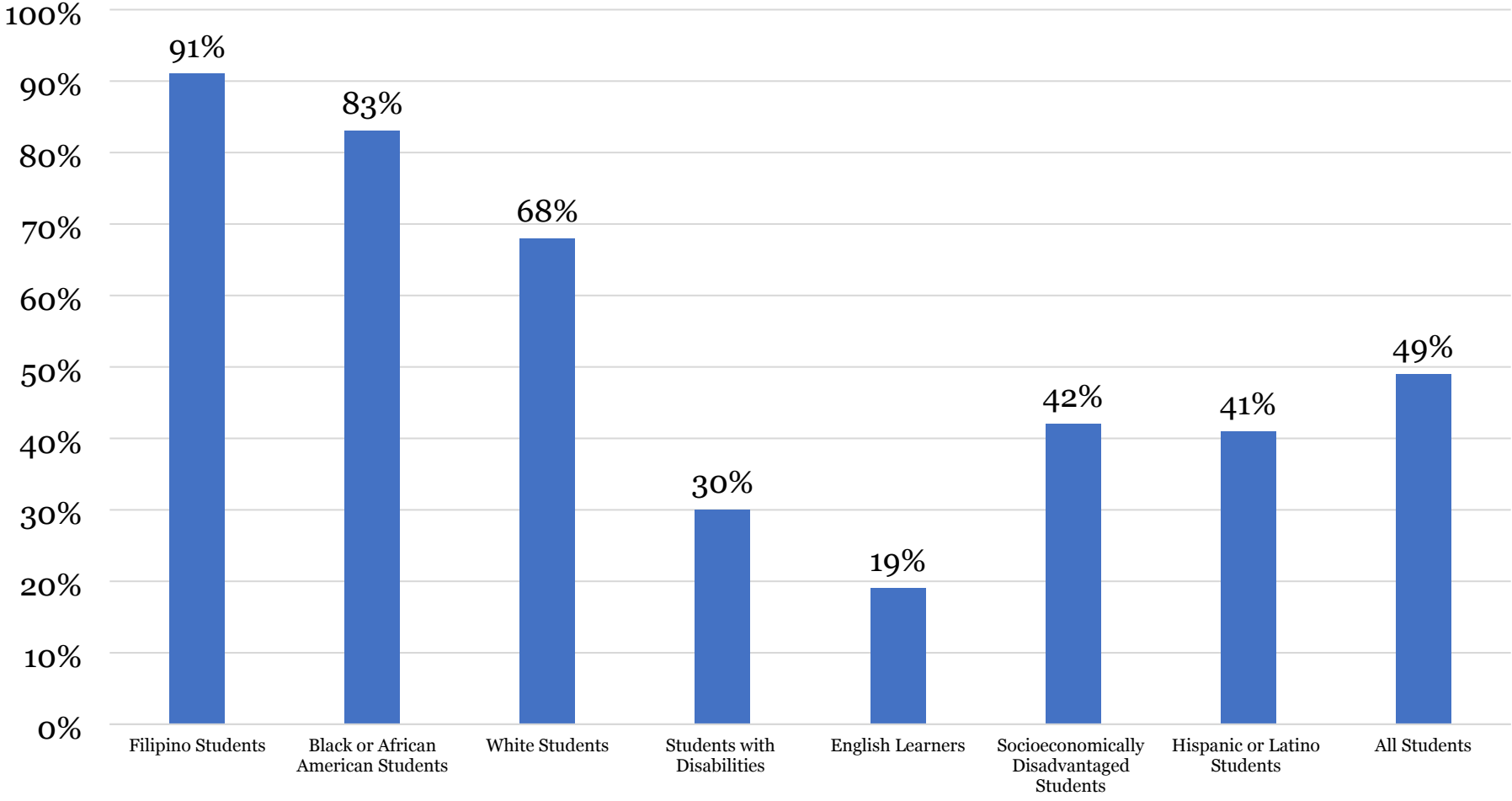
Principal, Diem Johnson on 5/23/22
SSC Chairperson, Susy Campos on 5/23/22

Appendix:

Valley View
Community School

End of Year
STAR Renaissance
ELA and Math Data 2021

Valley View ELA STAR Percent At Or Above Grade Level



Valley View STAR Math Percent At Or Above Grade Level

