School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley View Community School	19-65045	May 20, 2025	June 11, 2025

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

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

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

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

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

> Schoolwide Program
> Vision: Our vision at Valley View is to cultivate an inclusive environment where every student achieves at high levels.

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

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Plan Description

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

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

> Schoolwide Program

Vision: Our vision at Valley View is to cultivate an inclusive environment where every student achieves at high levels.

The School Plan for Student Achievement (SPSA) outlines data driven strategies to improve student outcomes, engagement, school climate, and parental involvement at Valley View. The SPSA is developed with input from Educational Partners and finalized by the School Site Council before being submitted to the Board of Trustees.

Valley View embraces a shared leadership among staff and parents to make inclusive decisions and improve our school. This year, we are participating in the California Principals (CAPS) Network and have formed a Guiding Coalition to build a strong foundation for Professional Learning Communities (PLC). Grade level teams collaborate as Professional Learning Teams (PLT) to analyze data, set goals, and monitor progress. Our schools improvement efforts are rooted in strong relationships that supports a positive climate, student learning, and family engagement. We are prioritizing high quality Tier I instruction in reading and math, while using data to guide Tier II and II intervention for students who need additional supports. Alongside our academic goals, we remain committed to a tiered system of supports for behavioral and social-emotional learning. All goals in our SPSA align with the District LCAP priorities to improve outcomes for all students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Input from parents, students and staff through LCAP surveys and SPSA Feedback Survey
Input from parents in ELAC meetings on 2/24/25 and 5/9/25
Input from teacher leadership team in regards to team needs on 2/24/25, 3/24/25, and 4/21/25, 5/12/25
Input from School Site Council on 4/28/25 and 5/20/25

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

None

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

ELA - English Learners, Hispanic, Students with Disabilities
Math - English Learners, Hispanic, Students with Disabilities
Suspension Rate - White

Other Needs

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

We reviewed our iReady data in Spring 2025 and noted the following trends.
In the area of reading:
All students - 41% at or above grade level, 36% one grade level below, 23% two or more grade levels below
English Learners - 13% at or above grade level, 37% one grade level below, 50 % two or more grade levels below
Hispanic - 33% at or above grade level, 39% one grade level below, 28 % two or more grade levels below
African American - 38% at or above grade level, 41% one grade level below, 22 % two or more grade levels below
White - 37% at or above grade level, 38% one grade level below, 26 % two or more grade levels below

In the area of math:
All students - 30% at or above grade level, 48% one grade level below, 22% two or more grade levels below
English Learners - 12% at or above grade level, 43% one grade level below, 44% two or more grade levels below
Hispanic - 22% at or above grade level, 50% one grade level below, 28 % two or more grade levels below
African American - 19% at or above grade level, 59% one grade level below, 22 % two or more grade levels below
White - 28% at or above grade level, 48% one grade level below, 23 % two or more grade levels below

SEL/Mental Health: During the 2024-25 school year, we conducted 22 risk/threat assessments and administered 219 counseling sessions, underscoring the demand for mental health support. Additionally, 42 homeless/foster youth received case management, thus the demand for intervention and services is significant.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

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

Enrollment By Grade Level

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

Conclusions based on this data:

1. Kindergarten enrollment experienced a drastic decreased by 53 students in the 2023-24 school year compared to 2022-2023, with a total of 55 students enrolled. 3rd grade also saw a drop in numbers from 76 students in 22-23 to 68 students in 23-24.

2. In contrast,1st grade rebounded back to a total of 90 students in 2023-24 compared to 60 students in 2021-22. 6th grade also increased from 77 students in 22-23 to 95 students in 23-24.

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

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners (EL)	163	157	136	30.2%	27.6%	24.6%
Fluent English Proficient (FEP)	52	54	68	9.6%	9.5%	12.3%
Reclassified Fluent English Proficient (RFEP)	7	24	32	1.2%	4.2%	5.8%

Conclusions based on this data:

1. The number of EL students decreased from 157 in 2022-23 (27.3%) to 136 in 2023-24 (24.59%). The percentage decrease in EL enrollment from 2022-23 to 2023-24 is approximately 3.01%.

2. The number of RFEP students increased from 24 in 2022-23 to 32 in 2023-24, showing a rise in the number of students who have transitioned from EL to RFEP status. The percentage increase in RFEP enrollment from 2022-23 to 2023-24 is approximately 33.3%.

3. The increase in RFEP students suggests that a portion of the decrease in EL enrollment may indeed be attributed to students being reclassified as RFEP.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	73	65	65	72	64	62	72	64	62	98.6	98.5	95.4
Grade 4	84	75	70	83	74	67	83	74	67	98.8	98.7	95.7
Grade 5	73	84	69	72	84	66	72	84	66	98.6	100.0	95.7
Grade 6	76	76	87	76	76	83	76	76	83	100.0	100.0	95.4
All Grades	306	300	291	303	298	278	303	298	278	99.0	99.3	95.5

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2450.	2475.	2466.	36.11	50.00	41.94	19.44	23.44	22.58	27.78	9.38	17.74	16.67	17.19	17.74
Grade 4	2476.	2446.	2468.	27.71	22.97	22.39	31.33	16.22	19.40	14.46	20.27	29.85	26.51	40.54	28.36
Grade 5	2458.	2499.	2470.	9.72	19.05	13.64	18.06	35.71	19.70	26.39	19.05	27.27	45.83	26.19	39.39
Grade 6	2507.	2524.	2569.	14.47	9.21	28.92	22.37	39.47	40.96	35.53	30.26	18.07	27.63	21.05	12.05
All Grades	N/A	N/A	N/A	22.11	24.16	26.62	23.10	29.19	26.62	25.74	20.13	23.02	29.04	26.51	23.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.22	34.38	29.03	66.67	54.69	58.06	11.11	10.94	12.90
Grade 4	25.30	16.22	17.91	60.24	62.16	68.66	14.46	21.62	13.43
Grade 5	6.94	23.81	9.09	68.06	55.95	63.64	25.00	20.24	27.27
Grade 6	19.74	15.79	30.12	52.63	63.16	55.42	27.63	21.05	14.46
All Grades	18.81	22.15	21.94	61.72	59.06	61.15	19.47	18.79	16.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.39	28.13	40.32	52.78	54.69	41.94	20.83	17.19	17.74
Grade 4	15.66	12.16	14.93	65.06	51.35	65.67	19.28	36.49	19.40
Grade 5	12.68	7.14	12.12	47.89	71.43	62.12	39.44	21.43	25.76
Grade 6	11.84	9.21	28.05	44.74	68.42	54.88	43.42	22.37	17.07
All Grades	16.56	13.42	23.83	52.98	62.08	56.32	30.46	24.50	19.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.28	20.31	24.19	76.39	68.75	70.97	8.33	10.94	4.84
Grade 4	20.48	9.46	7.46	65.06	71.62	79.10	14.46	18.92	13.43
Grade 5	8.33	19.05	7.58	75.00	67.86	72.73	16.67	13.10	19.70
Grade 6	13.16	11.84	26.51	76.32	77.63	66.27	10.53	10.53	7.23
All Grades	14.52	15.10	16.91	72.94	71.48	71.94	12.54	13.42	11.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.56	37.50	29.03	58.33	56.25	62.90	11.11	6.25	8.06
Grade 4	15.66	8.11	20.90	68.67	68.92	62.69	15.66	22.97	16.42
Grade 5	15.28	14.29	15.15	59.72	63.10	68.18	25.00	22.62	16.67
Grade 6	14.47	21.05	27.71	65.79	71.05	60.24	19.74	7.89	12.05
All Grades	18.81	19.46	23.38	63.37	65.10	63.31	17.82	15.44	13.31

Conclusions based on this data:

1. In 2023-24, Fifth Grade showed the most significant decline, with only 33.3% of students meeting or exceeding standards, down from 54.8% the previous year. Reading and writing performance declined sharply, with 27% of students below standard in reading and 26% below standard in writing. Also, the percentage of students above

standard across all claims was consistently low. These results signals a pressing need for stronger instructional support and targeted intervention.

2. In 2023-24, Fourth Grade showed a modest increase in proficiency, rising to 41.8% meeting or exceeding standards from 39.2% the year prior. The majority of students are performing at or near standards across all claims, including reading (68.86%), writing (65.67), listening (79.10), and research/inquiry (62.69%). However, the percentage of students scoring above standards remain relatively low, indicating a need to further challenge students who are on the cusp of meeting or exceeding expectations.

3. In 2023-24, 64.5% of Third Grade met or exceeded standards, which is a decline from 73.44% in 2022-23. Students demonstrated strength in writing, with 40.3% performing above standard--the highest percentage of any grade level. In 2023-24, Sixth Grade showed the most growth, with 69.9% of students meeting or exceeding standards, up from 48.7% the previous year. The number of students below standard dropped significantly compared to prior years across all claims. It is recommended for Third and Sixth Grade to continue to implement high impact instructional strategies. Prioritize Tier I instructional quality and rigor, especially in Grades 4 and 5. Provide targeted intervention supports for students performing below standard, especially in reading and writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	73	66	65	73	66	64	73	66	64	100.0	100.0	98.5
Grade 4	84	75	70	83	74	70	83	74	70	98.8	98.7	100
Grade 5	73	84	69	73	84	69	73	84	69	100.0	100.0	100
Grade 6	76	76	87	76	76	85	76	76	85	100.0	100.0	97.7
All Grades	306	301	291	305	300	288	305	300	288	99.7	99.7	99

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2455.	2481.	2463.	34.25	39.39	39.06	23.29	24.24	18.75	26.03	22.73	18.75	16.44	13.64	23.44
Grade 4	2465.	2466.	2477.	18.07	17.57	17.14	27.71	22.97	25.71	25.30	31.08	40.00	28.92	28.38	17.14
Grade 5	2438.	2463.	2452.	6.85	9.52	10.14	6.85	16.67	8.70	32.88	26.19	21.74	53.42	47.62	59.42
Grade 6	2475.	2507.	2541.	7.89	10.53	28.24	15.79	21.05	22.35	23.68	38.16	18.82	52.63	30.26	30.59
All Grades	N/A	N/A	N/A	16.72	18.33	23.61	18.69	21.00	19.10	26.89	29.67	24.65	37.70	31.00	32.64

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.51	39.39	31.25	43.84	48.48	40.63	24.66	12.12	28.13
Grade 4	16.87	14.86	22.86	54.22	55.41	47.14	28.92	29.73	30.00
Grade 5	6.85	10.71	11.59	42.47	54.76	37.68	50.68	34.52	50.72
Grade 6	7.89	7.89	25.88	47.37	60.53	43.53	44.74	31.58	30.59
All Grades	15.74	17.33	22.92	47.21	55.00	42.36	37.05	27.67	34.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35.62	42.42	46.88	57.53	50.00	43.75	6.85	7.58	9.38
Grade 4	21.69	17.57	20.00	56.63	64.86	55.71	21.69	17.57	24.29
Grade 5	8.22	3.57	8.70	47.95	60.71	59.42	43.84	35.71	31.88
Grade 6	9.21	10.53	17.65	64.47	64.47	63.53	26.32	25.00	18.82
All Grades	18.69	17.33	22.57	56.72	60.33	56.25	24.59	22.33	21.18

Conclusions based on this data:

1. In 2023-24, Fifth Grade continues to show significant challenges in math proficiency. Only 18.8% of students met or exceeded standards, with 59.4% below standard, which is the highest in the school. Performance dropped across most domains, especially in modeling and reasoning where 50.72% of students scored below standard and 37.68% of students are at or near standards. These results indicate the need to prioritize quality and rigorous core instruction, as well as intervention and reteaching of foundational math concepts.

2. In 2023-24, Fourth Grade saw 42.9% of students meeting or exceeding standards, which is a slight improvement from the previous year's 40.5%, though still lower than 2021-22. More students performed above standard in problem solving this year (22.9% up from 14.9%), the percentage of students below standard remained steady around 30%.

3. In 2023-24, 57.8 % of Third Grade met or exceeded standards, similar to the prior year. The Communicating Reason improved with 46.9% of student scoring above standards, which is the highest among all grade levels. However, in the Problem Solving & Modeling/Data Analysis, only 31.3% scored above standard with 28.1% below. Sixth grade demonstrated improvement with 50.6% of students meeting or exceeding standards, compared to 31.6% the previous year. A notable 28.2% scored above standard which more than double last year's 10.5%. Also, gains were made in both reasoning and modeling, showing balanced growth across domains.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1412.2	1430.3	1426.5	1430.7	1442.3	1440.8	1368.8	1402.0	1392.7	29	24	23
1	1423.5	1438.5	1459.2	1453.6	1465.4	1494.8	1392.9	1411.1	1423.2	14	24	21
2	1492.0	1468.8	1468.2	1501.6	1503.3	1477.6	1482.1	1433.8	1458.2	17	13	21
3	1512.4	1484.9	1470.9	1525.4	1490.5	1480.3	1498.8	1478.9	1461.1	27	15	15
4	1554.4	1510.0	1509.6	1565.6	1517.9	1508.9	1542.7	1501.8	1509.8	26	21	16
5	1533.3	1549.4	1513.1	1542.2	1561.6	1521.9	1523.8	1536.8	1503.8	26	18	23
6	1550.5	1556.9	1534.9	1556.8	1562.7	1531.6	1543.7	1550.8	1537.8	19	25	14
All Grades										158	140	133

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.34	8.33	17.39	31.03	45.83	43.48	51.72	37.50	26.09	6.90	8.33	13.04	29	24	23
1	7.14	8.33	33.33	21.43	25.00	9.52	42.86	50.00	38.10	28.57	16.67	19.05	14	24	21
2	17.65	7.69	9.52	64.71	38.46	38.10	11.76	38.46	42.86	5.88	15.38	9.52	17	13	21
3	25.93	20.00	6.67	48.15	33.33	33.33	18.52	26.67	26.67	7.41	20.00	33.33	27	15	15
4	50.00	19.05	25.00	34.62	38.10	43.75	15.38	28.57	12.50	0.00	14.29	18.75	26	21	16
5	30.77	38.89	21.74	30.77	44.44	30.43	30.77	5.56	30.43	7.69	11.11	17.39	26	18	23
6	36.84	40.00	35.71	42.11	40.00	35.71	10.53	12.00	7.14	10.53	8.00	21.43	19	25	14
All Grades	26.58	20.71	21.05	38.61	37.86	33.08	26.58	28.57	27.82	8.23	12.86	18.05	158	140	133

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	24.14	25.00	30.43	34.48	45.83	30.43	34.48	20.83	17.39	6.90	8.33	21.74	29	24	23
1	35.71	25.00	47.62	14.29	50.00	38.10	42.86	16.67	4.76	7.14	8.33	9.52	14	24	21
2	35.29	23.08	28.57	47.06	46.15	47.62	11.76	30.77	14.29	5.88	0.00	9.52	17	13	21
3	62.96	33.33	33.33	29.63	40.00	40.00	0.00	20.00	13.33	7.41	6.67	13.33	27	15	15
4	69.23	61.90	56.25	30.77	23.81	25.00	0.00	4.76	0.00	0.00	9.52	18.75	26	21	16
5	57.69	66.67	52.17	26.92	27.78	26.09	7.69	0.00	4.35	7.69	5.56	17.39	26	18	23
6	68.42	64.00	50.00	21.05	16.00	21.43	0.00	12.00	7.14	10.53	8.00	21.43	19	25	14
All Grades	51.27	43.57	42.11	29.75	35.00	33.08	12.66	14.29	9.02	6.33	7.14	15.79	158	140	133

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	4.17	8.70	20.69	29.17	26.09	37.93	54.17	52.17	41.38	12.50	13.04	29	24	23
1	7.14	0.00	0.00	7.14	25.00	38.10	7.14	12.50	23.81	78.57	62.50	38.10	14	24	21
2	11.76	0.00	0.00	35.29	30.77	38.10	41.18	30.77	33.33	11.76	38.46	28.57	17	13	21
3	7.41	0.00	0.00	37.04	33.33	13.33	29.63	40.00	40.00	25.93	26.67	46.67	27	15	15
4	30.77	0.00	18.75	30.77	28.57	18.75	23.08	42.86	18.75	15.38	28.57	43.75	26	21	16
5	19.23	16.67	0.00	11.54	27.78	17.39	46.15	33.33	43.48	23.08	22.22	39.13	26	18	23
6	5.26	20.00	21.43	36.84	40.00	21.43	42.11	28.00	35.71	15.79	12.00	21.43	19	25	14
All Grades	12.03	6.43	6.02	25.95	30.71	25.56	33.54	34.29	36.09	28.48	28.57	32.33	158	140	133

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.24	29.17	26.09	65.52	58.33	56.52	17.24	12.50	17.39	29	24	23
1	28.57	50.00	42.86	57.14	41.67	52.38	14.29	8.33	4.76	14	24	21
2	29.41	15.38	23.81	64.71	84.62	66.67	5.88	0.00	9.52	17	13	21
3	66.67	13.33	20.00	25.93	66.67	60.00	7.41	20.00	20.00	27	15	15
4	65.38	38.10	43.75	34.62	52.38	37.50	0.00	9.52	18.75	26	21	16
5	19.23	27.78	13.04	61.54	66.67	69.57	19.23	5.56	17.39	26	18	23
6	5.26	32.00	28.57	89.47	64.00	50.00	5.26	4.00	21.43	19	25	14
All Grades	34.81	31.43	27.82	55.06	60.00	57.14	10.13	8.57	15.04	158	140	133

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	24.14	8.33	30.43	62.07	83.33	52.17	13.79	8.33	17.39	29	24	23
1	28.57	16.67	47.62	57.14	79.17	42.86	14.29	4.17	9.52	14	24	21
2	52.94	46.15	42.86	41.18	46.15	42.86	5.88	7.69	14.29	17	13	21
3	74.07	46.67	46.67	18.52	46.67	33.33	7.41	6.67	20.00	27	15	15
4	73.08	66.67	62.50	26.92	23.81	18.75	0.00	9.52	18.75	26	21	16
5	84.62	94.44	82.61	7.69	0.00	0.00	7.69	5.56	17.39	26	18	23
6	78.95	76.00	71.43	10.53	16.00	7.14	10.53	8.00	21.43	19	25	14
All Grades	60.76	49.29	54.14	31.01	43.57	29.32	8.23	7.14	16.54	158	140	133

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.45	8.33	0.00	75.86	75.00	86.96	20.69	16.67	13.04	29	24	23
1	7.14	8.33	14.29	14.29	25.00	42.86	78.57	66.67	42.86	14	24	21
2	0.00	7.69	0.00	88.24	61.54	66.67	11.76	30.77	33.33	17	13	21
3	7.41	0.00	0.00	59.26	60.00	40.00	33.33	40.00	60.00	27	15	15
4	30.77	4.76	18.75	42.31	47.62	43.75	26.92	47.62	37.50	26	21	16
5	23.08	16.67	4.35	42.31	61.11	47.83	34.62	22.22	47.83	26	18	23
6	10.53	20.00	21.43	63.16	48.00	28.57	26.32	32.00	50.00	19	25	14
All Grades	12.66	10.00	7.52	56.33	52.86	53.38	31.01	37.14	39.10	158	140	133

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.69	33.33	43.48	37.93	41.67	39.13	41.38	25.00	17.39	29	24	23
1	0.00	0.00	4.76	57.14	58.33	66.67	42.86	41.67	28.57	14	24	21
2	11.76	0.00	9.52	82.35	66.67	61.90	5.88	33.33	28.57	17	12	21
3	22.22	0.00	0.00	70.37	80.00	53.33	7.41	20.00	46.67	27	15	15
4	30.77	9.52	31.25	57.69	66.67	50.00	11.54	23.81	18.75	26	21	16
5	26.92	27.78	8.70	61.54	61.11	78.26	11.54	11.11	13.04	26	18	23
6	21.05	44.00	42.86	73.68	48.00	35.71	5.26	8.00	21.43	19	25	14
All Grades	20.89	18.71	19.55	61.39	58.27	56.39	17.72	23.02	24.06	158	139	133

Conclusions based on this data:

1. In 2023-24, 54.6% of English Learners made progress toward English proficiency. This represents a 10.9% increase from the previous year. 49.5% of students progressed at least one ELPI level in 2024 which is up from

31.5% in 2023. 29.9% maintained their level at 1, 2L, 2H, 3L, or 3H, and 15.5% decreased one or more ELPI levels which is down from 19.8% last year.

2. In 2023-24, Speaking continues to be the strongest domain across all grades with over 50% of students scoring "well developed." Writing saw an improvement with fewer students in the "beginning" range compared to previous years. However, Reading remains the most challenging domain with only 7.5% were "well developed" and 39% were in the "beginning" level.

3. For English Learners in K-2, there is a high concentration of students at Levels 1-2 in reading and writing. These students are in the "somewhat developed" range across domains. For Grades 3-4, there is some fluctuating progress, as Fourth Grade saw gains in writing and oral language, but more support is needed in reading. For Grades 5-6, there is high percentages of students at Level 4 in speaking and writing. However, reading scores dropped for students with 50% scoring at Beginning. It is important to note that Valley View saw an uptick in Newcomer enrollment in 2023-24.

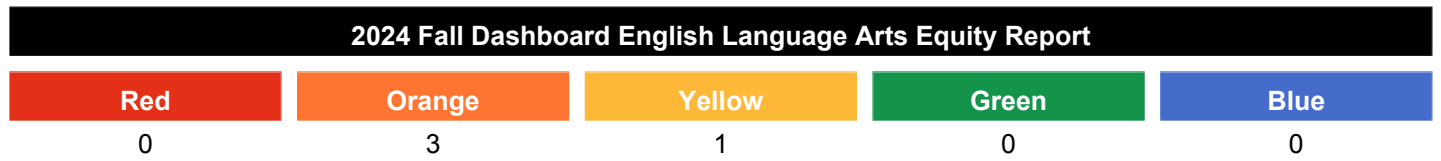# School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
553	**73.1%**	**24.6%**	**0.0%**
Total Number of Students enrolled in Valley View Community School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	136	24.6%
Foster Youth	0	0.0%
Homeless	19	3.4%
Socioeconomically Disadvantaged	404	73.1%
Students with Disabilities	83	15%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	32	5.8%
American Indian	3	0.5%
Asian	34	6.1%
Filipino	40	7.2%
Hispanic	365	66%
Two or More Races	17	3.1%
Pacific Islander	0	0.0%
White	61	11%

Conclusions based on this data:

1. Valley View serves a diverse student and family population, emphasizing the need to consistently find ways to support all student groups. 404 out of the total 553 students are identified as socioeconomically disadvantaged,

representing approximately 73.1% of the student population.There are 136 English Learners, comprising approximately 24.6% of the student population.

2. The largest racial/ethnic group is Hispanic, with 365 students, constituting approximately 66% of the student population. The second largest group is White, with 61 students, making up approximately 11% of the student population.

3. There are 83 students with disabilities, accounting for approximately 15% of the student population. The student population at Valley View Community School for the 2023-24 academic year highlights the diversity of student backgrounds and needs.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The overall academic performance in English Language Arts and Mathematics is Green, indicating satisfactory performance.

2. The performance indicator for English Learner Progress is Green, an improvement from last year's Red indicator. The Suspension Rate also improved to Green from last year's Yellow.

3. Although Valley View decreased the absenteeism rate, Chronic Absenteeism remained Yellow.

School and Student Performance Data

Academic Performance
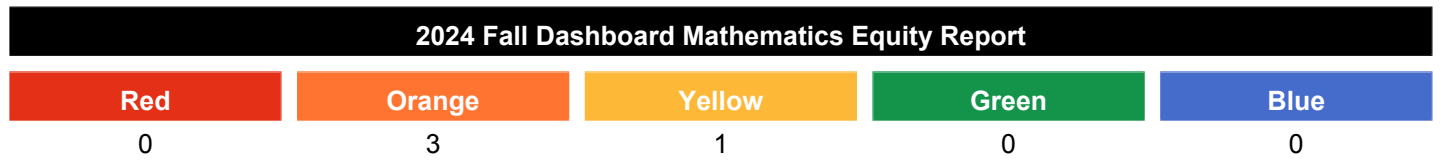## English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Orange	No Performance Color
9.9 points above standard	32.1 points below standard	Less than 11 Students
Increased 10.0 points	Maintained 0.7 points	
275 Students	90 Students	2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	87.5 points below standard	7.8 points below standard
		Increased 7.1 points
1 Student	12 Students	216 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
49.2 points below standard	29.9 points above standard	Less than 11 Students
Declined 4.8 points	Increased 24.0 points	
34 Students	19 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
66.8 points above standard	100.8 points above standard	18.9 points below standard
Increased 26.3 points	Increased 27.5 points	Maintained 2.4 points
20 Students	24 Students	175 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
23.8 points above standard	0 Students	45.0 points above standard
11 Students		Increased 26.3 points
		26 Students

Conclusions based on this data:

1. All Students Group earned a Green performance level for ELA, with students scoring an average of 5.9 points above standards. This represents a growth of 10 points from the previous year, showing an overall improvement in ELA.

2. However, there are significant performance gaps among some student groups. 1) English Learners scored 32.1 points below standard and was in the Orange, showing little to no measurable growth. 2) Hispanic students, who represent a majority of the school population, scored 18.9 points below standard and maintained performance level from the previous year. 3) Students with Disabilities also performed in the Orange, scoring 40.2 points below standard and showing a decline of 4.8 points. Also, the Homeless student group did not receive a color rating due it its size with 12 students, however, they performed 87.5 points below standard, which is one of the lowest performing student groups. This highlights the critical need for targeted academic and social-emotional support.

3. Socioeconomically Disadvantaged students, who make up 73% of the school's population, improved by 7.1 points and are now 7.8 points below standard, performing in the Yellow. There are other student groups, including African American, Asian, and Filipino students, who scored well above standard, with gains ranging from 24 to 27 points. These groups do not have an assigned color due to their small group size.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	No Performance Color
14.2 points below standard	55.9 points below standard	Less than 11 Students
Increased 9.3 points	Maintained 2.0 points	
278 Students	93 Students	2 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Less than 11 Students	78.9 points below standard	28.7 points below standard
		Increased 10.2 points
1 Student	12 Students	218 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
72.8 points below standard	17.5 points below standard	Less than 11 Students
Maintained 0.1 points	Increased 16.4 points	
34 Students	19 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
46.4 points above standard	76.7 points above standard	41.4 points below standard
Increased 17.3 points	Increased 29.0 points	Declined 3.2 points
20 Students	24 Students	178 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
8.9 points below standard	0 Students	30.7 points above standard
11 Students		Increased 42.1 points
		26 Students

Conclusions based on this data:

1. All Students Group earned a Green performance level for Math, with students scoring an average of 14.2 points below standard. This represents a growth of 8.3 points from the previous year, showing an overall improvement in math.

2. There are student groups that continue to perform below standard. 1) English Learners scored 55.9 points below standard and remained in the Orange. 2) Similarly, Students with Disabilities also remained in the Orange, scoring 72.8 points below standard with little to no improvement. 3) Hispanic students, who make up the majority of the school's population, scored 41.4 points below standard and declined by 3.2 points, underscoring the importance of strong math instruction and intervention, as well as culturally responsive instruction. 4) Homeless students were not assigned a performance color, but scored 78.9 points below standard, indicating a need for continued focus on academic access, stability, and wraparound services.

3. Socioeconomically Disadvantaged students, representing over 70% of enrollment, improved by 10.2 points and are now 28.7 points below standard, showing a Yellow performance level. They are progressing but not yet proficient. Additionally, smaller student groups like Asian, Filipino, and White students performed well above standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	No Performance Color
54.6% making progress.	making progress.
Number Students: 97 Students	Number Students: 2 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 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**
15.5%	29.9%	5.2%	49.5%

Conclusions based on this data:

1. The performance indicator is Green for English Learner Progress, with 54.6% of making progress toward English language proficiency.

2. 49.5% of English Learners progressed at least one ELPI level and 5.2% maintained ELPI level 4.

3. 29.9% of English Learners maintained ELPI level 1, 2L, 2H, 3L, or 3H, and 115.5% decreased one ELPI level.
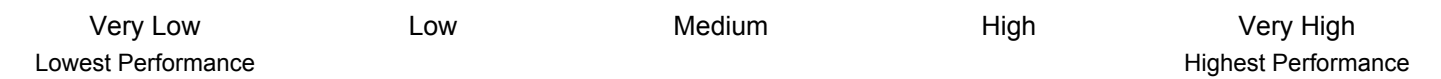
School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data for elementary students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
19.6% Chronically Absent	21.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 3.2	Declined 1.5	
586 Students	154 Students	3 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	16.1% Chronically Absent	21.6% Chronically Absent
	Declined 10.5	Declined 2.9
3 Students	31 Students	444 Students

Students with Disabilities	**African American**	**American Indian**
Orange	No Performance Color	No Performance Color
37.5% Chronically Absent	17.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 4.9	Increased 10.8	3 Students
96 Students	34 Students	

Asian	**Filipino**	**Hispanic**
Orange	Green	Orange
11.4% Chronically Absent	4.9% Chronically Absent	23.1% Chronically Absent
Maintained 0	Declined 9.1	Declined 2.7
35 Students	41 Students	390 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	Yellow
21.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy	14.3% Chronically Absent
Declined 15.3	1 Student	Declined 6
19 Students		63 Students

Conclusions based on this data:

1. Overall, chronic absenteeism improved, decreasing from 22.8% to 19.6%, showing a Yellow performance level. However, there were five student groups in the Orange: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Asian, and Hispanic. Hispanic and socioeconomically disadvantaged students, who make up the majority of the school population, continue to face high rates of chronic absences, 23.1% and 21.6% respectively.

2. Students with Disabilities have the highest absenteeism rate at 37.5% despite a 4.0 point improvement. It is important to note that about 38% of student with disabilities are in our Regional Program. They are medically fragile and are often absent due to their health conditions.

3. Filipino students improved 9.1 points to earn a Green performance level from last year's Red level with 4.9% chronically absent. White students improved by 6.0 points and are not in the Yellow performance. The Homeless student group showed the largest drop at 16.1% with a decline of 10.5%.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data for elementary students.

School and Student Performance Data

Conditions & Climate
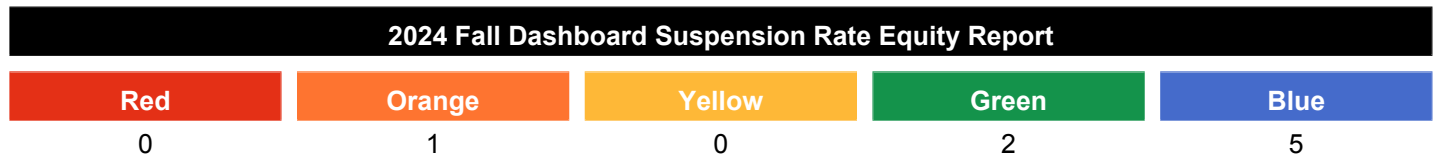## Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	2	5

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Blue	No Performance Color
1% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 0.8%	Declined 3%	
598 Students	156 Students	3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	0.9% suspended at least one day
	Maintained 0%	Declined 1.6%
3 Students	32 Students	453 Students

Students with Disabilities	African American	American Indian
Green	Blue	No Performance Color
1% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained 0.1%	Maintained 0%	3 Students
98 Students	34 Students	

Asian	Filipino	Hispanic
Blue	Blue	Green
0% suspended at least one day	0% suspended at least one day	1.3% suspended at least one day
Maintained 0%	Maintained 0%	Declined 1.5%
36 Students	42 Students	396 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	1.5% suspended at least one day
Maintained 0%	1 Student	Increased 1.5%
19 Students		67 Students

Conclusions based on this data:

1. All Students are in the Green performance level with a 1% suspension rate, which represents a decline of 0.8% from the prior year. There were 5 student groups with Blue performance: English Learners, Socioeconomically Disadvantaged, African American, Asian, Filipino.

2. There was 1 student group indicating Orange performance: White students has a 1.5% suspension rate, which increased by 1.5%. This is the only group showing an increase.

3. Students with Disabilities and Hispanic students were in the Green performance. Hispanic students declined by 1.5% and Students with Disabilities maintained with 0.1%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

> In the area of English Language Arts, the All Students group earned a Green performance level scoring 5.9 points above standards, reflecting a 10 point increase from the previous year. English Learners remain in the Orange performance level, scoring 32.1 points below standard, with no significant change from the previous year. Hispanic students, who represent 66% of the school population, scored 18.9% points below standard and maintained performance with only a 2.4 point gain. Socioeconomically Disadvantaged students, who make up 73% of enrollment, improved by 7.1%, brining them to 7.8 points below standard and earning a Yellow performance level. Students with Disabilities declines by 4.8 points, scoring 40.2 points below standard and remained in the Orange performance. Homeless students, although not assigned a color due to small group size, scored 87.5 points below standard, the lowest among all student groups.
>
> In the area of Math, the All Students group earned a Green performance level scoring 14.2 points below standard but showing 8.3 points of growth. English Learners continue to struggle, scoring 55.9 points below standard, maintaining an Orange performance. Hispanic students declined by 3.2 points and now score 41.4 points below standard and also in the Orange performance level. Socioeconomically Disadvantage students improved by 10.2 points, reaching 28.7 points below standard and earned Yellow performance. Students with Disabilities maintained performance by remained 72.8 points below standard, continuing to be among the most at-promise student groups in math. Homeless students scored 78.9 points below standard, reflecting a continued need for academic and attendance support.
>
> English Learners earned a Green performance level on the English Learner Progress, with 54.6% making progress toward English language proficiency. Among these English Learners, 49.5% progress at least one ELPI level, and 5.2% maintained ELPI 4. However, 29.9% of ELs maintained lower proficiency levels, and 15.5 declined.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	In 2024, 54% of students in grades 3rd-6th were proficient in Language Arts based on the CAASPP data. The All Students group was 9.9 points above standard, noting a Green indicator.	In 2025, student proficiency rate will increase by 5%. The All Students group will improve by 15 points to move to the Blue indicator.
Math	In 2024, 43% of students in grades 3rd-6th were proficient in Math based on the CAASPP data. The All Students group was 14.2 points below standard, noting a Green indicator.	In 2025,, student proficiency rate will increase by 5%. The All Students group will improve by 3 points to maintain the Green indicator.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Valley View will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	All Students	0 District Funded None Specified
1.2	Valley View will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	All Students	18,589.00 LCFF-Base 4000-4999: Books And Supplies Material and supplies
1.3	Valley View will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	All Students	20,000.00 LCFF-Base Custodial Supplies
1.4	Valley View will maintain noon supervisors at all sites to support all students' safety and supervision.	All Students	1,200.00 LCFF-Base 2000-2999: Classified Personnel Salaries 101.00 LCFF-Base 3000-3999: Employee Benefits
1.5	Valley View will conduct monthly safety drills.	All Students	0 District Funded None Specified 500.00 LCFF-Base 4000-4999: Books And Supplies Safety supplies
1.6	Valley View will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that removes barriers	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental 0 Title I

	and allows parents to communicate and engage with school staff.		4000-4999: Books And Supplies Attendance Incentives
1.7	Valley View will provide transportation to and from school for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Throughout the 2024-25 school year, the strategies and activities of Goal 1 were successfully implemented, fostering a positive, engaging, and inclusive environment within our school community. By providing highly qualified teachers and focusing ELA and Math instruction with standards-based materials, we have observed positive student outcomes. This effective implementation played a key role in achieving the overall goal.

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

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

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

The goal to increase student achievement remains unchanged. Our annual measurable goal is to raise student achievement by 5%. To assess student growth, we will utilize CAASPP data and compare the results from the 2023-2024 school year with the results from the 2024-2025 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

> In the area of English Language Arts, the All Students group earned a Green performance level scoring 5.9 points above standards, reflecting a 10 point increase from the previous year. English Learners remain in the Orange performance level, scoring 32.1 points below standard, with no significant change from the previous year. Hispanic students, who represent 66% of the school population, scored 18.9% points below standard and maintained performance with only a 2.4 point gain. Socioeconomically Disadvantaged students, who make up 73% of enrollment, improved by 7.1%, bringing them to 7.8 points below standard and earning a Yellow performance level. Students with Disabilities declines by 4.8 points, scoring 40.2 points below standard and remained in the Orange performance. Homeless students, although not assigned a color due to small group size, scored 87.5 points below standard, the lowest among all student groups.
>
> In the area of Math, the All Students group earned a Green performance level scoring 14.2 points below standard but showing 8.3 points of growth. English Learners continue to struggle, scoring 55.9 points below standard, maintaining an Orange performance. Hispanic students declined by 3.2 points and now score 41.4 points below standard and also in the Orange performance level. Socioeconomically Disadvantage students improved by 10.2 points, reaching 28.7 points below standard and earned Yellow performance. Students with Disabilities maintained performance by remained 72.8 points below standard, continuing to be among the most at-promise student groups in math. Homeless students scored 78.9 points below standard, reflecting a continued need for academic and attendance support.
>
> English Learners earned a Green performance level on the English Learner Progress, with 54.6% making progress toward English language proficiency. Among these English Learners, 49.5% progress at least one ELPI level, and 5.2% maintained ELPI 4. However, 29.9% of ELs maintained lower proficiency levels, and 15.5 declined.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners: Reclassifications	On the 2024 ELPAC, 54.6% of our students are making progress towards English proficiency based on the ELPAC.	In 2025, the percentage of students making progress towards English proficiency on the ELPAC will increase by 5%.
ELA	On the 2024 CAASPP, English Learners were 32.1 points below standard. Socioeconomically Disadvantaged were 7.8 points below standard. Homeless Youth were 87.5 points below standard.	In 2025, English Learners, SED students, and Homeless Youth will improve by 10 points.
Math	On the 2024 CAASPP, English Learners were 55.9 points below standard. Socioeconomically Disadvantaged were 28.7 points below standard. Homeless Youth were 78.9 points below standard.	In 2025, English Learners, SED students, and Homeless Youth will improve by 10 points.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	For English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and mathematics and/or are in need of further connection and engagement, Valley View will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
2.2	To mitigate learning loss, as evidenced by state and local assessments, Valley View will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, Low Income	2255.00 LCFF- Supplemental 4000-4999: Books And Supplies Supplemental Materials and Software
2.3	To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.	English Learner (EL), Foster Youth, Low Income	5,500.00 LCFF-Base 1000-1999: Certificated Personnel Salaries Teachers Extra hours for grade level collaboration, Data Digs, Instructional Learning Team meetings. 9,000.00

			LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Teachers Extra hours for grade level collaboration, Data Digs, Instructional Learning Team meetings. 2139.00 LCFF- Supplemental 3000-3999: Employee Benefits 1307.00 LCFF-Base 3000-3999: Employee Benefits Teachers Extra hours for grade level collaboration, Data Digs, Instructional Learning Team meetings.
2.4	To address students not meeting grade level standards on state and local assessments, Valley View will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for all students including English Learner, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
2.5	Valley View will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low Income students.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
2.6	Valley View will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)	0 District Funded None Specified
2.7	Valley View will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)	0 District Funded None Specified
2.8	For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
2.9	Valley View will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program.	All Students	0 District Funded None Specified
2.10	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income, English Learners and Foster Youth students who may have limited access to literacy materials at home.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified

2.11	To address the underperformance on state and local assessment, Valley View will provide Teachers who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, Low Income	0 District Funded Instructional Aides Intervention, and/or Before and Afterschool Intervention
2.12	To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	Low Income	68,000.00 Prop 28 1000-1999: Certificated Personnel Salaries Music Programs 21,336.00 Prop 28 3000-3999: Employee Benefits
2.13	Valley View will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental
2.14	To support equitable access to differentiated instruction and access to online curricular programs, Valley View will provide and train Computer Lab Assistants at all sites to support low income students in the use of technology to meet grade level standards.	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental
2.15	Learning Support Teachers will provide additional Tiers II and III intervention supports to identified students to support academic achievement. In addition, Learning Student Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
2.16	The 2023 CA Dashboard reflected a red indicator in the English Language Performance Indicator at Valley View Community School. Teachers and Learning Support Teachers will participate in professional development that assist teachers in developing a stronger understanding of designated and integrated English Language Development, as well as, supporting teachers with the implementation of Orton Gillingham to assist students with phonological awareness and learning of the English Language rules.	English Learner (EL)	0 District Funded None Specified
2.17	For unduplicated students who are not meeting grade level standards, Valley View will use substitute teachers to support teachers in providing targeted grade-level intervention and support.	English Learner (EL), Foster Youth, Low Income	18,000.00 LCFF- Supplemental Substitute Teachers 4,277.00 LCFF- Supplemental 3000-3999: Employee Benefits Substitute Teachers

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

There are no significant disparities between the planned implementation and budgeted expenditures for the strategies/activities aimed at achieving the objectives outlined in Goal 2.

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

Due to budget constraints, substitute teacher intervention support will be reduced next year. However, we will have an additional Learning Support Teacher (LST), bringing the total to three LSTs, to focus on reading and math intervention and instructional coaching.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Family and Community Engagement & Involvement
All families and the broader community are welcomed and are partners in supporting the whole child.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Through Parent Square, we effectively reach 99% of our families through email messages and direct app postings. We send weekly school-wide messages and provide frequent reminders for specific meetings to encourage parent participation. Additionally, teachers send out weekly messages to engage parents. For Coffee w/ the Principal, our data indicates an average attendance of 20 parents. However, ELAC meetings have fewer than 5 parents in attendance on average. Our Goal Setting conferences saw excellent participation, with 93% of families attending their child's conference. Only 7% of families did not attend, based on our general education student enrollment of 553 students.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square	In 2024-25, Valley View reached 99.5% of Parents via Parent Square.	In 2025-26, Valley View will work to maintain accurate records in order to reach 100% of families via Parent Square.
Parent Attendance	In 2024-25, Valley View continued to have less than 5% participation in parent meetings for ELAC and Coffee with the Principal.	In 2025-26, Valley View will work to increase parent participation for ELAC and Coffee with the Principal by 5%.
Parent Conferences	In 2024-25, Valley View had 95% of families participating in conferences.	In 2025-26, Valley View will work to increase parent participation to 99% for parent conference with teachers.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Valley View will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational,	English Learner (EL) and Low Income	3,000.00 LCFF-Base

	social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.		Office Staff extra hours or positions/materials 252.00 LCFF-Base 3000-3999: Employee Benefits 600.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Office Staff extra hours or positions/materials 50.00 LCFF- Supplemental 3000-3999: Employee Benefits 2,000 LCFF-Base 4000-4999: Books And Supplies Office Supplies
3.2	Valley View will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	English Learner (EL)	1600.00 LCFF- Supplemental
3.3	Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.	All Students	0 LCFF-Base None Specified
3.4	To support parents of English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in Goal 2 Action 4.	English Learner (EL	0 District Funded None Specified Wellness Collaborative
3.5	In an effort to partner with parents to improve student behavior and positive school climate, data will be carefully tracked and student recognition events will be held for students and families to honor improvement in target areas. Valley View will purchase incentives, awards, certificates, and banners.	All Students	0 District Funded None Specified
3.6	To assure low income and Foster Youth students have awareness and access to community services, Valley View will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart	Low Income and Foster Youth	0 District Funded None Specified

	Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

There were no changes in expenditures or strategies.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

> In the area of attendance, the All Student group earned a Yellow performance level in chronic absenteeism, with 19.6% of students identified as chronically absent, improving by 3.2 points. English Learners and Socioeconomically Disadvantaged students both had chronic absenteeism rates above 21%, improving slightly but remaining in the Orange performance level. Hispanic students had a rate of 23.1%, a 2.7 point decline but also remained in the Orange. Students with Disabilities had the highest rate of 37.5%, despite improving by 4.9 points and remain in the Orange. Homeless students improved significantly by 10.5 points but still had a rate of 16.1% with no color rating due to the group size.
>
> Additionally, there is a critical need for a School Social Worker to enhance the social-emotional well-being of our students. During the 2024-25 school year, we conducted 22 risk/threat assessments and administered 219 counseling sessions, underscoring the demand for mental health support. Additionally, 42 homeless/foster youth received case management, thus the demand for intervention and services is significant.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	In 2023-24, our overall attendance rate was 95.0%, which is a 1.1% increase from the previous year.	In 2024-25, the attendance rate will increase by 2%.
Suspensions	In 2023-24, Valley View had 1.0% suspension rate, which is a decrease of 0.8% from the previous year.	In 2024-25, suspensions will decrease suspensions by 1%.
Student Achievement	In 2024, 54% of students in grades 3rd-6th were proficient in Language Arts based on the CAASPP data. The All Students group was 9.9 points above standard, noting a Green indicator. In 2024, 43% of students in grades 3rd-6th were proficient in Math based on the CAASPP data. The All Students group	In 2025, student proficiency rate will increase by 5% based on the English Language Arts CAASPP data. The All Students group will improve by 15 points to move to the Blue. In 2025, student proficiency rate will increase by 5% based on the Math CAASPP data. The All Students group

| | | | was 14.2 points below standard, noting a Green indicator. | will improve by 3 points to maintain the Green indicator. |

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.	All Students	0 District Funded None Specified Data collection
4.2	To remove barriers for low income students from accessing their academic program, Valley View will provide counseling to support social/emotional wellness and academic success in school.	Low Income	0 District Funded None Specified
4.3	To remove barriers for students from accessing their academic program,Valley View will provide counseling services to support social/emotional wellness and academic success in school.	All Students	0 District Funded None Specified
4.4	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
4.5	Utilize the Behavioral Intervention Specialist and Behavior Intervention Assistants (B.I.A.s) from Valley View level to support students in general and special education classes to support student connectedness and access to the core curriculum.	All students, including low income, English Learners, Foster Youth, and White Students subgroup.	0 District Funded None Specified
4.6	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, Valley View will provide School Social Workers and support personnel to provide comprehensive services.	Low Income, Foster Youth, and Homeless	0 LCFF- Supplemental None Specified Social Workers and their materials and supplies 101,490 Title I 1000-1999: Certificated Personnel Salaries Social Workers and their materials and supplies 31,846.00 Title I 3000-3999: Employee Benefits
4.7	To support student connectedness and build positive relationships at the school site, Valley View will provide positive academic and behavior	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental

	programs that promote student engagement for unduplicated students.		Capturing Kids Heart, Social Emotional Programs, Second Step
4.8	To support student engagement and connectedness, Valley View will promote a positive school climate to foster youth development and academic achievement.	All Students	0 District Funded None Specified
4.9	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who required behavioral intervention per their IEP.	Students with Disabilities (SWD)	0 District Funded None Specified
4.19	To support student engagement and college and career readiness, Valley View will procure college banners featuring students' chosen colleges and career aspirations to prominently display throughout the school campus.	All Students	2,845.00 Title I 4000-4999: Books And Supplies College & Career Banners

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Throughout the 2024-25 school year, Goal 4 strategies and activities were effectively implemented, offering students mental health support and assisting families facing chronic absenteeism.

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

There were no changes in expenditures or strategies.

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

In the 2025-26 school year, our School Social Worker will continue to be fully funded by Title I.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$315,887.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$136,181.00

Subtotal of additional federal funds included for this school: $136,181.00

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	$37,921.00
LCFF-Base	$52,449.00
Prop 28	$89,336.00

Subtotal of state or local funds included for this school: $179,706.00

Total of federal, state, and/or local funds for this school: $315,887.00

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	37,921.00	0.00
LCFF-Base	52,449	0.00
Title I	136,181	0.00
Prop 28	89,336	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	37,921.00
LCFF-Base	52,449.00
Prop 28	89,336.00
Title I	136,181.00

Expenditures by Budget Reference

Budget Reference	Amount
	24,600.00
1000-1999: Certificated Personnel Salaries	183,990.00
2000-2999: Classified Personnel Salaries	1,800.00
3000-3999: Employee Benefits	61,308.00
4000-4999: Books And Supplies	26,189.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

	District Funded	0.00
None Specified	District Funded	0.00
	LCFF- Supplemental	19,600.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental	9,000.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental	600.00
3000-3999: Employee Benefits	LCFF- Supplemental	6,466.00
4000-4999: Books And Supplies	LCFF- Supplemental	2,255.00
None Specified	LCFF- Supplemental	0.00
	LCFF-Base	23,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	5,500.00
2000-2999: Classified Personnel Salaries	LCFF-Base	1,200.00
3000-3999: Employee Benefits	LCFF-Base	1,660.00
4000-4999: Books And Supplies	LCFF-Base	21,089.00
None Specified	LCFF-Base	0.00
1000-1999: Certificated Personnel Salaries	Prop 28	68,000.00
3000-3999: Employee Benefits	Prop 28	21,336.00
1000-1999: Certificated Personnel Salaries	Title I	101,490.00
3000-3999: Employee Benefits	Title I	31,846.00
4000-4999: Books And Supplies	Title I	2,845.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,390.00
Goal 2	131,814.00
Goal 3	7,502.00
Goal 4	136,181.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
William Foster, Parent	Parent or Community Member
Gina Evans, Parent	Parent or Community Member
Dulce Chavez, Parent	Parent or Community Member
Angie Ashe, Parent	Parent or Community Member
Carolina Sanchez, Parent	Parent or Community Member
Mona Walker, Other - Computer Lab Sp.	Other School Staff
Matt Razevich, Teacher	Classroom Teacher
Mary Giacoletto, Teacher	Classroom Teacher
Arin Spalding, 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 5/20/25.

Attested:

Principal, Diem Johnson on 5/20/25
SSC Chairperson, William Foster on 5/20/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

II.   The SPSA shall include the following:
    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
    B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

ELAC ADVICE TO SSC

ELAC gave advice to School Site council (SSC) regarding the School Plan for Student Achievement on May 9, 2025.

Parents are happy with the progress their scholars are making. They recommend to continue with the same goals and actions for SPSA.

ELAC President: _Natwophoguinto_

Date:5/9/25

Principal: _[signature]_

Date: 5/9/25

School Site Council's response to ELAC on: May 20, 2025

SSC acknowledged ELAC's recommendations.

SSC Chairperson: _[signature]_

Date: 5/20/25

Principal: _[signature]_

Date: 5/20/25

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 5/20/25.

Attested:

Principal, Diem Johnson on 5/20/25	
SSC Chairperson, William Foster on 5/20/25	