School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley View Middle School	07-61754-6004352	11/2023	

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to provide transparency to all community partners including parents, staff, and community on budget allocation and expenditures beyond base funding of Local Control Funding Formula, as they relate to improving academic performance for all students. Valley View Middle School has been identified for ATSI for the following student groups: Students with Disabilities.

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

Valley View Middle School has four goals included in this SPSA that each align with MDUSD's LCAP goals. Through the use of school wide collaborative systems, our school engages in cycles of inquiry to continuously improve student learning, staff development, parent outreach, and targeted student support. Valley View empowers students starting with the Leadership class who are highly engaged and instrumental in designing activities to promote a positive school climate. Layered on that are the Jaguar Pride Pillars of Safety, Respect Responsibility and Kindness. There are reward campaigns every quarter to provide student focus on each of these pillars. Our staff meets regularly in a variety of groups led by the VVLT leadership team to ensure that information is shared within departments, across grade level teams, and among the entire staff. Valley View has been heavily focused on rebuilding Social Emotional Learning (SEL) skills for our students as they continue to rebound from the pandemic. This year Valley View continues this work as we widen our focus to support improved academic outcomes as we explore equitable grading practices and differentiated instructional strategies.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Input and feedback was collected through PTSA meetings, SSC meetings, and VVMS Staff meetings. The feedback from parents was that there is an appreciation for the focus on social emotional learning and they would like to see continued support and additional resources (i.e. middle school sports program) for their students. Many students have still been struggling with anxiety and social skills post-pandemic. Staff would like additional personnel, professional development resources, and/or classes for students to support accelerated student learning. Students would like additional activities such as clubs to engage in, especially during lunchtime.

Classroom Observations

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

Administration conducts classroom observations on a weekly basis. Most visits were short in duration as a check in to ensure the wellbeing of students. Teachers requested support calls to receive targeted support for specific students who were experiencing behavior challenges. During the year, students were engaged in learning and provided opportunities to receive direct instruction and to work collaboratively with their peers. There is a variety of room/desk arrangements ranging from table groups to students seated in rows. For the upcoming year, the Math Department will pilot an Instructional Rounds program to provide opportunities for teachers to watch one another teach as they implement new strategies to further improve student learning.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

District assessments and state assessments were reviewed during whole staff meetings to determine overall student progress and compare that with student group data. Data was further reviewed and disaggregated during department meetings. Valley View staff engaged in Cycles of Inquiry to compare year-to-year and or quarter-to-quarter student progress.

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

Data was reviewed regularly to assess student progress. District assessments were reviewed quarterly, departments reviewed site-level assessments on a monthly basis. Valley View's CARE team also met weekly to review student data and determine additional supports for struggling students. During each data review, teachers discussed best practices and identified instructional changes to support improved academic and behavioral outcomes.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

During the 2022-2023 school year, one position remained vacant for the duration of the year and was covered by substitute teaching staff.

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

All staff are appropriately credentialed and have access to adopted materials. MDUSD provided training for newly adopted curriculum.

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

Staff participates in site-based and outside professional development aligned with district and site initiatives, such as learning acceleration and MTSS, and well as individual professional needs.

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

Newly credentialed teachers received support and were assigned mentors through MDUSD's TISP program. Valley View also has designated a teacher as the technology instructional lead (TIL) who provides support in integrating technology into instruction.

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

Valley View uses a rotating weekly meeting cycle to ensure that teachers have opportunities to meet in a variety of groups: grade level, department, leadership, and whole staff. The cycle of these meetings is designed to support teacher collaboration and professional learning.

Teaching and Learning

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

MDUSD provides opportunities for departments to collaborate district-wide to align and refine alignment of the curriculum and instruction. During the 2022-23 school year, the entire math team participated in meetings to identify priority standards and revise the annual pacing calendar.

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

All met.

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

Valley View teachers primarily used learning acceleration and differentiated instructional practices to address the learning needs of each student within each classroom.

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

All classrooms and students have access to appropriately aligned board approved and supplemental instructional materials.

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

All classrooms and students have access to appropriately aligned School Board approved instructional materials.

Opportunity and Equal Educational Access

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

Valley View teachers primarily use learning acceleration and differentiated instructional practices (including Tier II interventions) to address the learning needs of each student within each classroom. Students who do not respond to Tier II classroom instruction are referred to the CARE team for additional resources and support.

Evidence-based educational practices to raise student achievement

Teachers use a variety of instructional practices to support student learning such as: think-pair-share, structured collaborative work, frequent check ins, increased visuals, graphic organizers, structured breaks, cloze notes, and learning acceleration (quick spiral reviews).

Parental Engagement

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

Students who do not respond to Tier II classroom instruction are referred to the CARE team for additional resources and support. Supports may include SST, IEP, or 504 meetings and referring families to resources such as Wraparound Services.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

MDUSD facilitates parent involvement. Valley View parents participate in the school program through School Site Council, ELAC, meetings with school staff and administration, and PTA.

Funding

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

The books, materials, online instructional programs, and personnel that are outlined in this SPSA all enable underperforming students to meet standards.

Fiscal support (EPC)

The books, materials, online instructional programs, and personnel that are outlined in this SPSA all enable underperforming students to meet standards. Mt Diablo Unified distributes targeted supplemental funds to support site initiatives in the Local Control Accountability Plan and in each school's School Plan for Student Achievement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents were included in the development of this plan through feedback opportunities presented at PTSA and SSC meetings. These meetings were advertised to the entire parent and staff community and hosted online to encourage broad participation. Teacher input was included through opportunities during staff meetings. Students input was included through the Leadership class and SSC. Valley View's four goals are aligned with MDUSD's LCAP goals.

Resource Inequities

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

Valley View Middle School does not receive funding through Title I, and receives very limited financial support through our PTSA. This means that our school is limited in its ability to add targeted support through the addition of personnel who incur higher costs than do materials and supplies. Both staff and parent feedback requested additional personnel support, however, due to funding restrictions this is not possible.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.14%	0%	2	1	0
African American	2.4%	2.32%	2.06%	18	17	16
Asian	8.9%	8.74%	8.49%	67	64	66
Filipino	5.1%	3.83%	4.12%	38	28	32
Hispanic/Latino	38.1%	36.89%	36.94%	286	270	287
Pacific Islander	0.1%	%	0.13%	1	0	1
White	32.7%	31.15%	27.28%	245	228	212
Multiple/No Response	8.5%	9.02%	12.1%	64	66	94
			Total Enrollment	750	732	777

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	266	228	285
Grade 7	245	262	240
Grade 8	239	242	252
Total Enrollment	750	732	777

Conclusions based on this data:

1. Overall enrollment has increased by 3.6% from the 20-21 school year to the 22-23 school year.

2. Demographics of student groups has remained relatively stable. The most notable change was an increase in students idenfiying as "Multiple/No Response" category increased from 8.5% in 20-21 to 12.1% in 22-23. Students identifying as "White" also dropped from 32.7% to 27.28%.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	65	81	86	8.7%	11.1%	11.1%
Fluent English Proficient (FEP)	180	160	166	24.0%	21.9%	21.4%
Reclassified Fluent English Proficient (RFEP)	7			10.8%		

Conclusions based on this data:

1. The number of English Learners increased 32% from 65 (20-21) to 86 (22-23).

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	258	224	273	200	207	266	197	207	266	77.5	92.4	97.4
Grade 7	239	260	225	175	245	220	169	243	220	73.2	94.2	97.8
Grade 8	226	242	255	167	213	241	160	213	241	73.9	88.0	94.5
All Grades	723	726	753	542	665	727	526	663	727	75.0	91.6	96.5

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2517.	2539.	2536.	14.21	23.19	19.55	32.99	33.33	32.71	28.43	25.60	27.44	24.37	17.87	20.30
Grade 7	2560.	2540.	2535.	22.49	15.64	18.18	34.91	32.51	29.55	22.49	24.69	21.82	20.12	27.16	30.45
Grade 8	2567.	2558.	2541.	19.38	18.78	12.45	31.25	29.58	30.29	33.13	23.94	30.29	16.25	27.70	26.97
All Grades	N/A	N/A	N/A	18.44	19.00	16.78	33.08	31.83	30.95	27.95	24.74	26.69	20.53	24.43	25.58

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	15.23	26.09	20.30	60.91	49.76	57.89	23.86	24.15	21.80
Grade 7	25.45	16.05	18.72	60.61	60.91	55.71	13.94	23.05	25.57
Grade 8	21.38	25.71	15.77	59.75	52.38	56.85	18.87	21.90	27.39
All Grades	20.35	22.27	18.32	60.46	54.70	56.89	19.19	23.03	24.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	16.41	20.29	18.80	57.44	53.62	57.14	26.15	26.09	24.06
Grade 7	23.90	20.25	18.81	57.23	52.07	50.00	18.87	27.69	31.19
Grade 8	16.88	16.51	16.18	57.50	55.66	54.36	25.63	27.83	29.46
All Grades	18.87	19.06	17.93	57.39	53.71	54.07	23.74	27.23	28.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	10.66	18.36	16.54	72.08	66.18	71.80	17.26	15.46	11.65
Grade 7	13.86	11.93	18.72	74.10	72.84	64.84	12.05	15.23	16.44
Grade 8	14.47	17.54	13.69	72.96	67.30	68.88	12.58	15.17	17.43
All Grades	12.84	15.73	16.25	72.99	68.99	68.73	14.18	15.28	15.01

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	21.32	22.71	20.68	63.96	62.32	63.16	14.72	14.98	16.17
Grade 7	31.55	18.93	18.26	54.76	61.73	60.27	13.69	19.34	21.46
Grade 8	20.00	20.38	17.01	70.63	67.30	63.49	9.38	12.32	19.50
All Grades	24.19	20.57	18.73	63.05	63.69	62.40	12.76	15.73	18.87

Conclusions based on this data:

1. Percentage of students tested in ELA increased from 75% in 20-21 to 96.5% in 22-23 which means the scores from 22-23 would be more accurate since they more closely reflect the entire school population.
2. Percentage of student who met or exceeded the standard dropped from 51.52% in 20-21 to 47.43% in 22-23.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	259	224	273	199	207	268	194	207	268	76.8	92.4	98.2
Grade 7	240	260	225	173	244	220	170	244	218	72.1	93.8	97.8
Grade 8	226	242	255	174	212	242	167	208	242	77.0	87.6	94.9
All Grades	725	726	753	546	663	730	531	659	728	75.3	91.3	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2517.	2503.	2500.	14.43	18.84	14.93	22.68	15.46	18.28	36.08	28.50	29.48	26.80	37.20	37.31
Grade 7	2578.	2519.	2513.	27.65	13.11	23.85	27.06	20.49	7.34	29.41	32.79	22.02	15.88	33.61	46.79
Grade 8	2565.	2568.	2560.	22.16	26.44	20.25	17.37	20.19	21.90	33.53	23.08	28.51	26.95	30.29	29.34
All Grades	N/A	N/A	N/A	21.09	19.12	19.37	22.41	18.82	16.21	33.15	28.38	26.92	23.35	33.69	37.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	15.54	20.39	16.79	53.89	42.72	42.16	30.57	36.89	41.04
Grade 7	32.34	19.34	22.94	56.89	51.85	32.57	10.78	28.81	44.50
Grade 8	22.29	30.29	26.86	56.02	46.63	47.93	21.69	23.08	25.21
All Grades	23.00	23.14	21.98	55.51	47.34	41.21	21.48	29.53	36.81

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	8.76	12.56	11.19	61.86	51.21	50.75	29.38	36.23	38.06
Grade 7	27.06	12.70	22.94	60.00	56.97	40.37	12.94	30.33	36.70
Grade 8	21.56	22.60	18.18	56.89	49.04	56.61	21.56	28.37	25.21
All Grades	18.64	15.78	17.03	59.70	52.66	49.59	21.66	31.56	33.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	11.86	14.49	12.31	69.07	60.87	60.45	19.07	24.64	27.24
Grade 7	22.94	9.43	17.89	64.71	65.57	48.62	12.35	25.00	33.49
Grade 8	17.37	19.23	16.94	69.46	61.06	64.46	13.17	19.71	18.60
All Grades	17.14	14.11	15.52	67.80	62.67	58.24	15.07	23.22	26.24

Conclusions based on this data:

1. Percentage of students tested in Math increased from 75.3% in 20-21 to 96.9% in 22-23 which means the scores from 22-23 would be more accurate since they more closely reflect the entire school population.
2. Percentage of student who met or exceeded the standard dropped from 43.5% in 20-21 to 40.34% in 22-23.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6	1517.0	1503.9	1535.0	1495.7	1498.4	1511.7	26	25
Grade 7	1490.2	1511.5	1497.1	1502.7	1482.7	1519.7	25	23
Grade 8	*	1517.0	*	1507.0	*	1526.6	15	31
Grade 9								
Grade 10								
Grade 11								
Grade 12								
All Grades							66	79

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
6	30.43	13.04	30.43	21.74	26.09	39.13	13.04	26.09	23	23
7	11.11	13.04	38.89	43.48	33.33	26.09	16.67	17.39	18	23
8	*	16.67	*	16.67	*	33.33	*	33.33	*	30
All Grades	18.37	14.47	30.61	26.32	24.49	32.89	26.53	26.32	49	76

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
6	39.13	30.43	39.13	21.74	8.70	26.09	13.04	21.74	23	23
7	27.78	39.13	55.56	34.78	0.00	8.70	16.67	17.39	18	23
8	*	33.33	*	23.33	*	16.67	*	26.67	*	30
All Grades	32.65	34.21	38.78	26.32	4.08	17.11	24.49	22.37	49	76

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
6	13.04	0.00	17.39	13.04	43.48	52.17	26.09	34.78	23	23
7	0.00	4.35	27.78	17.39	33.33	43.48	38.89	34.78	18	23
8	*	10.00	*	20.00	*	16.67	*	53.33	*	30
All Grades	6.12	5.26	18.37	17.11	34.69	35.53	40.82	42.11	49	76

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
6	30.43	4.35	47.83	73.91	21.74	21.74	23	23
7	0.00	0.00	76.47	71.43	23.53	28.57	17	21
8	*	13.33	*	43.33	*	43.33	*	30
All Grades	14.89	6.76	53.19	60.81	31.91	32.43	47	74

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
6	81.82	39.13	4.55	34.78	13.64	26.09	22	23
7	66.67	60.87	16.67	21.74	16.67	17.39	18	23
8	*	36.67	*	33.33	*	30.00	*	30
All Grades	66.67	44.74	8.33	30.26	25.00	25.00	48	76

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
6	13.04	8.70	39.13	21.74	47.83	69.57	23	23
7	11.11	4.35	27.78	39.13	61.11	56.52	18	23
8	*	13.79	*	20.69	*	65.52	*	29
All Grades	10.20	9.33	28.57	26.67	61.22	64.00	49	75

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
6	22.73	4.35	63.64	78.26	13.64	17.39	22	23
7	0.00	8.70	64.71	73.91	35.29	17.39	17	23
8	*	0.00	*	82.76	*	17.24	*	29
All Grades	10.87	4.00	56.52	78.67	32.61	17.33	46	75

Conclusions based on this data:

1. Number of students tested in ELPAC increased from 66 in 20-21 to 79 in 21-22 which represents an increase of 19.6%.
2. Students scored the highest in the Speaking Domain with 66.67% (20-21) and 44.74% (21-22) falling in the "Well Developed" range.
3. Students scored the lowest in the Writing Domain with 10.87% (20-21) and 4% (21-22) falling in the "Well Developed" range.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
732	**49.6**	**11.1**	**0.5**
Total Number of Students enrolled in Valley View Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	81	11.1
Foster Youth	4	0.5
Homeless	7	1.0
Socioeconomically Disadvantaged	363	49.6
Students with Disabilities	113	15.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	2.3
American Indian	1	0.1
Asian	64	8.7
Filipino	28	3.8
Hispanic	270	36.9
Two or More Races	66	9.0
Pacific Islander		
White	228	31.1

Conclusions based on this data:

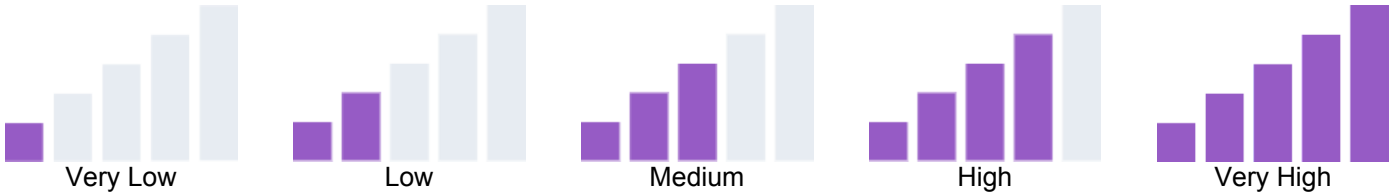
1. Almost half of the student population is considered Socioeconomically Disadvantaged.
2. Two student groups with significant populations are Students with Disabilities (15.4%) and English Learners (11.1%)
3. The largest racial/ethnic groups are Hispanic (36.9%) and students identifying as White (31.1%). There are small populations of American Indian (0.1%), African American (2.3%), and Filipino (2.8%) students.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

1. Overall performance fell in the Low Range in the areas of English Language Arts, Mathematics, and English Learner Progress.
2. Chronic Absenteeism fell in the Very High Range.

3. Suspension Rage fell in the Medium Range.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

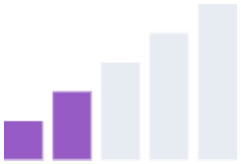
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	2	2	1	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
8.8 points below standard	90.9 points below standard	4 Students
666 Students	109 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
8 Students	50.4 points below standard	136.4 points below standard
	334 Students	106 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	High	No Performance Level
24.9 points below standard	1 Student	40.3 points above standard	26.7 points above standard
15 Students		59 Students	27 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Low	Medium		Medium
41.9 points below standard	6.7 points above standard		5.9 points above standard
246 Students	59 Students		212 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
140.5 points below standard	18.1 points below standard	2.4 points above standard
67 Students	43 Students	453 Students

Conclusions based on this data:

1. Student groups who performed the highest were Asian (High), White (Medium), and Two or More Races (Medium).
2. Students who performed the lowest were Hispanic (Low), Socioeconomically Disadvantaged (Low), English Learners (Very Low), and Students with Disabilities (Very Low).

School and Student Performance Data

Academic Performance
Mathematics

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

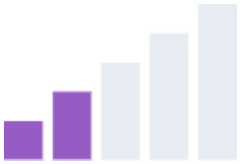
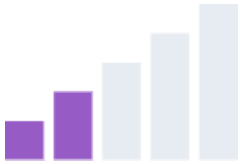
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	3	1	1	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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Very Low	No Performance Level
46.0 points below standard	131.3 points below standard	4 Students
676 Students	118 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
10 Students	91.3 points below standard	153.9 points below standard
	341 Students	107 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	High	No Performance Level
78.0 points below standard	1 Student	7.6 points above standard	14.3 points below standard
15 Students		61 Students	27 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Low	Medium		Low
78.5 points below standard	24.5 points below standard		26.1 points below standard
248 Students	59 Students		212 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
167.4 points below standard	70.1 points below standard	32.4 points below standard
76 Students	43 Students	453 Students

Conclusions based on this data:

1. Student groups who performed the highest were Asian (High) and Two or More Races (Medium).
2. Students who performed the lowest were Hispanic (Low), White (Low), Socioeconomically Disadvantaged (Low), English Learners (Very Low), and Students with Disabilities (Very Low).

School and Student Performance Data

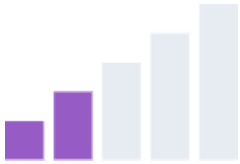
Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

43.8 making progress towards English language proficiency

Number of EL Students: 48 Students

Performance Level: 2

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.9%	33.3%	2.1%	41.7%

Conclusions based on this data:

1. Overall English Learner progress is Low with 43.8% making progress towards English language proficiency.
2. 41.7% of English Learners progressed at least one ELPI Level.
3. 22.9% of English Learners decreased one ELPI Level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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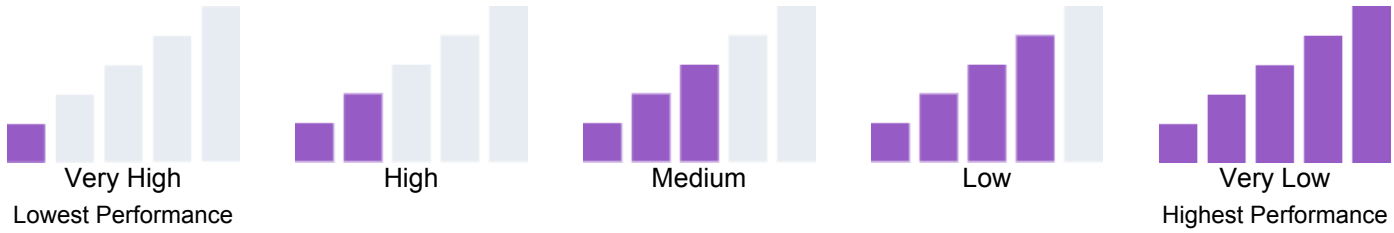


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	1	0	0

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

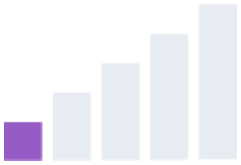
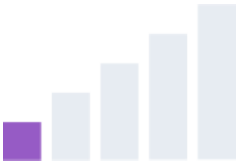
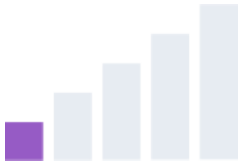
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
22.9% Chronically Absent	21.6% Chronically Absent	Less than 11 Students
769 Students	97 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
58.3% Chronically Absent	30.4% Chronically Absent	33.6% Chronically Absent
12 Students	392 Students	125 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Medium	No Performance Level
29.4% Chronically Absent	Less than 11 Students	7.5% Chronically Absent	10.7% Chronically Absent
17 Students	1 Student	67 Students	28 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High		Very High
23% Chronically Absent	30.5% Chronically Absent		23.6% Chronically Absent
282 Students	141 Students		233 Students

Conclusions based on this data:

1. Overall Chronic Absenteeism fell in the Very High Range including the following student groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White, and Two or More Races.
2. Chronic Absenteeism fell in the Medium Range for students who identify as Asian.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	6	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
5.8% suspended at least one day	9.2% suspended at least one day	Less than 11 Students
780 Students	98 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
16.7% suspended at least one day	8% suspended at least one day	7.7% suspended at least one day
12 Students	398 Students	130 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Medium	No Performance Level
5.6% suspended at least one day	Less than 11 Students	3% suspended at least one day	3.6% suspended at least one day
18 Students	1 Student	67 Students	28 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	Medium		Medium
7.7% suspended at least one day	6.3% suspended at least one day		4.2% suspended at least one day
287 Students	142 Students		237 Students

Conclusions based on this data:

1. Overall the Suspension Rate fell in the Medium Range.
2. Suspension Rate fell in the High Range for the following student groups: English Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 1

LEA/LCAP Goal

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

Goal 1

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.

Identified Need

Improve student learning as evidenced by academic performance on district benchmarks and state assessments. CAASPP scores: increase the percentage of students who are scoring "Standard Met" or above in Math and English Language Arts (ELA). Benchmarks: increase the percentage of students who are scoring "Standard Met" or above in ELA IAB/FIAB and Math MDTP. Increase number of Emerging Bilingual (EL) Re-designated as Fluent English Proficient (RFEP).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students 6-8 on CAASPP	48% of students scored "Standard Met" or exceeded on ELA CAASPP 36% of students scored "Standard Met" or exceeded on Math CAASPP	Increase percentage of "Standard Met" or exceeded to 50% on ELA CAASPP Increase percentage of "Standard Met" or exceeded to 40% on Math CAASPP
Emerging Bilingual 6-8 on CAASPP	3% of students scored "Standard Met" or exceeded on ELA CAASPP 3% of students scored "Standard Met" or exceeded on Math CAASPP	Increase percentage of "Standard Met" or exceeded to 20% on ELA CAASPP Increase percentage of "Standard Met" or exceeded to 20% on Math CAASPP
Special Education 6-8 on CAASPP	15% of students scored "Standard Met" or exceeded on ELA CAASPP 11% of students scored "Standard Met" or exceeded on Math CAASPP	Increase percentage of "Standard Met" or exceeded to 20% on ELA CAASPP Increase percentage of "Standard Met" or exceeded to 20% on Math CAASPP

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall ELA IAB/FIAB	10% of students scored "Standard Met" BOY	Increase percentage of "Standard Met" or exceeded to 50% on ELA IAB/FIAB EOY
Overall Math MDTP	25% of students scored "Standard Met" BOY	Increase percentage of "Standard Met" or exceeded to 50% on Math MDTP EOY
Emerging Bilingual RFEP	16 students (18%) were Re-designated as Fluent English Proficient.	Increase the percentage of RFEP students from 18% to 20%.
CAASPP Participation Rate	ELA participation rate was 96.5%. Math participation rate was 96.9%	Maintain a CAASPP participation rate of 95% or above.
Socioeconomically Disadvantaged on CAASPP	27% of students scored "Standard Met" or exceeded on ELA CAASPP 11% of students scored "Standard Met" or exceeded on Math CAASPP	Increase percentage of "Standard Met" or exceeded to 35% on ELA CAASPP Increase percentage of "Standard Met" or exceeded to 20% on Math CAASPP

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Ensure that students and staff have access to additional technology tools as needed, and that older technology is replaced.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7500	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase of devices such as: computers (including peripheral devices), Chromebooks,

	tablets, web cameras, document readers for student and staff use.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Purchase standards-aligned and culturally relevant supplemental curriculum that targets content not covered by the current textbook adoption.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase supplemental materials to support and implement the Common Core Sate Standards
15000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Purchase software and online licenses for student and staff access to online assessments, curriculum, intervention/support programs, Social and Emotional support, learning management system, and enrichment programs such as: IXL, Accelerated Reader

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Ensure that all classrooms have adequate materials for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase classroom materials and culturally relevant books.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Implement system to promote positive school culture, celebrate diversity and promote Jaguar Pride Pillars of Be Safe, Be Respectful, Be Responsible, Be Kind. Positive rewards and recognition will be provided to students to encourage attendance and good behavior that are appropriate for each grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Staff and student agreements and expectations materials (i.e. Jaguar Planner)
5000	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Assemblies and whole class learning opportunities to promote diversity and positive behavior.
3000	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase supplies and materials for rewards campaign.
5000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Purchase of PBIS support software

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Ensure that books and materials in the library are culturally relevant and up to date.

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

Amount(s)	Source(s)
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase culturally relevant and diverse books and materials for the library

Strategy/Activity 6

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Differentiated student support (including intervention, enrichment, and behavior support) to support the needs of students needing learning during the school day and after school.

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

Amount(s)	Source(s)
3000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional pay for teachers working beyond contract time.

Strategy/Activity 7

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Improve campus supervision and SEL support

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

Amount(s)	Source(s)
11000	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Funding for increased Campus supervisor FTE to support student safety.

Strategy/Activity 8

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Promote social emotional wellbeing of students.

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

Amount(s)	Source(s)
7000	LCFF Supplemental 4000 - 4999 Books and Supplies Continue to improve Wellness Center offerings. Materials and supplies for the Wellness Center designated for student counseling support during the day with drop in availability during the lunch block.
19,400	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Create a PBIS support position to assist in peer mediation and supervise structured lunchtime games/activities

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Overall the implemented strategies were effective for SEL improvements, and need more time to show academic effectiveness. Students benefited from the reorganization and addition of library books. Additional staff in campus supervision also improved safety and school climate especially during lunchtime. In addition many students sought out the campus supervisors for emotional support.

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

Less funding was spent for culturally diverse materials than budgeted due to exploration and researching of appropriate materials.

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.

Additional PBIS staff was added to support social emotional wellbeing and student activities. CAASPP data will also become more reliable with maintaining the 95% participation level.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 2

LEA/LCAP Goal

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

Goal 2

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.

Identified Need

Increase the number of Emerging Bilingual (EL) students Re-designated as Fluent English Proficient (RFEP). Provide diverse learning opportunities for all students and ensure instructional materials are inclusive and respectful of each student's background, race, gender identity, and socioeconomic status.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Professional Development in instructional strategies to improve student achievement.	Math teachers attended Learning Acceleration PD.	Valley View Middle School teachers will participate in learning acceleration and Building Thinking Classrooms, and Grading for Equity professional development that will increase teacher efficacy and improve learning outcomes for students. Math teachers utilize strategies, participate in Instructional Rounds, and present learnings to staff.
Black/African American Students on CAASPP	33% of students scored "Standard Met" or exceeded on ELA CAASPP 6% of students scored "Standard Met" or exceeded on Math CAASPP	Increase percentage of "Standard Met" or exceeded to 40% on ELA CAASPP Increase percentage of "Standard Met" or exceeded to 20% on Math CAASPP
Socioeconomically Disadvantaged on CAASPP	27% of students scored "Standard Met" or exceeded on ELA CAASPP	Increase percentage of "Standard Met" or exceeded to 35% on ELA CAASPP

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	11% of students scored "Standard Met" or exceeded on Math CAASPP	Increase percentage of "Standard Met" or exceeded to 20% on Math CAASPP
Emerging Bilingual 6-8 on CAASPP	3% of students scored "Standard Met" or exceeded on ELA CAASPP 3% of students scored "Standard Met" or exceeded on Math CAASPP	Increase percentage of "Standard Met" or exceeded to 20% on ELA CAASPP Increase percentage of "Standard Met" or exceeded to 20% on Math CAASPP

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

Strategy/Activity 1

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Provide professional development for all teachers on learning acceleration, culturally responsive instruction, and technology integration into the classroom to support all of our students.

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

Amount(s)	Source(s)
500	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Funding for extra pay beyond contract hours for staff to create and develop lessons to teach school-wide expectations on behavior

Strategy/Activity 2

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Staff PLC collaboration time for data analysis and cycles of inquiry to support student achievement.

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

Amount(s)	Source(s)
7000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Provide substitutes for release time for lesson planning, professional development and analysis of data, and/or instructional rounds.

Strategy/Activity 3

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

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 4

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

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 5

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

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

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

Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Staff successfully engaged in PD/meetings focused on data review and equitable grading practices. Math department engaged in learning acceleration and priority standards PD.

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

Less funding was spent than was budgeted due to lack of release days for planning.

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.

Math department will be engaging in Instructional Rounds and presenting to the full staff.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 3

LEA/LCAP Goal

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Goal 3

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Identified Need

Improve school climate and culture to create an inclusive, welcoming, and kind space. Increase parent involvement through PTSA meetings, volunteerism, and campus beautification. Provide diverse learning opportunities for all students that are respectful of each student's background, race, gender identity, and socio-economic status. Student absenteeism and suspension could be reduced with an improved school climate. Improve student attendance by decreasing chronic absenteeism rates. Improve school climate and safety (both physical and emotional).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall Suspensions	54 suspensions	Decrease suspensions from 54 to 27.
Overall Chronic Absenteeism	14% Chronic absenteeism	Decrease chronic absenteeism from 14% to 10%.
CSCHLS Healthy Kids Survey	In 2021 58% of parents agreed with the statement, "School encourages me to be an active partner with the school in educating my child." (No survey administered during 22-23 school year)	Increase the percentage of parents who agree from 58% to 70%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Partnering with parents (PTSA, SSC, and ELAC) to host family education nights including a variety of relevant topics such as: the reclassification process, accessing community resources, technology education, etc

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra pay for teachers working beyond contract time.
300	LCFF Supplemental 4000 - 4999 Books and Supplies Instructional materials to distribute to families.
500	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Payment for guest speakers/ presenters
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Event materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Partnering with parents (PTSA) to host community events/socials to celebrate the diverse Valley View community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)

	Extra pay for staff working beyond contract time.
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Event materials and supplies.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Increase communication for parent partnership opportunities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF Supplemental 5900 Communications Increased communications including ParentSquare, home visits, and/or flyers
15000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Purchase of replacement marquee
100	LCFF Supplemental 4000 - 4999 Books and Supplies Refreshments for parent-principal small group meetings (i.e. Parent-Principal Coffees)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Partner with parents (PTSA) to create and maintain a clean and beautiful campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase plants for the sensory garden beds.
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Improve recycling and composting including signage.
5000	LCFF Supplemental 4000 - 4999 Books and Supplies School beautification and PBIS signage

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Improve attendance rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase supplies, resources and materials for family support for good and/or improved attendance.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Well-attended Multi Cultural Family Night was co-hosted with the PTSA. PTSA created a Diversity Chair to help focus on outreach to a variety of families with diverse backgrounds. Two beautification days were hosted to address garden beds and prepare the Wood Shop to reopen. Volunteer outreach and training sessions were hosted to increase parent presence on campus. Parent-principal coffees held to provide space for parent input.

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

No major differences.

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.

Increase the number of parent/family events.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 4

LEA/LCAP Goal

Focus scholars, specifically Black/African American students, Foster Youth, students experiencing homelessness, students with disabilities and emerging bilingual students, will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an an educational environment that builds trust and inclusive partnerships between the students, parents/guardians and staff.

Goal 4

Focus scholars, specifically Black/African American students, Emerging Bilingual students, Foster Youth, students with disabilities, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.

Identified Need

Improve and build a school culture that is inclusive and welcoming for all students and families in the Valley View community. Assessment scores for the identified focus scholar groups have historically fallen below the average student score. Parent, student, and staff committees/groups have not been representative of the school community's demographics. Increased outreach and communication to focus scholar groups would improve home to school connection and build awareness of specific strategies and issues that need to be addressed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Black/African American Students on CAASPP	33% of students scored "Standard Met" or exceeded on ELA CAASPP 6% of students scored "Standard Met" or exceeded on Math CAASPP	Increase percentage of "Standard Met" or exceeded to 40% on ELA CAASPP Increase percentage of "Standard Met" or exceeded to 20% on Math CAASPP
Emerging Bilingual 6-8 on CAASPP	3% of students scored "Standard Met" or exceeded on ELA CAASPP 3% of students scored "Standard Met" or exceeded on Math CAASPP	Increase percentage of "Standard Met" or exceeded to 20% on ELA CAASPP Increase percentage of "Standard Met" or exceeded to 20% on Math CAASPP
Special Education 6-8 on CAASPP	15% of students scored "Standard Met" or exceeded on ELA CAASPP	Increase percentage of "Standard Met" or exceeded to 20% on ELA CAASPP

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	11% of students scored "Standard Met" or exceeded on Math CAASPP	Increase percentage of "Standard Met" or exceeded to 20% on Math CAASPP
Socioeconomically Disadvantaged on CAASPP	27% of students scored "Standard Met" or exceeded on ELA CAASPP 11% of students scored "Standard Met" or exceeded on Math CAASPP	Increase percentage of "Standard Met" or exceeded to 35% on ELA CAASPP Increase percentage of "Standard Met" or exceeded to 20% on Math CAASPP

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

Strategy/Activity 1

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

Other Subgroups
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Develop or host parent/student surveys, focus groups, and education nights.

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

Amount(s)	Source(s)
200	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra pay for teachers working beyond contract time.
200	LCFF Supplemental 4000 - 4999 Books and Supplies Instructional materials to distribute to families.

Strategy/Activity 2

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

Other Subgroups
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Host focus scholar family nights to seek input and celebrate as a Valley View community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra pay for teachers working beyond contract time.
200	LCFF Supplemental 4000 - 4999 Books and Supplies Instructional materials to distribute to families.
200	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Payment for guest speakers/ presenters

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Other Subgroups
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Outreach for increased school activities participation and membership in school committees such as SSC, ELAC, and PTSA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF Supplemental 4000 - 4999 Books and Supplies Increased communications including ParentSquare and flyers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Other Subgroups
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Provide targeted professional development for all staff to better meet the needs of diverse student groups.

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

Amount(s)	Source(s)
5000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Professional development conferences (virtual or in person), books, and/or materials.

Strategy/Activity 5

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

Other Subgroups
Emerging Bilingual (EL), Low Income, African American, Foster Youth, Homeless, Special Education

Strategy/Activity

Provide opportunities for students to engage in community building with one another.

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

Amount(s)	Source(s)
500	LCFF Supplemental 4000 - 4999 Books and Supplies Establish more clubs and student groups to further connect students to the school community.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Well-attended Multi Cultural Family Night was co-hosted with the PTSA. PTSA created a Diversity Chair to help focus on outreach to a variety of families with diverse backgrounds. District DELAC recruited as ELAC representative on VVMS SSC. Focus group meeting held to solicit parent input.

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

Less funding spent than budgeted on the staff professional development due to needing time to research effective training.

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.

No major changes to goal.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$131,500.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Supplemental	$131,500.00

Subtotal of state or local funds included for this school: $131,500.00

Total of federal, state, and/or local funds for this school: $131,500.00

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
Site Discretionary	85,470	85,470.00
LCFF Supplemental	131,500	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	131,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	11,600.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	30,400.00
4000 - 4999 Books and Supplies	43,300.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	40,200.00
5800 Professional/Consulting Services and Operating Expenditures	5,500.00
5900 Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	11,600.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	30,400.00
4000 - 4999 Books and Supplies	LCFF Supplemental	43,300.00

5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	40,200.00
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	5,500.00
5900 Communications	LCFF Supplemental	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,900.00
Goal 2	7,500.00
Goal 3	27,100.00
Goal 4	7,000.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Rachel Hagen	Classroom Teacher
Nicole Manasewitch	Classroom Teacher
Jacques Casamajor	Classroom Teacher
Corey Dolley	Classroom Teacher
Rachel Decker	Other School Staff
Karly Moura	Parent or Community Member
Maureen Rudolph	Parent or Community Member
Enrique Sanchez Osuna	Parent or Community Member
Laura English	Secondary Student
Ruby Harrigan	Secondary Student
Tess Dolley	Secondary Student
Aurelia Buscemi	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

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 .

Attested:

Principal, Aurelia Buscemi on 11/8/23

SSC Chairperson, Maureen Rudolph on