



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

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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 Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school.

Valley View Elementary School is located in a rural area in the city of Coachella. During the 2023-2024 school year, a total of 595 students were enrolled, composed of 93.4% socioeconomically disadvantaged (SED), 53.8% English Language (EL) Learners, 11.4% Migrant students and 6.4% students with disabilities (SWD). We provide comprehensive instruction for students in grades Transitional Kindergarten through 6th grade in the areas of Language Arts, Math, English Language Development, Science, Social Studies, and Social Emotional Learning. Students have an opportunity to improve their learning in the area of Science through the STEAM program. Through the STEAM program, students are able to participate in a number of science competitions and experiences. Our students are also expected to practice organizational skills in the areas of time, materials, and thinking through the AVID program school wide.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students including our English Learner (EL) students and Students with Disabilities (SWD) who are currently scoring significantly below grade level; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals, including monitoring systems like iReady and district benchmarks to progress monitor the academic levels of all students.

We offer Dual Language Immersion program in grades Kindergarten through 6th grade. Staff members have been trained in Transformational Learning and PBIS and work towards implementing our Transformational Model to ensure all children feel welcomed, valued, and appreciated. We provide daily social-emotional learning for all students, and implement community building circles, including having support from our on site full time latino commission counselor. We facilitate parent information workshops and trainings throughout the school year including having a full time parent liaison that supports parents through workshops at the site level and district level.. At Valley View Elementary School, we commit to academic and social growth for every member of our community.

Educational Partner Involvement

How, when, and with whom did your Valley View Elementary 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

At Valley View Elementary the school administration team reviews and updates the SPSA plan a number of times in different meetings and with different stakeholders. This plan is presented to staff members during staff meetings and updated as needed. The plan is also presented to parent-teacher committees such as English Language Advisory Committee (ELAC) and also with the School Site Council Committee (SSC).

When the plan is presented, the administration team is sure to go over the academic data and the goals that the school has in mind the school year. The administration team goes over each one of the activities and explains the reasons why the activity was chosen and also the impact that it will have on that given goal. The amount of money and the funding is also discuss. The different group are able to provide feedback, ask questions and/or make comments regarding any components of the School Plan for Student Achievement.

Based on feedback from educational partner feedback, including staff members, school site council, and ELAC members we created the following actions: professional development in the areas of language development (CABE) and math (UCI math), parent workshops, and the purchase of library books in both English and Spanish languages.

Resource Inequities

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

Through our needs assessment, the following resource inequities were revealed:

English Language Learners students declined in their performance in the ELPAC assessment by 6.5%. Although there was improvement in both English Language Arts and Math, all students are performing below the standards in these areas.

As evidenced by the analysis of the iReady Diagnostic, CAASPP, and benchmarks and teacher formal assessments; one can conclude that teachers need support in the areas of better understanding standards and measurable objectives, lesson structure and sequence, student engagement, proactive classroom management. As a result of supporting teachers in these areas, students will benefit from having access to best first instruction.

The actions identified in the School Plan (tutoring, professional development, and web based programs) are not evidence-based nor are they specifically directed toward English Language Learners students. Instead, the resources are being utilized by high performing students in need of acceleration.

iReady Data Reading

Kindergarten

67% Green

33% Yellow

0% Red

First Grade

55% Green

40% Yellow

4% Red

Second Grade

39% Green

32% Yellow

29% Red

iReady Data Math

Kindergarten

42% Green

58% Yellow

0% Red

First Grade

41% Green

53% Yellow

6% Red

Second Grade

25% Green

58% Yellow

17% Red

2023 CAASPP Data

ELA:

All Students: 26.79%

English Learners: 14.43%

Hispanic: 27%

Students with disabilities: 10%

MATH:

All Students: 16.94%

English Learners: 9.95%

Hispanic: 17%

Students with disabilities: 3%

The data indicates that English Language Learners and Students with disabilities are the two groups who are struggling academically. These student groups are the groups with the lowest performance. Although they are making improvements they are still at the Very Low level (Red). Data indicates that English Learner (EL) students and Students with Disabilities (SWD) are scoring significantly lower in Math and ELA in comparison to the All student group. Therefore, these student groups are in need of additional instructional support. Additional support will be provided to those two student groups in the areas of language arts and math during and after school tutoring, academic intervention, checking for understanding, and direct interactive instruction.

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.

Based on the California Dashboard, the English Language Progress Indicator is the only indicator that is Orange. There are no indicators in red on the CA Dashboard. English Language Learners declined in their performance in the state ELA and Math tests. This plan will include different actions that will support English Learners in their learning process. Some of the supports that will be taken into account will be after school tutoring with the focus on the areas of speaking, listening, reading, and writing, EL mentor, targeted intervention, and access to best first instruction.

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.

Based on the data results on the California Dashboard, the Students with Disabilities are two levels below the All Student Group on the Chronic Absenteesim Indicator. There are no other student groups that are two or more levels below the All student group in any other Dashboard Indicators.

Other Needs

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

Based on the data from the CA Dashboard, our English Language Learners need additional support during Designated ELD time and Integrated ELD. They declined 6.5% from the previous year in their ELPAC performance. Therefore, EL students would benefit from structured and sequenced lessons that promote student engagement, student discourse, and opportunities to speak in complete sentences. It is also noticeable that our students with disabilities are performing low and are in need of best first instruction that is based on standards, highly engaging, and promotes student interactions.

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.

LCAP Goal 1: Create equitable access to educational opportunities that will lead to academic success

CAASPP ELA

Average Distance from Standard:

All Students will decrease distance from standard met from the baseline of -61.7 points (YELLOW) on the 2023 Dashboard by improving 18.9 points annually as measured by the CA School Dashboard, to be GREEN by 2026. The stretch goal for All Students is to increase 27.7 or more points annually as measured by the CA School Dashboard, to be BLUE by 2026.

English Learners will decrease distance from standard met from the baseline of -73.6 (ORANGE) on the 2023 Dashboard by 22.9 points annually as measured by the CA School Dashboard, to be GREEN by 2026. The stretch goal for All Students is to increase 29.4 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Data on Long Term English Learners Not Available at Valley View this year

Data on Foster and Homeless students is not available for privacy reasons at Valley Elementary View this year.

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of -65.4 (YELLOW) on the 2023 Dashboard by 20.1 points annually as measured by the CA School Dashboard, to be GREEN by 2026.

The stretch goal for Socioeconomically Disadvantaged Students is to decrease 20.1 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of -131.4 (ORANGE) on the 2023 Dashboard by 42.1 points annually as measured by the CA School Dashboard, to be GREEN by 2026. The stretch goal for Students with Disabilities is to increase 50.3 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

CAASPP Math

Average Distance from Standard:

All Students will decrease distance from standard met from the baseline of -83.1 (YELLOW) on the 2023 Dashboard by 19.4 points annually as measured by the CA School Dashboard, to be GREEN by 2026. The stretch goal for All Students is to increase 27.7 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

English Learners will decrease distance from standard met from the baseline of -88.2 (YELLOW) on the 2023 Dashboard by 19.9 points annually as measured by the CA School Dashboard, to be GREEN by 2026. The stretch goal for English Language Students is to decrease 21.1 points or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Socioeconomically Disadvantage Students will decrease from standard met from baseline of -84.8 (YELLOW) on the 2023 Dashboard by 19.9 points annually as measured by the CA School Dashboard, to be GREEN by 2026. The stretch goal for Socioeconomically Disadvantaged Students is to decrease 19.9 points or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of -150.9 (ORANGE) on the 2023 Dashboard by 42.1 points annually as measured by the CA School Dashboard, to be GREEN by 2026. The stretch goal for Students with Disabilities is to increase 84.8 points or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

ELPAC:

Student performance on the ELPAC will increase: (20% in all groups)
from 10.76 % to 12.91 % of students scoring at Level 4 - Well Developed
from 27.03 % to 32.43% of students scoring at Level 3 - Moderately Developed
from 38.08 % to 45.69 % of students scoring at Level 2 - Somewhat Developed
from 24.13 % to 28.95 % of students scoring at Level 1 - Minimally Developed

CAASPP ELA

All Students

2023 Baseline: -61.7	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	18.9	-42.8	Yellow
3 Year Growth	56.7	-5.0	Green

English Learner

2023 Baseline: -73.6	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	22.9	-50.7	Orange
3 Year Growth	68.7	-4.9	Green

Long Term English Learners

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Homeless Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Foster Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Socioeconomically Disadvantaged Students

2023 Baseline: -65.4	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	20.1	-45.3	Yellow
3 Year Growth	60.3	-5.1	Green

Students with Disabilities

2023 Baseline: -131.4	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	42.1	-89.3	Orange
3 Year Growth	126.3	-5.1	Green

CAASPP Math**All Students**

2023 Baseline: -83.1	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	19.4	-63.7	Yellow
3 Year Growth	58.2	-24.9	Green

English Learner

2023 Baseline: -88.2	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	29.1	-59.1	Yellow
3 Year Growth	87.3	-0.9	Green

Long Term English Learners

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Homeless Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Foster Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Socioeconomically Disadvantaged Students

2023 Baseline: -84.8	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	19.9	64.9	Yellow
3 Year Growth	59.7	25.1	Green

Students with Disabilities

2023 Baseline: -150.9	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	42.1	108.8	Orange
3 Year Growth	126.3	24.6	Green

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 1: Create equitable access to educational opportunities that will lead to 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.

Based on the data on the California Dashboard, one can conclude that Valley View students can benefit from instructional practices that encourage student discourse and student engagement. Based on the California Dashboard results, our English Learners are struggling in the areas of writing, reading, speaking, and listening. Our EL students declined 6.5% in their ELPAC performance. We need to put in place instructional practices that will support EL students in the areas of student discourse (speaking in complete sentences and using language) and student engagement (student discourse and participation -AB Partners)

Another conclusion that one can take from the California Dashboard data is that students with disabilities will be a focus group at Valley View due to their low performance on the state test. This group of students is struggling in the areas of language arts and math.

Our student population in general is performing more than 50 points below the standard in language arts and math.

In addition to the professional development that teachers at Valley View have received during the 2023-2024 school year, the teacher staff will focus on instructional practices that will increase student learning and student academic performance on daily work and state assessments. These instructional practices will include: A-B partners with 100% implementation and with consistency across classrooms and grade levels, the use of Equity Sticks/Cards (random way of calling on students) to have students participate in the lesson or instructional activities, creating and using learning intentions and success criteria as a teaching rubric and tool, and using a systematic way in which instruction is delivered to all students here at Valley View Elementary to expose students to vocabulary, academic language, and process steps and the understanding of student and teacher behaviors during each part of a given lesson.

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
CAASPP ELA (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP ELA – 2023 CA School Dashboard: 26.79% of students that met or exceeded the standard All: 26.79% OR 61.7 POINTS BELOW STANDARD EL: 14.43%; OR 31% MAKING PROGRESS LTEL: NA HOM: NA FY: NA SED: 24.34% SWD: 9.68% OR 131.4 POINTS BELOW THE STANDARD	CAASPP ELA – 2026 CA School Dashboard: 50% of students that met or exceeded the standard All: +56.7 POINTS EL: +68.6 POINTS LTEL: NA HOM: NA FY: NA SED: +60.4 POINTS SWD: +126.4 POINTS
CAASPP Math (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP Math – 2023 CA School Dashboard: 16.94 % of students that met or exceeded the standard All: 16.94% OR 83.1 POINTS BELOW THE STANDARD EL: 9.95% OR 88.2 POINTS BELOW THE STANDARD LTEL: NA HOM: NA FY: NA SED: 16.52% OR 84.8 POINTS BELOW THE STANDARD	CAASPP Math – 2026 CA School Dashboard: 50% of students that met or exceeded the standard All: +58.1 POINTS EL: +63.2 POINTS LTEL: NA HOM: NA FY: NA SED: +125.9 POINTS SWD: 5+9.8 POINTS

	SWD: 3.23% OR 150.9 POINTS BELOW THE STANDARD	
English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard	ELPI 2023 CA School Dashboard: 39.1%	ELPI 2026 CA School Dashboard: 60%
ELPAC (Priority 4)	2023 ELPAC: Level 4 – Well Developed: 10.76 % Level 3: Moderately Developed: 47.03 % Level 2: Somewhat Developed: 38.08% Level 1: Beginning to Develop: 24.13%	2026 ELPAC: Level 4 – Well Developed: 12.91% (20%) Level 3: Moderately Developed: 32.43% (20%) Level 2: Somewhat Developed: 45.69% (20%) Level 1: Beginning to Develop: 28.95% (20%)
EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified: 10%	2025-26 Percent of Students Reclassified: 15%
EL Reclassification Rate – local data - (Source: Ellevate) (Priority 4)	EL Reclassification Rate: 19%	EL Reclassification Rate: 30%
iReady (local Data)	i Ready ELA: All: 24% EL: 10% LTEL: Not Reported HOM: Not Reported FY: Not reported SED: 32% SWD: 8%	i Ready ELA: All: 27% EL: 13% LTEL: Not Reported HOM: Not Reported FY: Not Reported SED: 35% SWD: 10%
iReady (local Data) Math	i Ready Math: All: 15% EL: 7% LTEL: Not Reported HOM: Not Reported FY: Not Reported SED: 13% SWD: 11%	i Ready Math: All: 18% EL: 10% LTEL: Not Reported HOM: Not Reported FY: Not Reported SED: 16% SWD: 14%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6): My school sets high expectations for my academic achievement.	SEL - School Climate Survey (Spring 2027) My school sets high expectations for my academic achievement.

	Strongly Agree/Agree: 92%	Strongly Agree/Agree: 95%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 92%	SEL - School Climate Survey (Spring 2027) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 95%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 85%	SEL - School Climate Survey (Spring 2027) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 88%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024)(grades 4-6) My teachers talk to me about my academic progress. Strongly Agree/Agree: 88%	SEL - School Climate Survey (Spring 2027) My teachers talk to me about my academic progress. Strongly Agree/Agree: 91%

Strategies/Activities

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

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1.1	Library Books	Library Books - the purchase of library books for our school library in English and Spanish to support the reading abilities and comprehension skills of the students in both the SEI and DL programs here at Valley View Elementary	All students English Learners SWD	Phonic Survey Lexile Level	2000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.1b
1.2	Improvement of Instruction	Improvement of Instruction -Supplemental Instructional Materials. Instructional materials will be purchased to support the instruction/implementation in the areas of reading, writing, math, AVID, English Language Development, and Science.	All students English Learners SWD	Student math scores from: iReady IABs District adopted curriculum	4000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.2b

1.3	Student Agendas	Student Agendas -Students (TK-6) will have school agendas that will be used on a daily basis to learn and practice the organization of time. This will be the main communication between classroom and home for academics, behavior, news, or concerns.	All students English Learners SWD	Every student will have and use an agenda Parents will be asked to sign it daily (based on observations during classroom walkthroughs)	1000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.3b
1.4	Improvement of Instruction - Classroom Observations: Coaching Cycle & MTSS Implementation	Improvement of Instruction -Teacher Collaboration. Teachers will work together to take turns visiting and observing colleagues during instructional time in order to improve best first instruction and MTSS implementation in all grade levels. Substitute teachers will be used to provide teachers with the opportunity to visit each other's classrooms, to debrief with each other and school administration team, and to provide feedback on best practices.	All students English Learners SWD	CAASPP Student Lexile and Quantile Levels iReady in Spanish scores Standards based smart goals	4000 LCFF Supplemental/Concentration 0701 5800: Professional/Consulting Services And Operating Expenditures 1.4b
1.5	Improvement of Instruction -Data Collection Meetings	Improvement of Instruction -Classified Personnel Coverage. Classified personnel extra services to provide coverage for teachers to allow them to have data collection meetings to discuss, analyze data, and plan instructional strategies that offer best first instruction.	All students English Learners SWD	CAASPP Student Lexile and Quantile Levels iReady in Spanish scores Standards based smart goals	2000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.5b
1.6	Improvement of Instruction -Data Collection Meetings	Improvement of Instruction -Certificated substitutes Certificated substitutes will provide coverage for teachers to allow them to have data collection meetings to discuss, analyze data, and plan instructional strategies that offer best first instruction.	All students English Learners SWD	CAASPP Student Lexile and Quantile Levels iReady in Spanish scores Standards based smart goals	2375 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.6b

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The implementation of the strategies and activities during the school year 2023-2024 was effective. Teachers were exposed to professional development in the areas of Math, ELD, AVID, and MTSS. Teachers were provided various opportunities to meet with their grade level to conduct data collection meetings to analyze student data and make instructional decisions that will support student learning. Students had access to materials in their classroom that supported the implementation of AVID.

2.1 After School Tutoring was not implemented by the site. After school tutoring in Math was provided by the district office.

2.2, 2.5 Instructional Professional Development: Implemented in ELD, DL, and Math. Based on the classroom observation, teacher data presentations and data collection meeting notes, teachers are using the strategies they are learning during the professional development sessions.

2.3 A CAFE consultant worked with all teachers, and then additional training was provided to EL teachers.

Walkthroughs show evidence of strategies being used and strategies are evident in lesson plans: CAFE professional development was implemented. Teachers are using the strategies during their instructional time during ELD time, DL lesson delivery, and during the planning of lessons.

2.4 - Teacher Collaboration: teacher collaboration opportunities were provided for all teachers. Teachers have a space in our staff room in which they keep and update student data at least 4 times a year.

2.6 - Substitutes to cover classes for teachers to plan MTSS implementation: substitutes were used to provide teachers with coverage during the times they met with their teams for data collection meetings.

2.7 - Instructional Materials: Instructional materials were purchased to support the student learning, best first instruction, and AVID/writing implementation

2.8 - Instructional Software: AR was purchased to support students in the area of reading comprehension

2.9 - Professional Conferences: teachers attended a number of conferences in the areas of AVID, ELD, and math

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

The allocated amounts of money changed based on the need of the activity and also the changes that took place with other funding. For example, some of the materials were purchased with discretionary funds and that allowed us to have more money available to send a large group of staff members to the AVID conference and provided more opportunities for professional development and data collection meetings.

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

The changes that will be reflected on this year's SPSA plan will address the needs in instructional practices to support students academic success. Students will have opportunities to practice and implement the use of complete sentences, learning intentions, success criteria and student discourse. The focus will be on lesson structure and sequence and implementing what was learned from the different professional development sessions teachers participated in the 2023-2024 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Valley View Elementary will focus on improving attendance by exposing students to a learning environment where they feel safe, valued and accepted. Students including EL students, SED students, and students with disabilities will have access to Social Emotional Learning through school expectations and social skills that encourage good choice making and positive behavior as well as daily SEL lessons.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide equitable access to health and wellness to ensure 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.

Although Valley View's attendance is improving based on the California Dashboard data our school still has 41.2% of our students who are chronically absent. We need to improve student attendance by providing a learning environment that is safe for all students, building a climate and culture and community that promotes responsibility for all students, and that encourages respect among students and staff.

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
Chronic Absenteeism Rate TK – 8 (Priority 5)	Chronic Absenteeism 2023 CA School Dashboard All: 41.2% EL: 35.8% LTEL: NA HOM: 41.7 % FY: NA SED: 41.3 % SWD: 56.6% 2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 35.80%	Chronic Absenteeism 2026 CA School Dashboard All: 32.2% EL: 26.8% LTEL: NA HOM: 37.94% FY: NA SED: 37.58% SWD: 51.51% 2026-27 Chronic Absenteeism (local measure) August, 2026 – March 1, 2027: 30 %
Suspension Rate (Priority 6)	2023 Suspension Rate CA School Dashboard All: 0.7% EL: 0.3% LTEL: NA	2026 Suspension Rate CA School Dashboard All: -0.5% EL: -0% LTEL: NA

	HOM: 7.7% FY: NA SED: 0.6% SWD: 0%	HOM: -1.5 % FY: NA SED: -0.5% SWD: 0%
Expulsion Rate (Priority 6)	2023 Expulsion Rate: DataQuest All: 0% EL: 0% LTEL: 0% HOM: 0 % FY: 0% SED: 0% SWD: 0 %	2026 Expulsion Rate: DataQuest All: 0% EL: 0% LTEL: 0 % HOM: 0% FY: 0% SED: 0% SWD: 0%
Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate August 24, 2023 – March 1, 2024 A. Regular Program School Attendance rate: 91.20% B. Special Education Program School Attendance rate: 88.12% C. Overall Average Attendance Rate: 89.66%	2026-27 Attendance Rate August, 2026 – March 1, 2027 A. Regular Program School Attendance rate: 95% B. Special Education Program School Attendance rate: 91% C. Overall Average Attendance Rate: 95%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 88%	SEL - School Climate Survey (Spring 2027) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 91%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel I am valued at school. Strongly Agree/Agree: 83%	SEL - School Climate Survey (Spring 2027) I feel I am valued at school. Strongly Agree/Agree: 88%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel safe at school. Strongly Agree/Agree: 81%	SEL - School Climate Survey (Spring 2027) I feel safe at school. Strongly Agree/Agree: 85%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I have access to a safe place at school.	SEL - School Climate Survey (Spring 2027) I have access to a safe place at school.

	Strongly Agree/Agree: 85%	Strongly Agree/Agree: 90%
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Strategies/Activities

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

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
2.1	PBIS/AVID Committee -Extra Services	PBIS/AVID committee will meet to discuss referrals, PBIS.AVID implementation school wide to help reduce the number of discipline referrals in order to create a positive school climate and increase attendance rates.	All students EL Students SWD Students	Meeting Agendas Meeting Minutes Behavior data	5000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.1b
2.2	Student Assemblies	Motivational Assemblies -utilize assemblies to motivate students to be PBIS/AVID students who can be safe, responsible and respectful. Assemblies will promote positive behavior school wide and increase attendance rates. Some of these assemblies include, but are not limited to: BMX, 3 screens.	All students EL Students SWD Students	Attendance Data Attendance Rate	1500 LCFF Supplemental/Concentration 0701 5800: Professional/Consulting Services And Operating Expenditures 2.2b
2.3	PBIS Awards	PBIS Rewards -all students have the opportunity to earn PBIS points on a daily basis at any given point during the day when they are caught meeting the school expectations and/or being role models of the social skills we teach on a daily basis which will encourage and support all students in increasing their daily attendance.	All students EL Students SWD Students	Daily Visit to the Eagle's Nest Sign-in sheets PBIS Data Attendance Rate	2500 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.3b

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Valley View started different implementations to improve student attendance. Some of these include monthly certificates, trophies, and prizes. Class celebrations have also been incorporated for those classroom that can spell the word ATTENDANCE. Along with these incentives to improve attendance, Valley View Elementary has also incorporated a

student center where students can spend time for their good choice making while they are at school. All strategies and activities have been implemented successfully.

1.1 Transformational Justice: transformational justice and PBIS have been successfully implemented at Vally View. Students have had the opportunity to redirect their own behavior by providing lessons to their classmates on the school expectations and the behaviors that were displayed. Students also have an opportunity to each a daily pass to the Eagle's Nest which is a room with electronics, board games and snacks where students can come during lunch time to hang out and have fun.

1.2 PBIS Rewards: PBIS rewards were utilized throughout the year. Students earn PBIS points to buy items in the PBIS store.

1.3 Certificated substitutes for Data Collection Meetings: certificated teacher substitutes were used to cover for teachers while they had data collection meetings. Teachers met at least 6 times during the year for data collection meetings.

1.4 PBIS/AVID Committee; the PBIS/AVID committee met once a month at least 6 times a year. They also worked together to provide professional development in the area of PBIS student referrals and program. They also worked on professional development in the area of note taking.

1.5 Classified staff for Tier 2 behavior intervention: classified staff was used to provide tier two intervention. They provided support with PBIS expectations stations.

1.6 Parent Workshops: parent workshops took place once a month with the focus on attendance, PBIS, academics, and school programs such as iReady, AR, and IXL.

1.7 PBIS rewards/field trips: PBIS rewards were bought for the student store. Field trips did not take place.

1.8 Motivational Assemblies: we did not have any motivational assemblies

1.9 Extra services for school activities: teachers were paid extra services to organize after school activities such as dia de los muertos, the winter program, and read across America.

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

All money amounts were used to support the the strategies and activities that were planned for this goal. There were no differences in amount of funds budgeted and expenditures.

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 was not changed. Some activities were added/deleted and money amounts were changed to meet the new needs we had. All these changes were made in order to meet the needs of the students and were approved by SSC. Some of these changes were due to the addition of new professional development and programs such as Renaissance. We will also add the implementation of Girasol Healing Circles. Informational meetings for parents and students to overcome attendance barriers.

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.

Goal 3

Valley View Elementary School will increase the number of parents that participate in school workshops, after school events, and school activities by offering various modes of communication, opportunities to be engaged and a part of the school community such as workshops, after school events and other school activities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Strengthen parent and community partnerships through effective communication for 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.

Parents participated in the different workshops that Valley View School offered throughout the year. However, the number of participation was very low.

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 at Back to School Night	2023-24 Attendance at Back to School Night: 509	2026-27 Attendance at Back to School Night: 600
Attendance at Parent Liaison Workshops	2023-24 Attendance at Monthly Parent Liaison Workshops: Total attendance = 186	2026-27 Attendance at Parent Liaison Workshops: 250
Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal: 186	2026-27 Attendance at Coffee with the Principal: 250
Attendance at ELAC Meetings:	2023-24 Attendance at ELAC Meetings: 45	2026-27 Attendance at ELAC Meetings: 90
LCAP Family Survey	Spring 2024 LCAP Family Survey	Spring 2027 LCAP Family Survey
My student's teachers communicate their academic progress to their students and their families regularly.	My student's teachers communicate their academic progress to their students and their families regularly.	My student's teachers communicate their academic progress to their students and their families regularly.

	Strongly Agree/Agree: 96%	Strongly Agree/Agree: 100%
LCAP Family Survey My culture, opinions, and input are valued at my student's school.	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 98%	Spring 2027 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 100%
LCAP Family Survey I consistently receive information and updates from the school/district.	Spring 2024 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 96%	Spring 2027 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 100%
LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making.	Spring 2024 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 95%	Spring 2027 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 98%
LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 97%	Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 100%
LCAP Family Survey I understand my legal rights and can advocate for my student and all students.	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 96%	Spring 2027 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 100%

Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
3.1	AVANT/ELAC Parent Night	Parent Night for AVANT/ELAC Information -parents will be invited to a	EL Students DL students	Parent sign in sheets	2758 Title I 3010

		paint night to receive information on the administration, schedule, and details of the AVANT and ELPAC test.		Flyers on both assessments Kick off assembly schedules and testing schedules	4000-4999: Books And Supplies 3.1a
3.2	Parent Workshops	Parent Workshops -the purpose of these meetings will be to inform families of the different programs and services we offer for students here at Valley View Elementary.	All Students EL students SWD students TK students	Parent sign in sheet	591 Title I 3010 4000-4999: Books And Supplies 3.2a

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The implementation of the strategies and activities was successful to a degree at Valley View. Activities were organized and presented to parents, however, parent attendance was low. The highest number of parents attending a workshop was about 80. The lowest number of parents attending the workshop was about 3.

3.1 Informational Nights for Parents: Informational nights were held during the school year to provide information about different state tests students have to take during the year. These included paint nights and poster making nights.

3.2 Purchase of materials for informational nights: materials for paint nights was purchased for the different paint nights that we had during the school year. Members of the ELAC meeting supported in putting the materials together for the informational nights.

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

Funds were readjusted because we did not have to buy so many materials for the parent meetings due to low attendance.

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 administration team and the parent liaison will work together to have a better system to bring in families to the different events and activities that we do to engage parents in our school life.

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.

Teachers and staff at Valley View Elementary will have access to a number of professional development sessions that will focus on the implementation of best first instruction for SEI and DL classrooms, instructional practices and strategies, student engagement and student discourse in order to improve student performance and close the learning gap.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

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.

Last year, Valley View Elementary school did not have a goal on professional development. However, Goal 2 from 2022-2023 did have a section for professional development. Teachers benefitted from the learning experiences they received through the participation in professional development sessions in the areas of math, AVID, writing, DL and EL. Based on the LCAP survey results, teachers would like to receive professional development that provides them with the tools to support the learning needs of the students and the challenges that they bring to the learning setting. Based on the LCAP survey, classified staff needs professional development in deescalation techniques and safety.

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
Staff Attendance during PD sessions	95% Staff Attendance	100% Staff Attendance
Implementation of strategies during instructional time	60% of staff will display evidence of implementation of professional development during classroom walkthroughs and observations.	90% of staff will display evidence of implementation of professional development during classroom walkthroughs and observations.

Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
4.1	CABE Professional Development	CABE Professional Development : SIOP, GLAD, Content & Language Objectives, DL Alignment	All Students EL students SWD students TK students	Evidence of strategies and instructional practices	12,000 LCFF Supplemental/Concentration 0701

			All teachers	learned during training/conferences attended.	5800: Professional/Consulting Services And Operating Expenditures 4.1b
4.2	Math Professional Development	Math Professional Development -UCI math PD for all teachers in the area of word problems. Teachers will be part of the PD session and coaching model by participating in a demo lesson, planning and teaching sessions, and debriefing sessions.	All Students EL students SWD students TK students All teachers	Evidence of instructional strategies learned during training/PD session during instructional time.	7,000 LCFF Supplemental/Concentration 0701 5800: Professional/Consulting Services And Operating Expenditures 4.2b
4.3	Coaching Cycle - Certificated Coverage	Substitute Coverage for Coaching Sessions/Lessons -teachers will be given the opportunity to observe colleagues during instructional implementing the teaching method I do, We do, You Together, You do Alone. Teachers will have an opportunity to debrief with the reading and math coaches on best practices and make a plan to implement in their classroom.	All Students EL students SWD students TK students All teachers	Coaching Sessions/Lessons schedule	2,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 4.3b
4.4	Professional Conferences	Professional Conferences -teachers will be provided with the opportunity to attend professional development sessions via conferences in the areas of PBIS, AVID, School Culture (AVID), math, reading, science, and writing.	All Students EL students SWD students TK students All teachers	Conference Enrollment Teachers presentations on information learned	18242 Title I 3010 5800: Professional/Consulting Services And Operating Expenditures 4.4a

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

n/a - new Goal for 2024-25

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

n/a -new Goal for 2024-2025

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.

n/a -new Goal for 2024-2025

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	\$66,966.00
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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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/Concentration 0701	\$45,375.00
Title I 3010	\$21,591.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$66,966.00

Total of federal, state, and/or local funds for this school: \$66,966.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental/Concentration 0701	45,375.00
Title I 3010	21,591.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,375.00
4000-4999: Books And Supplies	12,849.00
5800: Professional/Consulting Services And Operating Expenditures	42,742.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	11,375.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	9,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental/Concentration 0701	24,500.00
4000-4999: Books And Supplies	Title I 3010	3,349.00
5800: Professional/Consulting Services And Operating Expenditures	Title I 3010	18,242.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	15,375.00
Goal 2	9,000.00
Goal 3	3,349.00
Goal 4	39,242.00

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
Karina De La Pena	Principal
Carlos Villa	Classroom Teacher
Samantha Valdez	Classroom Teacher
Alejandra Garcia	Classroom Teacher
Jesus Lopez	Other School Staff
Laura Orozco	Parent or Community Member
Mayra Contreras	Parent or Community Member
Alma Diaz	Parent or Community Member
Beatriz Hernandez ELAC Representative	Parent or Community Member
Nancy Cisneros	Parent or Community Member

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 April 23, 2024.

Attested:

	Principal, Karina De La Pena on April 23, 2024
	SSC Chairperson, Laura Orozco on April 23, 2024