

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 Vista Elementary School	49708546051999	5/15/23	

## 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)

Targeted Support and Improvement  
Additional Targeted Support and Improvement  
The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted support and Improvement (ATSI) program for our Students with Disabilities; Chronic Absenteeism

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 Vista Elementary's SPSA maximizes its available resources and is aligned with the PCS Local Control and Accountability Plan (LCAP), which focuses on Common Core State Standards, communication with our school community through the engagement of students and families, and improved services that support our scholars to reach their full potential, through the provision of a connected, safe, and supportive environment.

Additionally, PCS' LCAP also represents the goals and programs required in the Every Student Success Act (ESSA). As authorized in ESSA, PCS' LCAP, and Valley Vista's SPSA supports improving student group performance through the use of funding described in their annual goals, strategies, proposed expenditures, and activities for specific student groups. The goals and strategies included in the Valley Vista SPSA, though supporting all students, will focus particularly on Students with Disabilities and Chronic Absenteeism.

# 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).

Students participated in four STAR Reading Assessments and Math Common Assessments throughout the year. Students, families, and staff participated in the YouthTruth survey in January of 2023. The survey provides information on the climate, culture, and safety of Valley Vista by all subgroups of community members. The YouthTruth survey provides student perceptions of their school experience, which is directly related to their educational engagement. Additionally, students participated in a shorter YouthTruth Pulse survey twice throughout the year. The Pulse surveys are directly related to district goals connected to relationships and engagement.

Combining these data sources (above) with the California Common Core Standards, classroom summative assessments, formative assessments, and observations of teachers, the Valley Vista team (staff and School Site Council) conducted a Comprehensive Needs Assessment to identify "learning gaps" and goals that directly connect to the feedback from our assessments, students, and community. Our review of data pointed our attention to Chronic Absenteeism (particularly for the subgroup of Students with Disabilities), performance levels in English Language Arts, and relationships between students and staff. The team is committed to addressing each issue through various engagement activities, such as implementing a Tier 2 level of reading intervention, which addresses not only learning gaps in the area of reading but will also help to build more connections between staff and students.

## Classroom Observations

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

Informal observations are done weekly through the use of classroom observations by the administrator. Informal observations can range from 2 minutes to 20 minutes in duration. Teachers and students are accustomed to visits from the principal and are ready to share what they are learning when asked. The site administrator conducts formal observations in compliance with the collective bargaining agreement between Petaluma City Schools and the Petaluma Federation of Teachers (PFT). Data from the informal observations is used to inform instruction, measure progress on school-wide goals, and improve student achievement.

## 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)

We used a variety of assessment tools, including Accelerated Reader assessments (STAR Reading, Early STAR, STAR Math), and CORE Phonics, to measure student performance and evaluate programs. The ELPAC is used annually to assess English Proficiency in our Multilingual population. The results of school demographic and student performance data from CAASPP are used for program evaluation and to plan for program improvement.

Focus is given to analyzing these data points in connection with the Common Core State Standards (CCSS) claims and targets to ensure that students develop mastery of skills. The Accelerated Reader assessments and district-wide common assessments are administered to all students a minimum of four times a year. Results are used to plan instruction and monitor student achievement. A variety of assessment tools are used to diagnose student needs. Student work samples in all areas inform teachers' instructional practice. These data points, in addition to the SBAC, are used to evaluate program effectiveness over time as well as to track the improvement of student groups. Grade level, school-wide, and individual student progress are analyzed. Areas of need are identified, and action plans that include staff development and the purchase of instructional materials are implemented.

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

Teachers review the data mentioned above to determine students' level of proficiency and make instructional changes where needed. Teachers share the data with parents throughout the year. The data is also shared and utilized during Learning Team and/or Student Study Team (SST) meetings to develop strategies and accommodations to support student engagement.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

All Valley Vista staff meet the requirements and are considered highly qualified.

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

All Valley Vista staff meet the requirements and are considered highly qualified.

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

Staff development aligns to training and implementation of district adopted standards-aligned curriculum for all teachers. Our focus is always on meeting the needs of students to increase student achievement. Throughout this process, we have analyzed student performance data to set goals and develop action plans. We will begin each school year reviewing and implementing those processes.

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

Our reading specialist, bilingual resource teacher, speech therapist, psychologist, resource teacher, instructional assistants, and counselors provide support and assistance to classroom teachers and their students. During the instructional supervision process, the principal facilitates reflective conversations that include opportunity for inquiry through open ended questioning. The staff engage in conversations around best-practices during grade level and staff meetings.

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

Teachers have dedicated time each month for site based collaboration, district wide grade level collaboration, and site-based staff meetings. As a school community we celebrate and vocalize our role as "life-long learners." The staff continue to reflect on practices, pose questions, and research new methodologies to promote their learning and thinking about their work.

## Teaching and Learning

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

Our goals, outlined in the SPSA, are designed to ensure that all students have access to a rich and equitable education. We ensure that every grade level uses their district adopted standards-based curriculum for instruction and assessment. Our standards-based report cards provides an update three times per year.

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

All instructional minutes align with requirements for ELA and math instruction.

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

Our Resource Program, Reading Specialist and Bilingual Resource Teacher provide intervention via push-in and pull-out based on assessment and student needs. Classroom teachers are flexible to this need for intervention and provide classroom-based interventions as well.

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

We ensure that all students have access and understanding to standards based instruction, including English Language Learners, advanced learners, students with disabilities, and under-performing students.

#### 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 intervention materials are standards-based.

## Opportunity and Equal Educational Access

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

Teachers provide small group instruction to ensure students needs are met. Computer adaptive programs and assessments meet students at their level of need in a private manner that maintains dignity as they work to mastery. Leveled books are available at all levels. Math tools are readily available to support all learners.

#### Evidence-based educational practices to raise student achievement

Teachers participate in professional development that focus on best instruction to ensure that all students are engaged in learning and mastery. Teachers utilize a variety of engagement strategies (such as Number Talks and Thinking Maps) to ensure student participation at the highest level. Opportunities for voice and choice in learning encourage access at any level. Teachers focus on unpacking the standards across grade levels to ensure common academic vocabulary is used and standards are mastered at each grade level.

## Parental Engagement

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

Valley Vista views its parent community as partners in the education process and find ways to include them in all aspects of the school day. The school connects with families through our weekly newsletters, web-based communication, and social media. Parent Teacher Association (PTA) meetings and English Language Advisory Committee (ELAC) provide opportunities for parents to gather and ask questions, share ideas, and collaborate on various initiatives. The staff and parent advisory committees utilize community partners to provide parent education. To ensure we meet the needs of all of our community members, our Bilingual Resource Teacher, Student Advisor, and Bilingual Clerk are liaisons for our Spanish-speaking families. Underachieving students are served by our Reading Specialist (four times per week), Bilingual Resource Teacher (two times per week), and classroom intervention (daily). Parents are invited to volunteer and participate in daily instructional activities. We have also partnered with the below community resources to provide

We also provide information to our families about resources within our town or county that could be of use. Programs such as the Family Resource Center, Care Solace, Keeping Kids in School, Side by Side, Petaluma People Services, and Safe Routes to School provide our families with guidance, support, and partnerships, which promote attendance, engagement and benefit the well-being of our families.

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)

n/a

## Funding

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

Title 1: \$30,573

Through the use of Title 1 funds, Valley Vista is able to hire a part-time instructional assistant.

Fiscal support (EPC)

## **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**

SPSA is a collaborative process involving district staff, site staff, and community stakeholders. Our site plan is developed through a series of meetings with our staff, School Site Council (SSC), and English Language Advisory Committee (ELAC). We began with a periodic review of data, a heftier root cause analysis, and a setting of goals.

Site Council Involvement: The Site Council met on November 7th, December 12th, January 23rd, February 13th, March 13th, April 10th, and May 15th of the 22/23 school year. Members participated in discussions of Title 1 qualifiers, considerations, and needs assessment. There was a review of the current plan and budget. The SSC was actively involved in the development of our SPSA goals. The council identified areas of need to include chronic absenteeism, the needs of our Students with Disabilities, Multilingual Learners, and under-achieving students. The team considered how vital parent involvement in education is to student success and suggested an initiative to educate parents by

including an "Education Acronym of the Week" in our Viking News weekly newsletter. Each acronym shared in the newsletter addresses a trend on our campus, such as attendance, Special Education, and funding.

ELAC Involvement: The English Language Advisory Committee met on September 2nd, January 31st, March 20th, and May 4th of the 22/23 school year. Members participated in discussions of English Language Development instruction, committee responsibilities, and increasing parent engagement through various events and fundraisers. Members discussed the SPSA with a specific focus on data of our Multilingual Learners and goals to support them.

Staff involvement: The staff participated in an ongoing data review at staff meetings throughout the year. CAASPP and YouthTruth data were analyzed at various sessions, and change ideas were discussed and/or implemented.

## Resource Inequities

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

As a targeted Title I school, the additional funds we receive are directed towards improving student achievement for under-resourced students identified as title I. In reviewing the LEA and school-level budgeting, no inequities were found.

# 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	1.9%	1.86%	1.55%	4	4	3
African American	0.5%	0.93%	0%	1	2	0
Asian	1.0%	%	1.03%	2	0	2
Filipino	0.5%	0.47%	0.52%	1	1	1
Hispanic/Latino	41.6%	45.58%	43.81%	86	98	85
Pacific Islander	%	%	0%		0	0
White	49.8%	47.91%	47.42%	103	103	92
Multiple/No Response	4.4%	3.26%	5.67%	9	7	11
<b>Total Enrollment</b>				207	215	194

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	45	50	44
Grade 1	19	29	24
Grade 2	26	20	25
Grade3	28	28	20
Grade 4	27	27	27
Grade 5	31	31	25
Grade 6	31	30	29
<b>Total Enrollment</b>	207	215	194

### Conclusions based on this data:

1. Demographics have remained pretty consistent.



# 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	54	55	52	26.1%	25.6%	26.8%
Fluent English Proficient (FEP)	16	13	9	7.7%	6.0%	4.6%
Reclassified Fluent English Proficient (RFEP)	11			20.4%		

### Conclusions based on this data:

1. The overall number of Multilingual Learners has stayed consistent.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	40	25		0	23		0	23		0.0	92.0	
Grade 4	57	29		0	28		0	28		0.0	96.6	
Grade 5	49	30		0	29		0	29		0.0	96.7	
Grade 6	54	29		0	28		0	28		0.0	96.6	
All Grades	200	113		0	108		0	108		0.0	95.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2411.			26.09			13.04			17.39			43.48	
Grade 4		2429.			14.29			21.43			28.57			35.71	
Grade 5		2476.			13.79			20.69			31.03			34.48	
Grade 6		2485.			10.71			25.00			17.86			46.43	
All Grades	N/A	N/A	N/A		15.74			20.37			24.07			39.81	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		13.89			63.89			22.22	

<b>Writing</b> Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		9.26			53.70			37.04	

<b>Listening</b> Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		12.04			76.85			11.11	

<b>Research/Inquiry</b> Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		10.19			68.52			21.30	

Conclusions based on this data:

- 1.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	40	25		0	23		0	23		0.0	92.0	
Grade 4	57	29		0	29		0	29		0.0	100.0	
Grade 5	49	30		0	29		0	29		0.0	96.7	
Grade 6	54	29		0	28		0	28		0.0	96.6	
All Grades	200	113		0	109		0	109		0.0	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 3		2415.			26.09			30.43			8.70			34.78	
Grade 4		2431.			3.45			17.24			34.48			44.83	
Grade 5		2476.			17.24			3.45			48.28			31.03	
Grade 6		2493.			10.71			25.00			25.00			39.29	
All Grades	N/A	N/A	N/A		13.76			18.35			30.28			37.61	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		15.60			44.95			39.45	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		*			*			*	
<b>Grade 4</b>		*			*			*	
<b>Grade 5</b>		*			*			*	
<b>Grade 6</b>		*			*			*	
<b>All Grades</b>		16.51			46.79			36.70	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		*			*			*	
<b>Grade 4</b>		*			*			*	
<b>Grade 5</b>		*			*			*	
<b>Grade 6</b>		*			*			*	
<b>All Grades</b>		13.76			51.38			34.86	

Conclusions based on this data:

- 1.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	1407.0		*	1416.7		*	1383.9		10	13	
<b>1</b>	*	*		*	*		*	*		4	10	
<b>2</b>	*	*		*	*		*	*		*	4	
<b>3</b>	*	*		*	*		*	*		7	*	
<b>4</b>	1515.7	*		1518.2	*		1512.7	*		11	8	
<b>5</b>	*	*		*	*		*	*		9	7	
<b>6</b>	*	*		*	*		*	*		9	7	
<b>All Grades</b>										53	52	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	7.69		*	23.08		*	38.46		*	30.77		*	13	
<b>1</b>	*	*		*	*		*	*		*	*		*	*	
<b>2</b>	*	*		*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*		*	*	
<b>4</b>	18.18	*		54.55	*		27.27	*		0.00	*		11	*	
<b>5</b>	*	*		*	*		*	*		*	*		*	*	
<b>6</b>	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	13.21	7.69		37.74	28.85		28.30	34.62		20.75	28.85		53	52	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.69		*	30.77		*	30.77		*	30.77		*	13	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	45.45	*		54.55	*		0.00	*		0.00	*		11	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	28.30	26.92		45.28	30.77		15.09	19.23		11.32	23.08		53	52	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.69		*	15.38		*	38.46		*	38.46		*	13	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	9.09	*		27.27	*		45.45	*		18.18	*		11	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	7.55	1.92		15.09	17.31		35.85	34.62		41.51	46.15		53	52	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	15.38		*	76.92		*	7.69		*	13	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	45.45	*		54.55	*		0.00	*		11	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	22.64	25.00		67.92	59.62		9.43	15.38		53	52	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00		*	61.54		*	38.46		*	13	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	63.64	*		36.36	*		0.00	*		11	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	45.28	23.08		41.51	53.85		13.21	23.08		53	52	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.69		*	61.54		*	30.77		*	13	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	9.09	*		63.64	*		27.27	*		11	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	9.43	5.77		47.17	40.38		43.40	53.85		53	52	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	15.38		*	38.46		*	46.15		*	13	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	9.09	*		72.73	*		18.18	*		11	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	9.43	3.85		54.72	55.77		35.85	40.38		53	52	



**Conclusions based on this data:**

1.

# 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
215	56.7%	25.6%	0%
Total Number of Students enrolled in Valley Vista Elementary 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		25.6%
Foster Youth		0%
Homeless		
Socioeconomically Disadvantaged		56.7%
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino		
Hispanic		
Two or More Races		
Pacific Islander		
White		

### Conclusions based on this data:

1.





# 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](#).

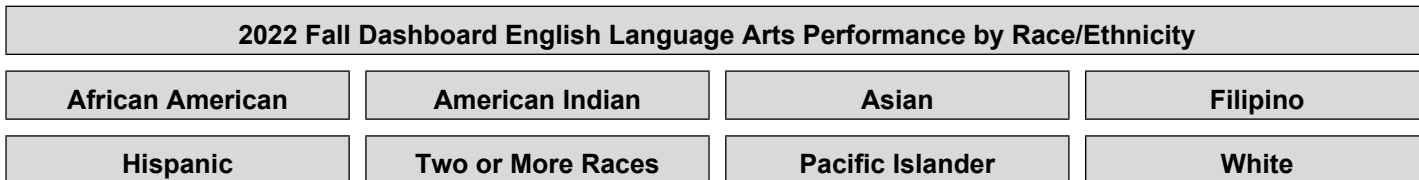
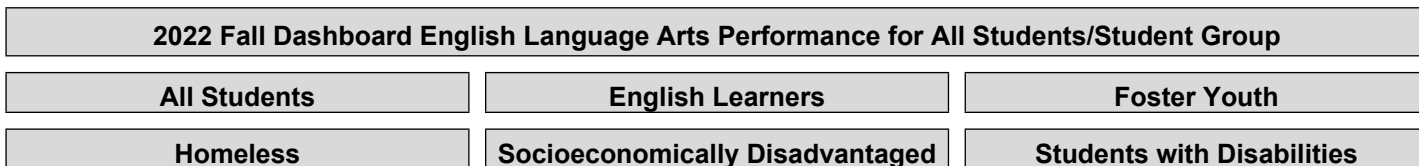
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low                      Low                      Medium                      High                      Very High  
Lowest Performance                      Highest Performance

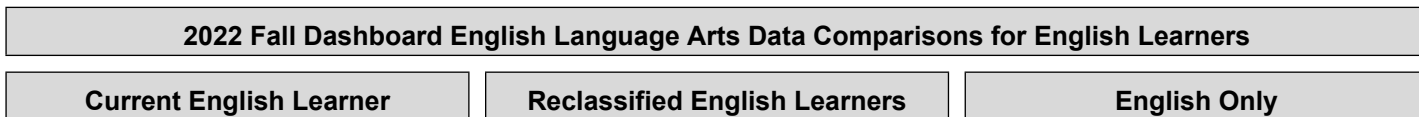
This section provides number of student groups in each level.



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



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.



### Conclusions based on this data:

- 1.

# School and Student Performance Data

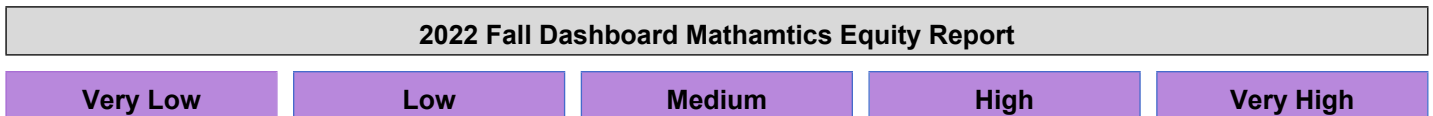
## Academic Performance Mathematics

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](#).

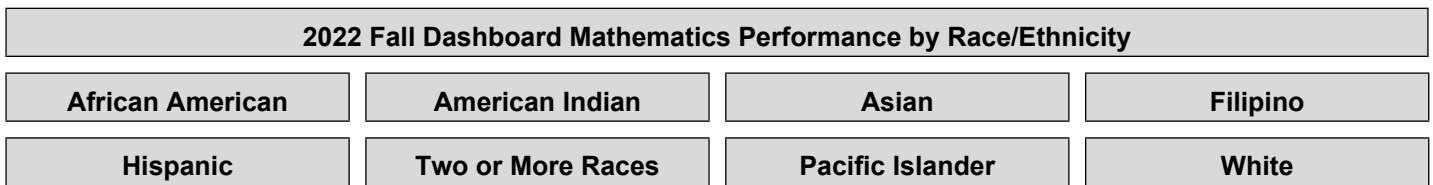
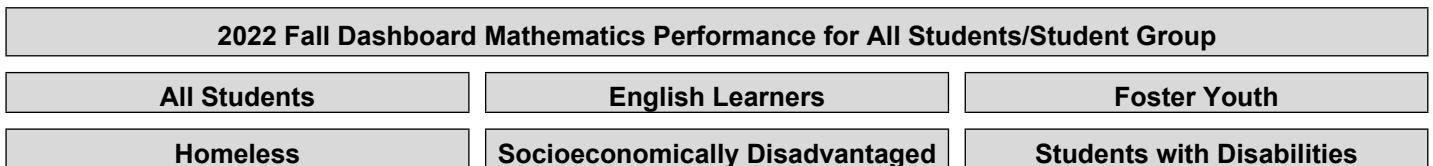
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low                      Low                      Medium                      High                      Very High  
 Lowest Performance                                                                                                                                                                                              Highest Performance

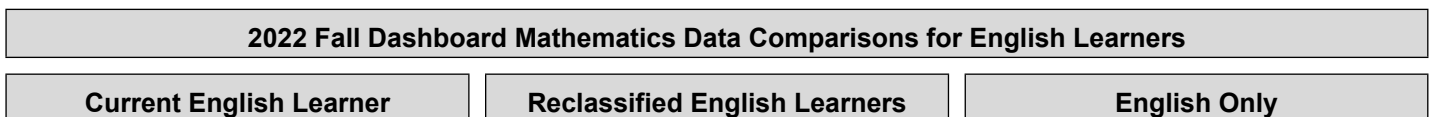
This section provides number of student groups in each level.



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



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



**Conclusions based on this data:**

- 1.

# 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				
<table border="1"><thead><tr><th>English Learner Progress</th></tr></thead><tbody><tr><td>making progress towards English language proficiency</td></tr><tr><td>Number of EL Students:</td></tr><tr><td>Performance Level:</td></tr></tbody></table>	English Learner Progress	making progress towards English language proficiency	Number of EL Students:	Performance Level:
English Learner Progress				
making progress towards English language proficiency				
Number of EL Students:				
Performance Level:				

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

Conclusions based on this data:

- 1.

# 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.







# 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).

Very High  
Lowest PerformanceHighMediumLowVery Low  
Highest Performance

This section provides number of student groups in each level.

### 2022 Fall Dashboard Suspension Rate Equity Report

Very High

High

Medium

Low

Very Low

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

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All student scholars will experience an excellent, diverse, equitable, and inclusive education.  
All student scholars will have rich academic options that meet their unique needs.

## Goal 1

By the 26/27 school year, we will reduce referrals to Special Education by 5 students.

## Identified Need

Through a root cause analysis, the Valley Vista staff and Site Council found a need for more timely and equitable interventions to meet individual scholars' unique needs. The team has identified a Tier 2 intervention program that will be phased into the master schedule over the course of three years. .

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referrals to Learning Team	49 individual students brought forward to Learning Team for support. 39 were discussed more than once.	By May of 2024, 39 individual students will be brought forward to Learning Team.
Referrals to Special Ed.	11 referrals	By May of 2024, the number of referrals to Special Ed. will decrease by 10%.
3rd grade CAASPP scores	Scores on the 2021-22 SBAC was 21 points below standard for ELA.	The 2023-24 CAASPP points below standard will improve by 15 points.

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 (1st through 3rd)

### Strategy/Activity

The team has decided to incorporate a Learning Center Model into our weekly schedule in three different phases. The Learning Center will provide Tier 2 reading intervention to all 1st through 3rd-grade students for 90 minutes per week. Students will be in multi-aged groups according to need. Utilizing a district-adopted curriculum, all students will receive intervention or extension lessons to further their reading development. Every six weeks, using agreed-upon metrics from Renaissance Learning, and district screeners, the team will re-evaluate the groups. As progress is made, students will move into new groups.

In Phase 1 (23/24 school year), first through third-grade students will receive a minimum of 90 minutes of tier 2 reading instruction weekly. In Phase 2 (24/25 school year), first through sixth-grade students will receive a minimum of 90 minutes of tier 2 reading instruction weekly. In Phase 3 (25/26 school year), first through sixth-grade students will receive a minimum of 90 minutes of tier 2 reading instruction and 60 minutes of tier 2 math instruction weekly.

The Site Council has identified the need for an Instructional Assistant to assist in the implementation of the Learning Center Model.

### **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)

Title I Part A: Allocation

### **Strategy/Activity 2**

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

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

All students (1st through 6th)

Strategy/Activity

The team identified Read Naturally Live as a tier 2 intervention to be used during Learning Center. We estimate needing an additional 50 licenses to support our students identified as receiving Title 1 assistance.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1,150

Title I Part A: Allocation

## **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.

This is a new goal for Valley Vista. We look forward to providing data on it's effectiveness next year.

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All student scholars will have rich academic options that meet their unique needs.  
All student scholars will experience an excellent, diverse, equitable, and inclusive education.

## Goal 2

By the 26/27 school year, YouthTruth results in the areas of relationships and culture will improve by 25%.

## Identified Need

Improving school climate and culture

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth Survey Relationship	61%	In 2024, this will improve by a minimum of 5%
When you are upset, is there an adult from school you can talk to?	41%	In 2024, this will improve by minimum of 5%
YouthTruth Survey: Culture	5%	In 2024, this will improve by a minimum of 10%
Do students behave in class?	8%	In 2024, this will improve by a minimum of 10%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Access to site based and contracted counseling services as needed.

### 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)

	District Funded
3,000	Supplemental

**Strategy/Activity 2**

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

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

All Student

Strategy/Activity

Participation in garden and environmental studies experiences to get students outdoors and learning which can reduce depression and anxiety symptoms.

**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)
2500	Discretionary
2500	Parent-Teacher Association (PTA)

**Strategy/Activity 3**

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

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

All Students

Strategy/Activity

Our teachers have agreed to hold Community Circles a minimum of three times per week. One circle will focus on one of our PBIS expectations, one circle will focus on a social-emotional strategy from our Tool Box curriculum, and one will be community building based on classroom need.

**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)

4th, 5th and 6th grade students

Strategy/Activity

Chess instruction during the school day to build confidence, healthy competitiveness, critical thinking, problem solving and teamwork.



**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

Supplemental

**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Our Student Advisor is out at every recess and lunch supporting healthy play with students. She facilitates/teaches a new game, supports turn taking and helps students solve conflict. She's also available to help with recess issues that spill into classroom time. The student advisor participates in Learning team to ensure all students "of concern" are brought forward and additional solutions/strategies considered.

**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)

District Funded

**Strategy/Activity 7**

**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)

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All student scholars and families will be engaged in their learning community.

## Goal 3

By January of 2024, our chronic absenteeism for all students will decrease to 20%.

## Identified Need

The Site Council and staff members have identified a need to improve attendance. According to the California Dashboard, 28.3% of all students, and 26.7% of Students with Disabilities (SWD), are chronically absent. The two teams discussed how socioeconomic, mental health, parental engagement, and school engagement could be factors that influence attendance. The two groups agreed to set a year-long goal based on data from Aeries, as it will more immediately reflect the outcomes of our strategies. We will compare 22/23 percentages on the dashboard in January 2024.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries; Absenteeism for all students	As of May 3, 2023, 72 (28.3%) students are chronically absent	By May 4, 2025, will decrease by approx. 20%
Aeries; Absenteeism for SWD	As of May 3, 2023 26.7% of SWD are chronically absent.	By May 4, 2025 the number of chronically absent SWD will decrease by 5%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Engage students and parents through the use of parent education and notification of absences/tardies. Monitor attendance with our School Attendance Review Team (SART) so as to connect with families and provide possible support or solutions. The SART team will meet with any family whose student is missing 10% or more of the school year.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Recognize improved attendance as a whole school at assemblies, and recognize improved attendance of individual students privately through letters or home.

### 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 3

### Students to be Served by this Strategy/Activity

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

Students With Disability

Strategy/Activity

Discuss students' attendance percentage in each Individualized Education Plan meeting (IEP). Offer opportunity to partner with families to alleviate obstacles and improve attendance.

### 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.

These are all brand new goals. The analysis will be updated in next years SPSA.

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

### Goal 4

By the 2026-2027, 60% of our Multilingual Learners will demonstrate progress on the English Language Proficiency Assessment for California (ELPAC).

### Identified Need

36.4% of our MLLs are making progress on the ELPAC.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	36.4% of our multilingual learners are making progress on the ELPAC.	
Reclassification of 6th graders		100% of sixth graders will be reclassified

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 Multilingual Learners

#### Strategy/Activity

Receive 30 minutes of designated English Language Development, daily, in the general education setting.

#### 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 2

#### Students to be Served by this Strategy/Activity

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

Multilingual Learners

Strategy/Activity

Hold space in each staff meeting for conversations around strategies and tools that support our Multilingual 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)

## 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.

This is a new goal for our team. We look forward to analyzing data after a year of implementation.

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

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)
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# 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	\$12,150.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$1,150.00

Subtotal of additional federal funds included for this school: \$1,150.00

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

State or Local Programs	Allocation (\$)
Discretionary	\$2,500.00
Parent-Teacher Association (PTA)	\$2,500.00
Supplemental	\$6,000.00

Subtotal of state or local funds included for this school: \$11,000.00

Total of federal, state, and/or local funds for this school: \$12,150.00

# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Jaime Buschman	Principal
Shereen Jackson	Parent or Community Member
Melina Sansi	Parent or Community Member
Loni Ward	Parent or Community Member
Patti Lounibos	Classroom Teacher
Erin Garibaldi	Other School Staff

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 5/15/23.

Attested:

	Principal, Jaime Buschman on 5/15/23
	SSC Chairperson, Patti Lounibos on 5/15/23

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:



- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs





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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>



ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Agenda Posted Date	Agenda & Minutes	Minutes Posted Date
<p>November 3, 2022</p> <p><b>School Site Council Meeting &amp; Agenda</b>  <small>Jaime Buschman · about 1 month ago · Thursday, Nov 3 at 3:06 PM · Valley Vista School, Me. Foster's Class</small></p> <p><small>This post can be viewed by users outside of ParentSquare</small></p>  <p>We hope you will join us Monday at 4:30 in Room 11 for the School Site Council. The agenda for the meeting can be found <a href="#">HERE</a>.</p>	<p><a href="#">November 7, 2022</a></p>	<p>December 12, 2022</p>
<p>December 9, 2022</p> <p><b>School Site Council</b>  <small>Jaime Buschman · 3 days ago · Friday, Dec 9 at 1:47 PM · Valley Vista School, Me. Foster's Class</small></p> <p><small>This post can be viewed by users outside of ParentSquare</small></p> <p>Our School Site Council meets on Monday at 4:45, and you are invited! This week we will discuss our Parent and Family Engagement Policy. Within that, we will discuss the involvement of parents in our Title 1 program and how we create space for parent involvement/participation and accessibility. We will also discuss our Single Plan for Student Achievement (SPSA). What is a SPSA? Why do we do it? How does it support our students? Site Council is an open forum to which all stakeholders are invited. We hope to see you there. <a href="#">Here is our agenda</a> for those who like more information.    Hope a great weekend!    Jaime</p> <p>What: Site Council    When: Monday, December 12, 4:45-6:15    Where: Valley Vista, room 11</p>	<p><a href="#">December 12, 2022</a></p>	<p>February 11, 2023</p>
<p>January 20, 2023</p> <p><b>School Site Council Meeting</b>  <small>Jaime Buschman · 1 hour ago · Friday, Jan 20 at 9:53 AM · Valley Vista School</small></p> <p>Please join me at our School Site Council Meeting on Monday, January 23, 2023. This month we will review data from CASPP and Northrup.  <a href="#">HERE is a link to our agenda.</a></p> 	<p><a href="#">January 23, 2023</a></p>	<p>February 23, 2023</p>
<p>February 10, 2023</p> <p><b>School Site Council, Mon., 2/13</b>  <small>Jaime Buschman · 3 months ago · Friday, Feb 10 at 3:58 PM · Valley Vista School</small></p> <p>I hope you will join me at our School Site Council Meeting on Monday, Feb. 13, at 4:30. This week we will discuss our School Safety Plan.  <a href="#">Take a look at the agenda HERE.</a></p> <p><a href="#">CLICK HERE</a> if you'd like to learn more about how our meeting went on 2/13/22.</p>  <p><small>Attachment: C:\Users\JB</small></p>	<p><a href="#">February 13, 2023</a></p>	<p>May 5, 2023</p>
<p><b>Site Council on Monday</b>  <small>Jaime Buschman · a few seconds ago · Friday, Mar 3 at 4:00 PM · Valley Vista School</small></p> <p>Happy Friday, Vikings!    What a busy week! Read Across America, special assemblies, guest readers, and community fundraisers. Here are a few extra pictures of joy and happiness that were felt around campus.</p> <p>While you're enjoying those, take a look at the agenda for the <a href="#">School Site Council meeting</a> on Monday at 4:30. These meetings are open to everyone, not just Site Council members. Our door is open. Join us! Enjoy your time with those wonderful kiddos!    Jaime</p> 	<p><a href="#">March 13, 2023</a></p>	<p>May 5, 2023</p>
	<p><a href="#">April 10, 2023</a></p>	<p>May 16, 2023</p>



<p> Site Council Monday! All Are Welcome! <small>Jaime Burchman • a few seconds ago • Friday, May 12 at 6:59 PM • Valley Vista School</small></p>  <p>Join us for our first Site Council meeting of the year, where we will review our School Plan for Student Achievement goals for the 23/24 school year. Check out the <a href="#">agenda HERE</a>. Looking to get caught up before you come? Here are the meeting notes from <a href="#">February 13, 2023</a> and <a href="#">March 13, 2023</a>.</p>	<p><a href="#">May 15, 2023</a></p>	