School Year: **2022-23**

LOMPOC UNIFIED SCHOOL DISTRICT
Teach · Learn · Succeed

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
Mission Valley Independent Study School	42-69229-0100651	October 13, 2022	October 25, 2022

School Profile

Mission Valley Independent Study School is located Lompoc, CA, in northern Santa Barbara County in a rural community 150 miles northwest of Los Angeles with a population of approximately 48,000. Mission Valley is a TK-8th grade independent study school. Students are given an individualized learning experience with weekly meetings, while being supported by their credentialed supervising teacher and parent/guardian. Students are also offered opportunities to participate in live daily interactions and synchronous instruction, virtually or in-person, depending on the needs of the students and families.

Purpose and Description

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

Schoolwide Program

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

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. The principal, staff, families, and School Site Council are actively involved in the process.

All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

Mission Valley School (MVS) provides independent study in the Lompoc Unified School District for students in transitional kindergarten (TK) through eighth grade. The independent study for grades TK-8 supports and services families through the guidance of credentialed teachers with lesson planning, educational strategies, and monitoring of student progress and achievement at home.

Mission Valley teachers and staff promote:

- Relationships—a partnership between teachers, students, parents, and staff in the educational process
- Rigorous curriculum—all textbooks and materials are compliant with district and state standards
- Relevant learning—students are academic achievers in an alternative educational environment that promotes individualized educational opportunities

Parents, who partner with MVS, have the benefit of working with experienced, professional teachers to establish an educationally sound learning program that builds on their student's interests and learning styles. Together we prepare, challenge, and inspire students to achieve academic success.

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).

> Fifth grade students take the Healthy Kids Survey every other school year. Due to the small sample size at Mission Valley, the results are not as reliable.
> Parents are also offered a Needs Assessment Survey, which will be reviewed by School Site Council, to ensure that parent input is contributed to the planning and evaluation of the school. After reviewing the survey results, the majority of all educational partners strongly agree/agree that Mission Valley promotes success for all learners and the curriculum provided is proficient in student achievement.

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

> Classroom observations occur throughout the year for the teachers at Mission Valley. Records and attendance are regularly reviewed to ensure success and pacing for each student and family. The summary of findings is that teachers are working in collaboration with students in small groups and individually with high levels of engagement.

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)

> Common Formative Assessments are given throughout the year. Students are expected to complete Illuminate assessments for ELA for elementaty and ELA and Math for middle school. NWEA MAP assessments for Math and Reading grades 1-8. Students in grades 3-8 also complete CAASPP state assessments, including CAST.
> Because of the small sample size, it is difficult to make generalizations. However, families appreciate the information to gauge how their children are progressing throughout the year.

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

> Regular curriculum-embedded assessments and projects were used to make individualized determinations as to student progress and intervention needs. Because of the individualized attention each student receives each week, the data is used to modify instruction and provide support as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of staff meet the requirement as highly qualified.

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

The staff at Mission Valley are fully, appropriately credentialed per CA State Credential requirements.

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

Staff development is based on the Common Core State Standards and the laws and regulations around Independent Study schools. The 2022-2023 professional development is focused on increasing achievement in English Language Arts.

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

Staff are involved in district provided professional development, as well as off-site professional development and support particular to independent study.

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

Collaboration occurs with Mission Valley teachers and staff, as well as with other school sites as needed

Teaching and Learning

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

Instructional materials have been adopted based on the CA State Board of Education adoption guidelines.

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

Students provide work samples to ensure they are meeting the requirements for instructional minutes for all subject areas.

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

Lessons are designed weekly in collaboration with each student and a parent/guardian. When applicable, Mission Valley families are also invited to attend other school functions with their site-shared elementary site (i.e. field trips, assemblies).

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

Instructional materials are based on the CCSS and have been approved by the State Board of Education. McGraw Hill My Math and McGraw Hill Wonders, and Twig are being used for core curriculum.

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 core instructional materials have been approved by the State Board of Education and have been verified by the Williams Act.

Opportunity and Equal Educational Access

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

Students are provided tailored services to meet their needs. Students with individualized needs through IEPs or 504 Plans are also supported.

Evidence-based educational practices to raise student achievement

Instructional practices are based in research and John Hattie's work drives decisions in determining which are most effective. Staff have been trained on Universal Design for Learning to enhance their ability to meet students' diverse needs. Staff also participate in monthly professional development opportunities that are focused on increasing student English Language Arts for all students.

Parental Engagement

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

Students and families have resources to use at home. Families are provided with curriculum, technology, and supplies as relevant to their education. These additional materials and supplies allow independent study students to have a rich educational experience based on Common Core State Standards (CCSS).

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)

Parents are very involved in Mission Valley through School Site Council and their regular weekly meetings with supervising teachers. Parents are also encouraged to participate in LUSD and site-based information surveys.

Funding

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

Categorical funds are used to fund school supplies, supplemental programs, and technology used by Mission Valley students.

Fiscal support (EPC)

Mission Valley is funded from LCFF and Title I.

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

Stakeholder involvement is a critical piece of the development of the SPSA. SSC meet throughout the year to gather input, discuss progress on goals, and to create actions steps for the upcoming school year, based on identified priorities.

SSC met in September, 2022, to discuss updates, such as the Title I carryover and the use of additional funding to support intervention programs. We reviewed all the previous goals for the school year and discussed if they were achieved and to what degree. We also discussed this year's proposed expenditures and planned programs/services. We will continue to meet throughout the 2022-2023 school year to review expenditures and data.

Resource Inequities

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

Currently, we do not have any resource inequities. Because of the increased enrollment, LUSD has purchased additional curriculum for Mission Valley. Mission Valley enrollment has significantly increased over the past two school years due to the COVID-19 Pandemic. Students have been supplied with technology that was previously not a requirement. During distance learning in the 2020-2021 school year, Lompoc Unified School District and the site worked to purchase additional technology resources for Mission Valley which continues to be utilized into the 2022-2023 school year. We will allocate site funds to update and replenish learning devices as needed. One inequity Mission Valley had was access to a SEL counselor and lessons. This need is being fulfilled by BFCDS/MV SEL counselor.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	1.00%	0		1
African American	2.56%	1.6%	2.00%	1	1	2
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	58.97%	62.5%	79.00%	23	40	79
Pacific Islander	0%	%	1.00%	0		1
White	25.64%	25.0%	12.00%	10	16	12
Multiple/No Response	12.82%	10.9%	5.00%	5	7	5
			Total Enrollment	39	64	100

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	3	10	16
Grade 1	3	10	15
Grade 2	3	7	11
Grade3	1	9	10
Grade 4	4	4	13
Grade 5	4	8	8
Grade 6	6	6	13
Grade 7	4	6	4
Grade 8	11	4	10
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	39	64	100

Conclusions based on this data:

1. There has been a significant increase in enrollment.

2. Kindergarten and first grade have the highest enrollment.

3. Hispanic/Latino is the largest subgroup.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	2	4	17	5.1%	6.30%	17.0%
Fluent English Proficient (FEP)	6	1	9	15.4%	1.60%	9.0%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.0%	

Conclusions based on this data:

1. There was a slight increase in enrollment for English Learners.

2. No students were Reclassified in the 2020-2021 school year (distance learning year).

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	*	6	13	*	0	12	*	0	12		0.0	92.3
Grade 4	5	*	10	4	0	6	4	0	6	80		60.0
Grade 5	7	9	7	6	0	6	6	0	6	85.7	0.0	85.7
Grade 6	*	6	14	*	0	11	*	0	11		0.0	78.6
Grade 7	13	6	9	13	0	5	13	0	5	100	0.0	55.6
Grade 8	13	7	17	11	0	14	11	0	14	84.6	0.0	82.4
All Grades	44	37	70	39	0	54	39	0	54	88.6	0.0	77.1

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

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

Overall Achievement for All Students																
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**			
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	
Grade 3	*		2415.	*		25.00	*		33.33	*		16.67	*		25.00	
Grade 4	*		*	*		*	*		*	*		*	*		*	
Grade 5	*		*	*		*	*		*	*		*	*		*	
Grade 6	*		2483.	*		0.00	*		27.27	*		36.36	*		36.36	
Grade 7	2516.		*	0.00		*	30.77		*	46.15		*	23.08		*	
Grade 8	2541.		2511.	0.00		7.14	36.36		14.29	45.45		42.86	18.18		35.71	
All Grades	N/A	N/A	N/A	2.56		16.67	28.21		20.37	30.77		27.78	38.46		35.19	

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

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	0.00		*	76.92		*	23.08		*
Grade 8	0.00		*	72.73		*	27.27		*
All Grades	5.13		18.52	64.10		53.70	30.77		27.78

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

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	0.00		*	69.23		*	30.77		*
Grade 8	18.18		*	45.45		*	36.36		*
All Grades	7.69		11.11	46.15		46.30	46.15		42.59

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

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	30.77		*	46.15		*	23.08		*
Grade 8	18.18		*	63.64		*	18.18		*
All Grades	17.95		12.96	53.85		74.07	28.21		12.96

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

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	15.38		*	61.54		*	23.08		*
Grade 8	18.18		*	63.64		*	18.18		*
All Grades	15.38		12.96	48.72		66.67	35.90		20.37

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

Conclusions based on this data:

1. Because of the Spring 2020 COVID-19 school closures and distance learning in 2020-2021, there is not recent state data.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	6	13	*	0	12	*	0	12		0.0	92.3
Grade 4	5	*	10	4	0	8	4	0	8	80		80.0
Grade 5	7	9	7	6	0	6	6	0	6	85.7	0.0	85.7
Grade 6	*	6	14	*	0	11	*	0	11		0.0	78.6
Grade 7	13	6	9	13	0	6	13	0	6	100	0.0	66.7
Grade 8	13	7	17	11	0	14	11	0	13	84.6	0.0	82.4
All Grades	44	37	70	39	0	57	39	0	56	88.6	0.0	81.4

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

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

Overall Achievement for All Students																				
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		2434.	*		33.33	*		25.00	*		16.67	*		25.00
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*		2463.	*		9.09	*		18.18	*		27.27	*		45.45
Grade 7	2434.		*	0.00		*	0.00		*	38.46		*	61.54		*
Grade 8	2461.		2426.	0.00		7.69	0.00		0.00	27.27		7.69	72.73		84.62
All Grades	N/A	N/A	N/A	2.56		16.07	0.00		10.71	25.64		19.64	71.79		53.57

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

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	0.00		*	15.38		*	84.62		*
Grade 8	0.00		*	27.27		*	72.73		*
All Grades	2.56		14.29	17.95		35.71	79.49		50.00

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	0.00		*	38.46		*	61.54		*
Grade 8	0.00		*	36.36		*	63.64		*
All Grades	2.56		8.93	28.21		48.21	69.23		42.86

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	0.00		*	46.15		*	53.85		*
Grade 8	0.00		*	27.27		*	72.73		*
All Grades	2.56		16.07	30.77		42.86	66.67		41.07

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

Conclusions based on this data:

1. Because of the Spring 2020 COVID-19 school closures and distance learning in 2020-2021, there is not recent state data.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3		*	*		*	*		*	*		*	*
All Grades										*	4	6

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Conclusions based on this data:

1. There is no statistical data for ELPAC results.

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**
100	**69.0**	**17.0**	**2.0**
Total Number of Students enrolled in Mission Valley Independent Study 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	17	17.0
Foster Youth	2	2.0
Homeless	7	7.0
Socioeconomically Disadvantaged	69	69.0
Students with Disabilities	17	17.0

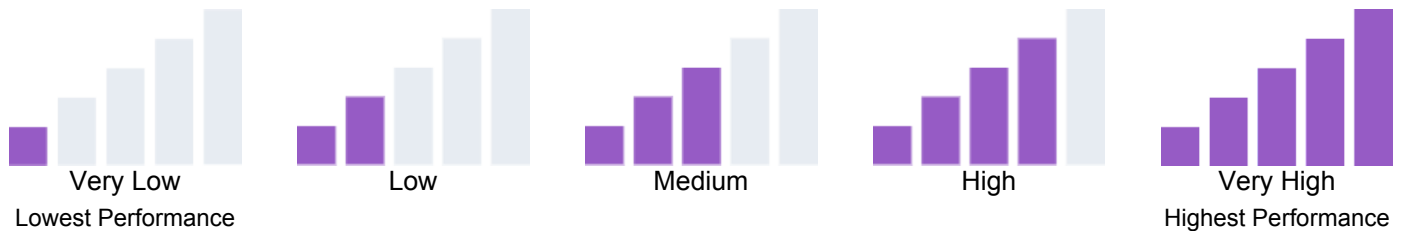| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	2.0
American Indian	1	1.0
Asian		
Filipino		
Hispanic	79	79.0
Two or More Races	5	5.0
Pacific Islander	1	1.0
White	12	12.0

Conclusions based on this data:

1. There is a high amount of socioeconomically disadvantaged students when compared to other student groups.

2. There is a high number of Students with Disability.
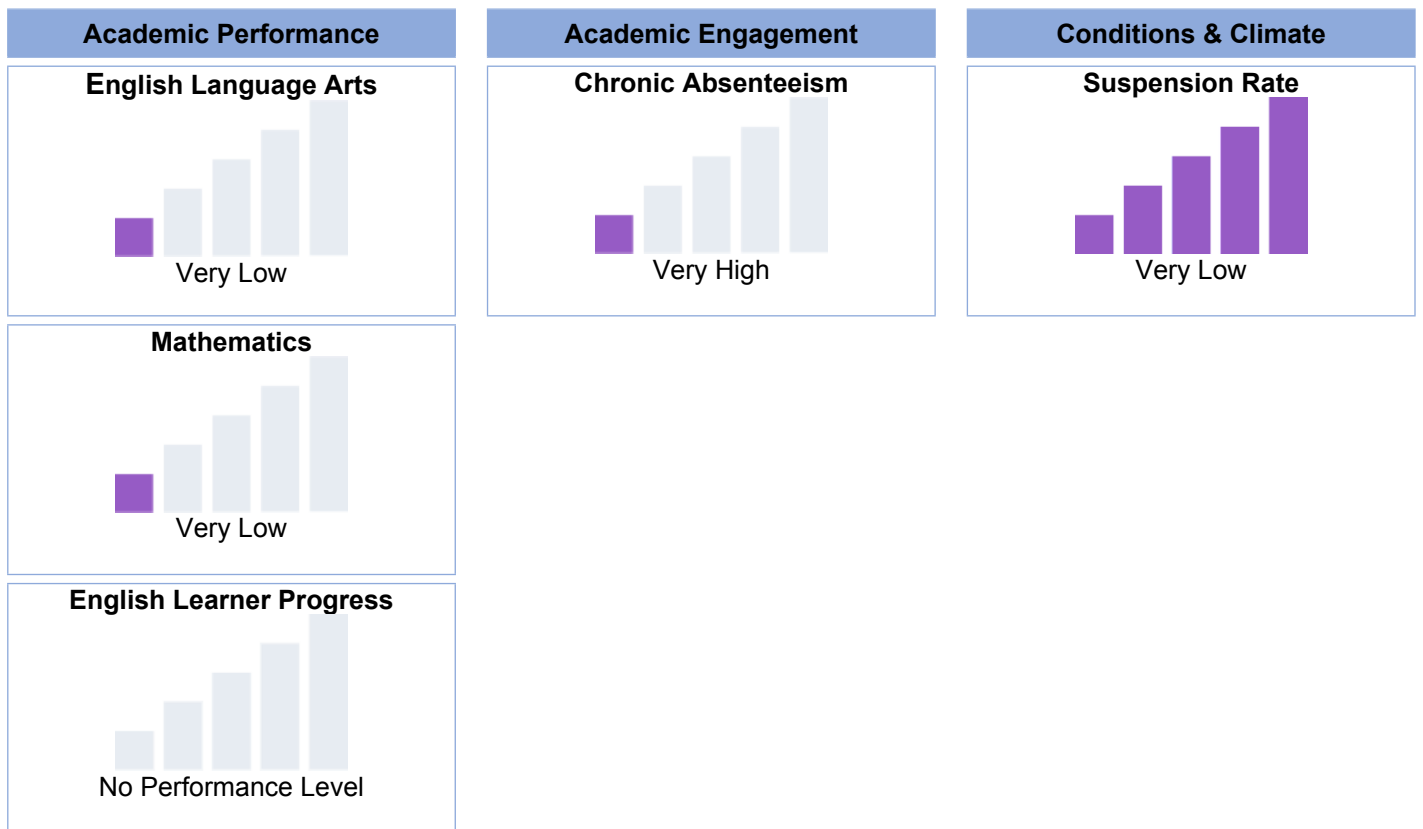
School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Very Low	Very High	Very Low

Mathematics
Very Low

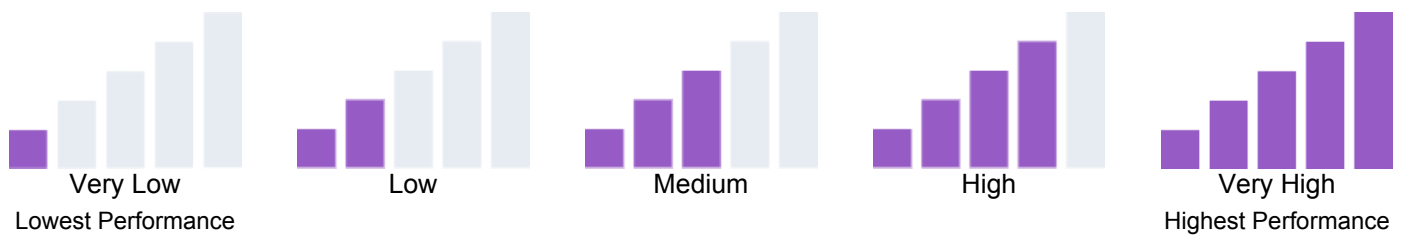| **English Learner Progress** |
|---|
| No Performance Level |

Conclusions based on this data:

1. We need to increase accountability for attendance at the weekly meetings and in work completion, to reduce our rates of chronic absenteeism.

2. Due to small numbers of students taking the CAASPP, data is not reported from the state, and therefore, we do not receive a "color" on the dashboard for those areas. However, we can look to district benchmarks to assess student progress through the year.
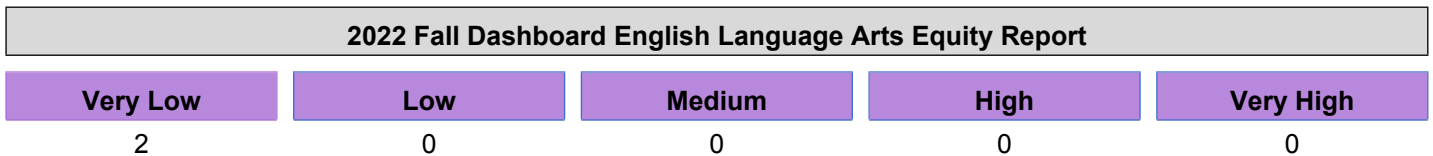
School and Student Performance Data

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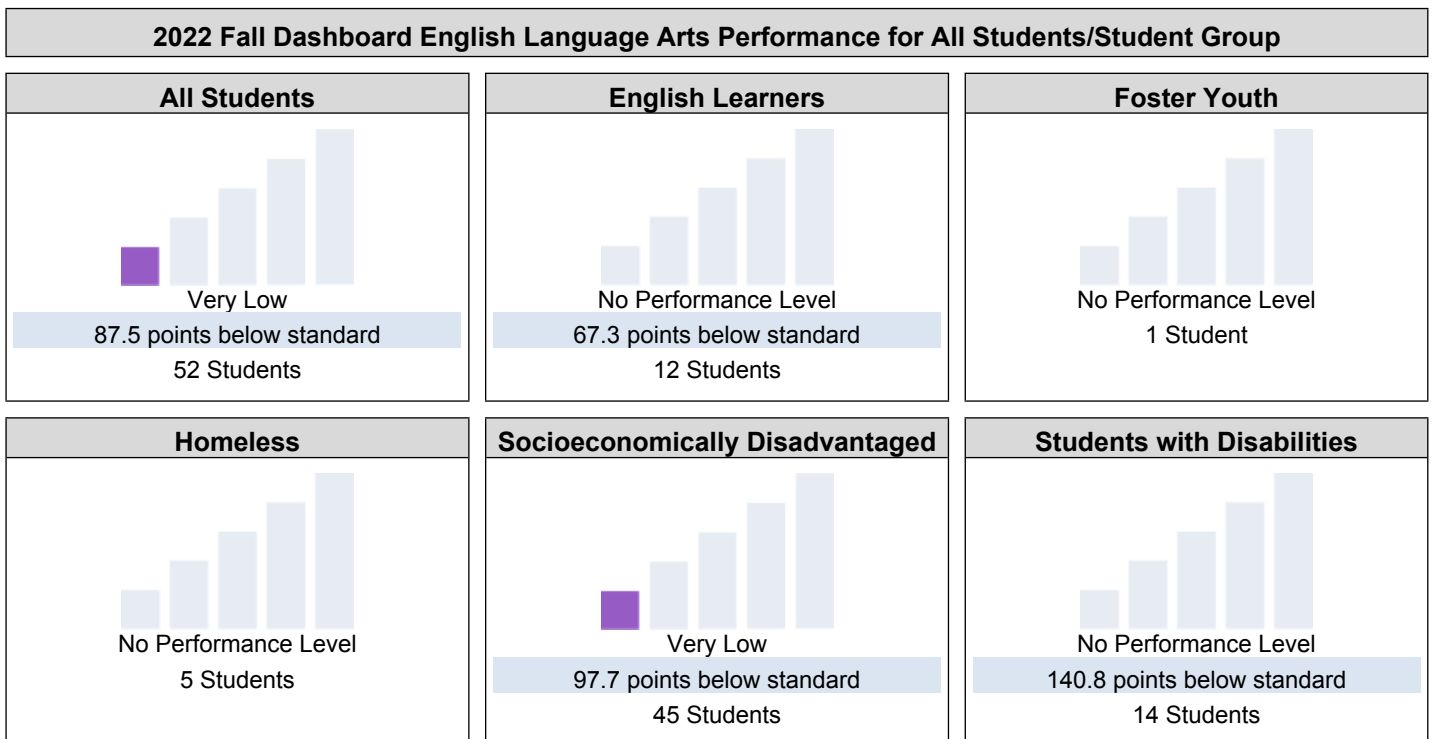
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
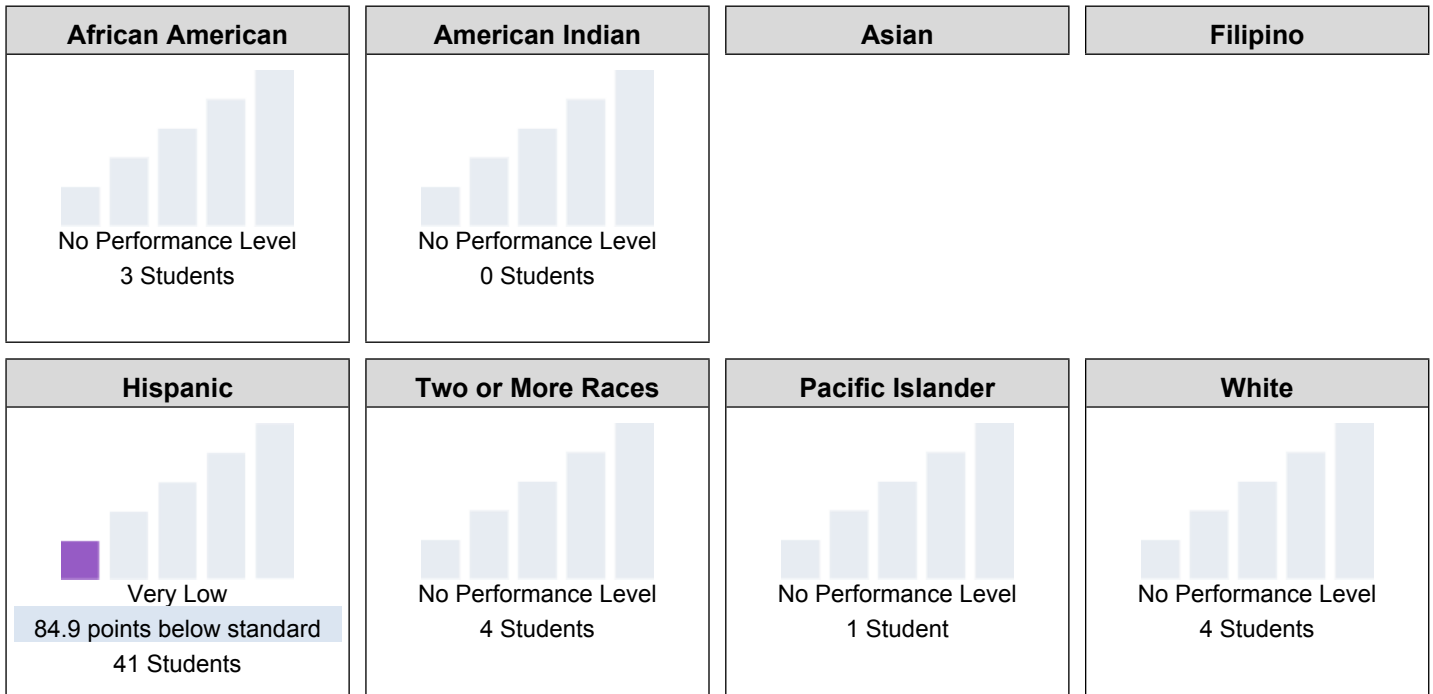
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	No Performance Level	No Performance Level
87.5 points below standard	67.3 points below standard	1 Student
52 Students	12 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	No Performance Level
5 Students	97.7 points below standard	140.8 points below standard
	45 Students	14 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level
3 Students

American Indian

No Performance Level
0 Students

Asian

Filipino

Hispanic

Very Low
84.9 points below standard
41 Students

Two or More Races

No Performance Level
4 Students

Pacific Islander

No Performance Level
1 Student

White

No Performance Level
4 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

9 Students

Reclassified English Learners

3 Students

English Only

91.8 points below standard

37 Students

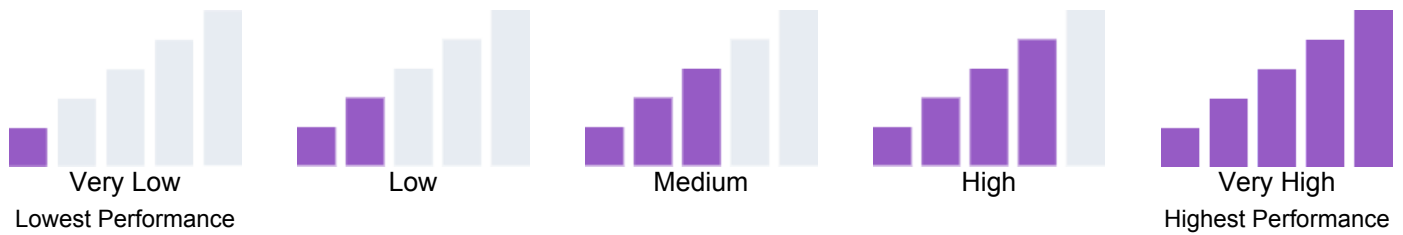**Conclusions based on this data:**

1. This will be updated as soon as the state releases the data.

2. This will be updated as soon as the state releases the data.

3. Because of the Spring 2020 COVID-19 school closures and distance learning in 2020-2021, there is not recent state data.
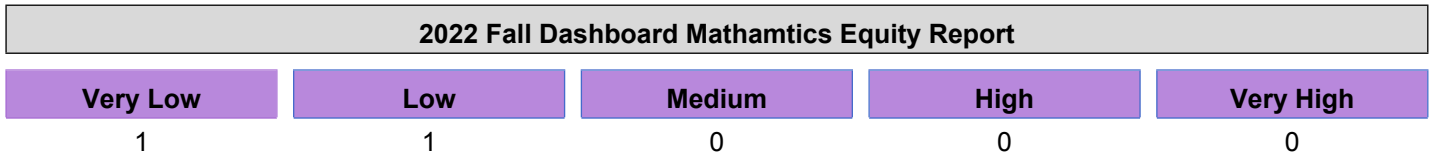
School and Student Performance Data

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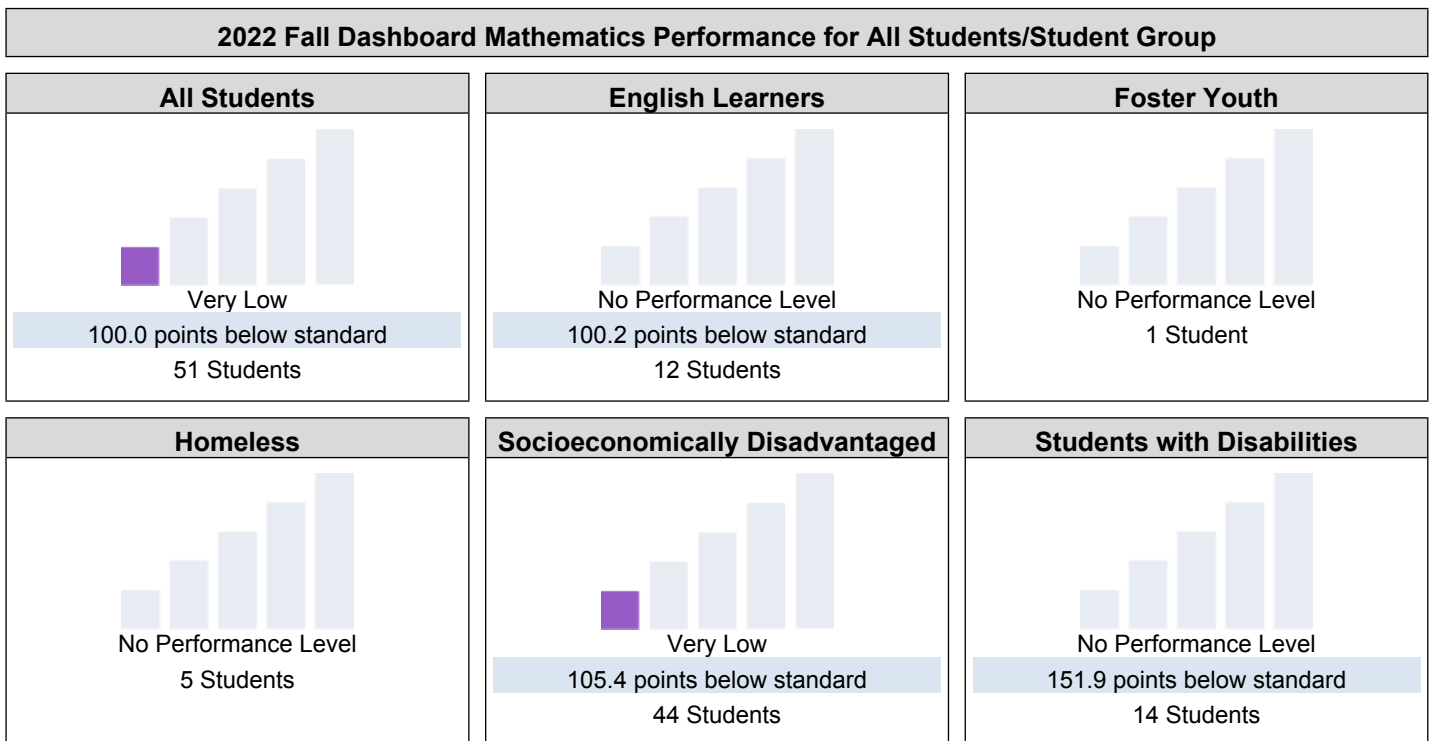
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
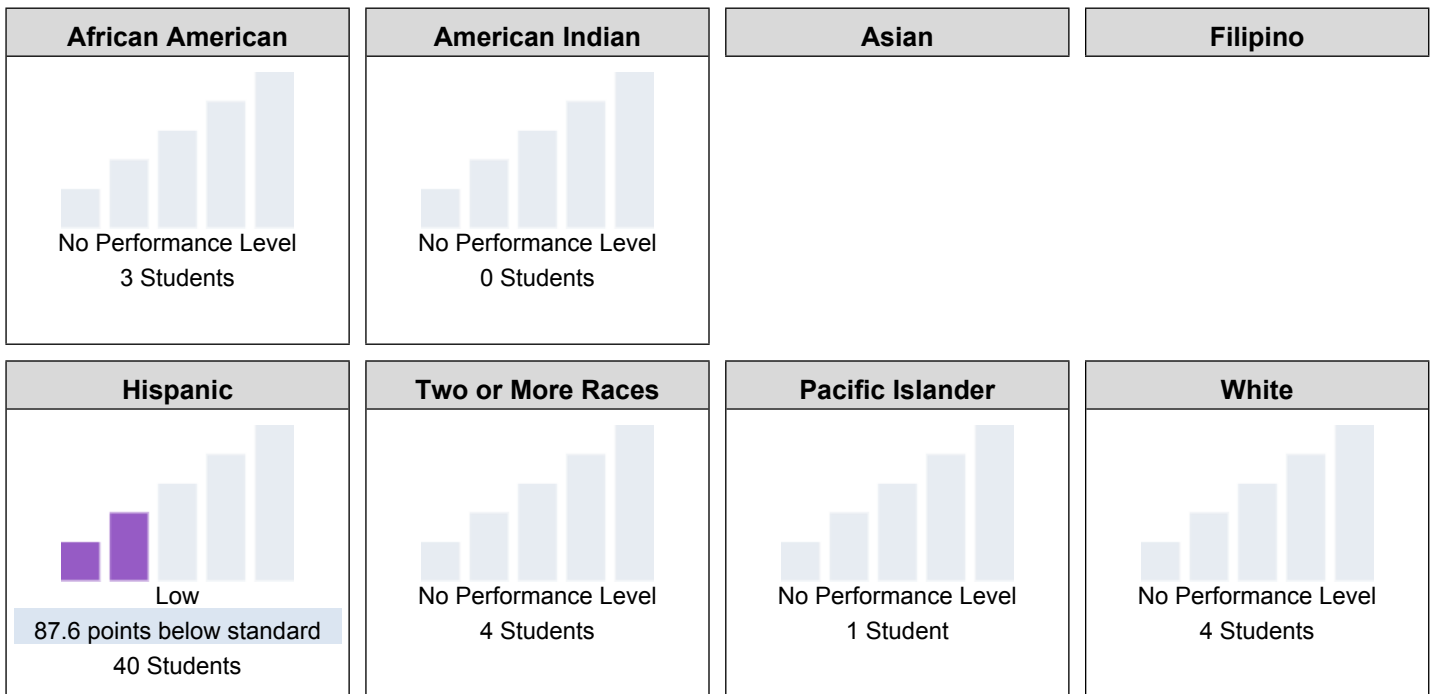
| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	1	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low 100.0 points below standard 51 Students	No Performance Level 100.2 points below standard 12 Students	No Performance Level 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 5 Students	Very Low 105.4 points below standard 44 Students	No Performance Level 151.9 points below standard 14 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level		
3 Students	0 Students		

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	No Performance Level
87.6 points below standard	4 Students	1 Student	4 Students
40 Students			

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	3 Students	99.4 points below standard
		36 Students

Conclusions based on this data:

1. This will be updated as soon as scores are released.

**2.** This will be updated as soon as scores are released.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
making progress towards English language proficiency
Number of EL Students: 6 Students
Performance Level: No Performance Level
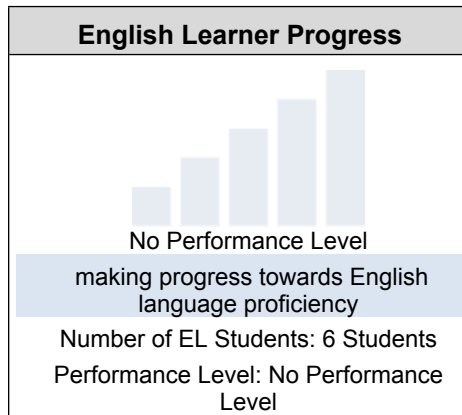
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. No data is available

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.
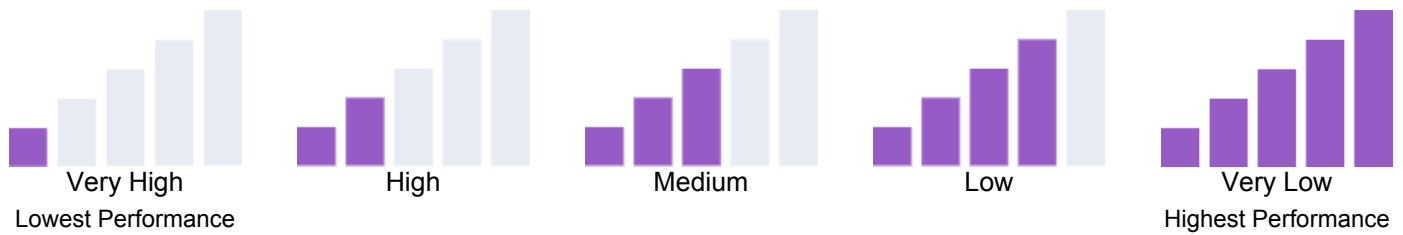
Conclusions based on this data:

1. No data is available
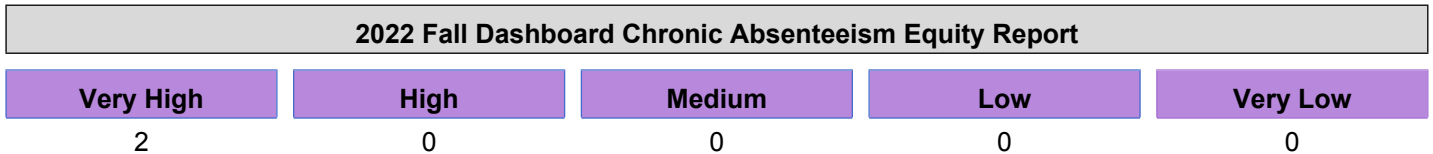
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
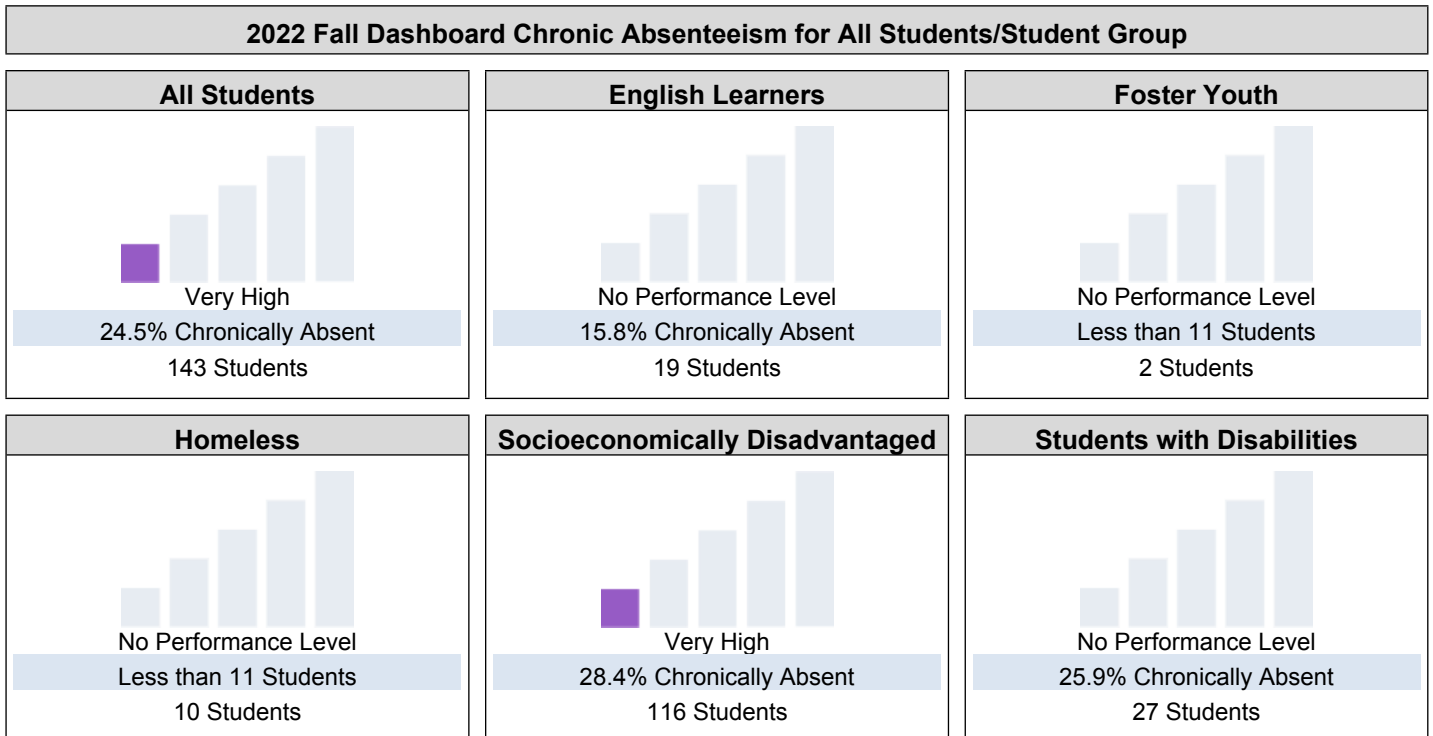
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
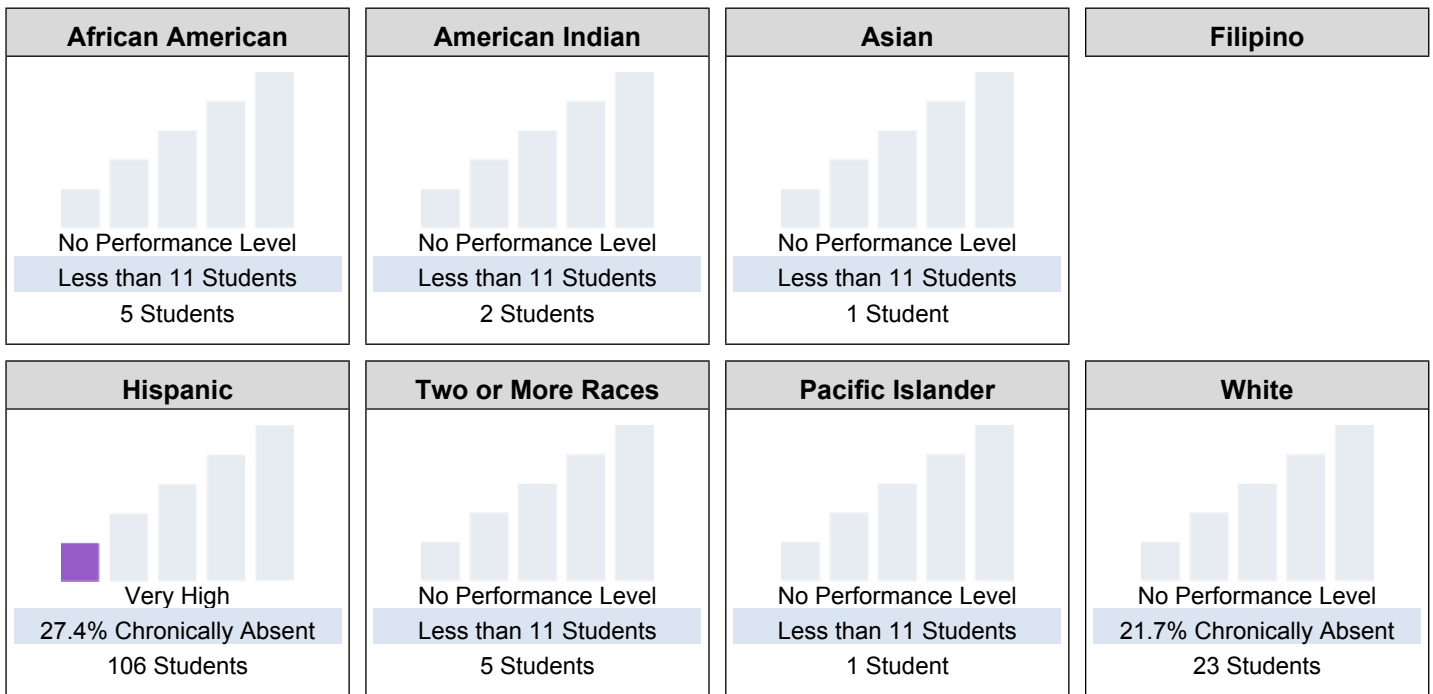
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
2	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
24.5% Chronically Absent	15.8% Chronically Absent	Less than 11 Students
143 Students	19 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	No Performance Level
Less than 11 Students	28.4% Chronically Absent	25.9% Chronically Absent
10 Students	116 Students	27 Students

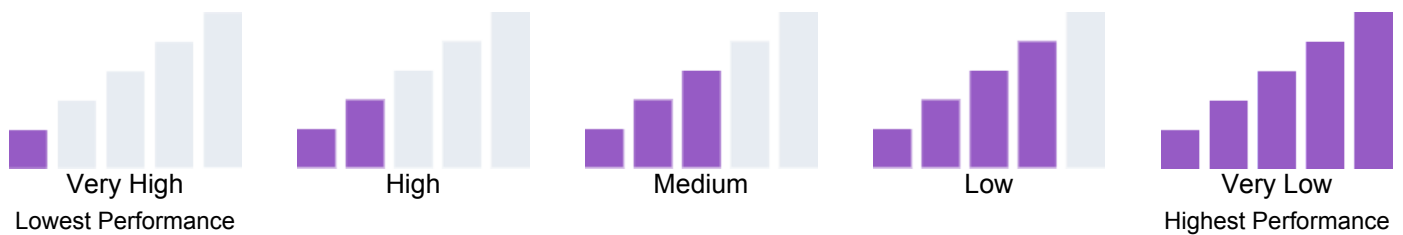| **2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
5 Students	2 Students	1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High	No Performance Level	No Performance Level	No Performance Level
27.4% Chronically Absent	Less than 11 Students	Less than 11 Students	21.7% Chronically Absent
106 Students	5 Students	1 Student	23 Students

Conclusions based on this data:

1. Data not yet available.

2. Data not yet available.
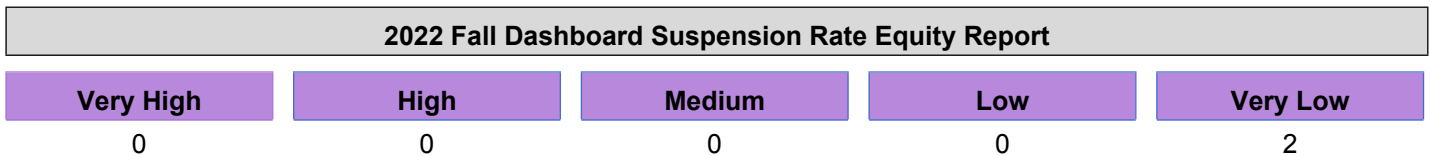
3. Data is not yet available.

School and Student Performance Data

Academic Engagement
Graduation Rate

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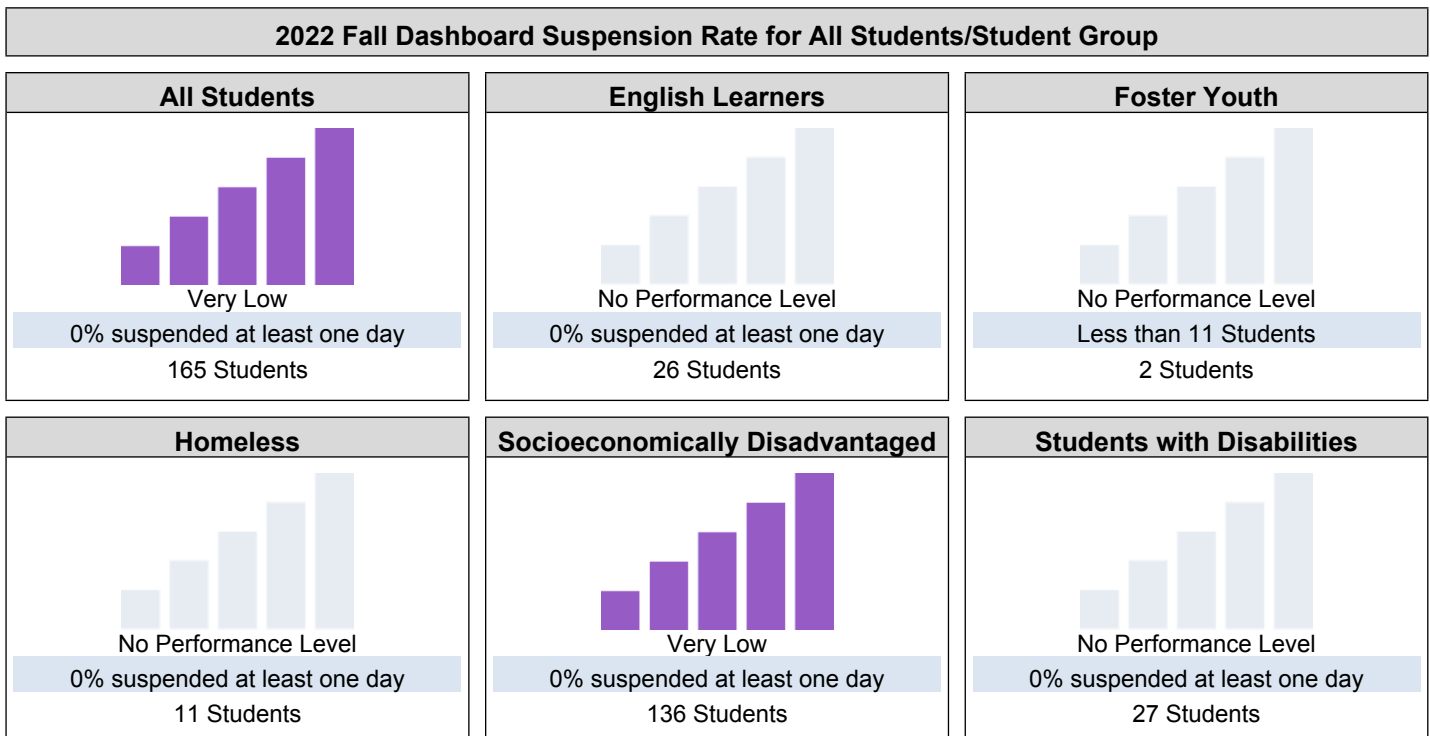
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable.

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	High	Medium	Low	Very Low
Lowest Performance				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
0	0	0	0	2

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
Very Low	No Performance Level	No Performance Level
0% suspended at least one day	0% suspended at least one day	Less than 11 Students
165 Students	26 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
11 Students	136 Students	27 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
6 Students	2 Students	3 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students	0% suspended at least one day
123 Students	6 Students	1 Student	24 Students

Conclusions based on this data:

1. There were no suspensions at Mission Valley.

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

ACADEMIC ACHIEVEMENT & INSTRUCTION - Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards, including professional development and capacity building for teachers and staff.

Goal 1

Increased student achievement in both ELA and Math will increase for all students, including EL students, as evidenced by LUSD District Common Formative Assessments, and through SBAC results for grades 3-8.

Identified Need

As evidenced by SBAC data, classroom assessments, parent survey results, and classroom observations, all students need to continue to show academic growth in all subjects

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Illuminate ELA Assessments NWEA MAP Math Assessments ELPAC Assessments CAASPP data (if available in the 21-22 school year)	SBAC data from 2021-2021 school year Ongoing teacher and LUSD assessments	Overall increase of 10% by year's end data in ELA reading and math skills, as measured by LUSD common formative assessments for each student and grade level SBAC scores will improve by a minimum of 15 points overall in ELA and math.

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)

Provide opportunites for all students, including individual student groups, to meet state academic standards

Strategy/Activity

After regular assessments of all students using Illuminate ELA and NWEA MAP Math Assessments, informal and formal assessments will be conducted throughout the school year. CAASPP data analysis from previous academic years will be reviewed, as well as any new data that becomes available. ELPAC data analysis from previous and current year. Staff will collaborate to determine the most effective materials to help students achieve success for each grade level via scaffolding

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.

1800	LCFF

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide opportunites for all students, including individual student groups, to meet state academic standards

Strategy/Activity

Use Common Core Standards and the District Curriculum Maps to set goals, discover instructional practices, and select materials to plan instruction that will meet individual student needs. Mission Valley will also integrate Science, Technology, Engineering, Art and Math (STEAM) in Individual Learning/Lesson plans to ensure students are equipped with 21st century skills and be college and career ready. Mission Valley will purchase STEAM activities and projects to enhance student learning and understanding of the world around them.

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.

1500	Title I
1000	LCFF

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide opportunites for all students, including individual student groups, to meet state academic standards

Strategy/Activity

All student assessments will be utilized to determine specific activities and curriculum to meet targeted, or identified, areas of learning through their individual learning plans (for example, supplemental materials, BrainPop, and other educational activities and licenses

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.

3000	Title I
2000	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Common formative assessments will be used to progress monitor all student growth. Teachers will work with students and families to provide intervention and enrichment as applicable based on the data analysis. All students will have access to grade level curriculum, as well as online supplemental programs.

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

N/A

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

N/A

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

COMMUNICATION: Promote positive, effective communication among our community, District, students, staff and stakeholders.

Goal 2

Building a sense of community among all stakeholders to improve positive climate and culture by reaching out with information regarding our purpose, occasional media releases regarding positive activities on campus.

Identified Need

Create a social media page to showcase positive activities and achievements. Use premium license for Class Dojo to communicate with parents. Invite district personnel to tour campus and view student progress reports, and create/distribute a school newsletter for distribution to all stakeholders

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased attendance at school events.	Prior sign-in sheets for school events/attendance data	Overall parent/family participation will increase for all school events by 5%, when compared to previous year's school events due to enhanced safety measures Teachers meet with each student for 30 minutes daily and then again for one hour once a week where they collect completed work, hand out new work and provide instructional support this enhances school connectedness and student achievement.
Decreased number of truancies, chronic absenteeism, and tardies.	CA Dashboard data and student monitoring; student information system attendance data	Student attendance will increase by 10% due to enhanced safety measures

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)

Provide opportunites for all students, including individual student groups, to meet state academic standards

Strategy/Activity

Premium Class Dojo accounts will be purchased for all teachers. Newsletters will be developed, copied, and distributed to stakeholders to showcase student achievements and positive activities.

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.

3896	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Regular and continuing communication with all stakeholders will encourage families to work together with the school site to maintain a positive interactions that improves student outcomes, academic success, and attendance.

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

N/A

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

N/A

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

Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

Goal 3

To ensure the safety of all staff, students, parent/guardians, and stakeholders while they are on the Mission Valley School site.

Identified Need

All stakeholders must feel safe and respected in order to be successful on our campus. Safety of staff and students is a priority. Through a phased installation and purchase of surveillance cameras throughout the campus, behaviors can be monitored and parents and students will be more likely to attend school and school events more regularly Providing safety measures to protect parents, students, staff and material items on campus before and after school hours will make all stakeholders more comfortable

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent, staff, and student surveys	Prior survey results	Improved student, staff, and parent attendance at school and after school activities

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)

Provide opportunites for all students, including individual student groups, to meet state academic standards

Strategy/Activity

Provide a safe and respectful environment for all stakeholders by providing improved lighting and security cameras throughout the campus

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

3375	Title I
149	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Provide a safe and respectful atmosphere for all

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

N/A

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.

Adding cameras to the campus, locked entrances, students and parent/guardians are escorted to and from classrooms, and all parents and students must check in to the main office before entering campus

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	$6,690
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$16,720.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	7,875	0.00
LCFF	6,696	0.00
Title I Part A: Parent Involvement	149	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	6,696.00
LCFF - Supplemental	2,000.00
Title I	7,875.00
Title I Part A: Parent Involvement	149.00

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

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

Name of Members	Role
Eric Trigueiro	Principal
Brenda Crane	Classroom Teacher
Rachel Becerra	Other School Staff
Rebekah Razo	Other School Staff Parent or Community Member
Marlena Geyer	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Classroom Teacher
	Classroom Teacher

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

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 October 13, 2022.

Attested:

Principal, Eric Trigueiro on October 13, 2022

SSC Chairperson, on October 13, 2022