

School Plan for Student Achievement

LEA: Mt. Diablo Unified School District
School: Valley View Middle School
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SPSA Year: **2020-2021**

X **The school certifies completion of this plan.**

School Site Council Approval: 10/22/20

Approved by MDUSD Board of Education:

Introduction

The MDUSD School Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

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 Goal 2- All studentsno matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.:32

 Goal 3 - High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic stautus and build supports for our EL and SPED learners.:38

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State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Annual Evaluation

Annual Evaluation Goal 1:	All students no matter their race, gender, skin color or socio-economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1
Goal Applies to:	Grade/Department/Other: Grades 6 - 8 All content areas All staff with support from district administration. Applicable Pupil Subgroups: All, English Learners, Low Income, Foster Youth, Students with Disabilities.	
Expected Annual Measurable Outcomes:	6th grade ELA increase CAASPP distance from the mean from 7.6 to 8.6. (all students) 6th grade Math decrease CAASPP distance from the mean from -16.2 to -15. (all students) 7th grade ELA increase CAASPP distance from the mean from 22.9 to 24. (all students) 7th grade Math decrease CAASPP distance from the mean from 7.6 to 8.6.. (all students) 8th grade ELA increase CAASPP distance from the mean from 2.6 to 4. (all students) 8th grade Math decrease CAASPP distance from the mean from -16.3 to -15. (all students) 6th grade EL students ELA decrease CAASPP distance from the mean from -112.4 to 110. 6th grade EL students Math decrease CAASPP distance from the mean from -90.7 to -89. 7th grade EL students ELA decrease CAASPP distance from the mean from -90.7. 7th grade EL students Math decrease CAASPP distance from the mean from -134.0 to 130.0. 8th grade EL students ELA decrease CAASPP distance from -158.8 to 156.0. 8th grade EL students Math decrease CAASPP distance from -168.6 to -165.0.	Actual Annual Measurable Outcomes: <p>CAASPP Goals;</p> <p>Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 the CAASPP testing was not conducted. Our CAASPP goals for 2019 - 2020 SPSA will be used and evaluate in the 2020 - 2021 SPSA.</p> <p>Re-designated as English Proficient Goal:</p> <p>Due to COVID - 19, Shelter in Place orders and school closures in March the i Ready #3 Diagnostic (May 2020) was not conducted. The #3 Diagnostic is an important indicator to Re-designate our English Learners to English Proficient. Without this important end of the year assessment our Re-designated English Proficient rate was only 12%. Evaluating the goal using 75% (19%) of our goal - goal was not met. Our Re-designated as English Proficient goal for 2019 - 2020 goal will continue in the 2020 - 2021 SPSA.</p> <p>iReady Goals:</p> <p>Decrease the percentage of students performing at the Tier III level on the iReady #2 Diagnostic - Reading/ELA from 28% to 22%, Math from 23% to 15% We did not meet this goal. Reading/EL Tier III was 32% and for Math was 23%.</p>

6th grade SpED students ELA decrease CAASPP distance from -81.8 to -79.0
6th grade SpED students Math decrease CAASPP distance from -86.5 to -82.0
7th grade SpED students ELA decrease CAASPP distance from -64.8 to -61.0 .
7th grade SpED students Math decrease CAASPP distance from -82.4 to 79.5.
8th grade SpED students ELA decrease CAASPP distance from -94.1 to 92.1.
8th grade SpED students Math decrease CAASPP distance from -117.8 to 115.0.

6th grade SED students ELA decrease CAASPP distance from -92.7 to 89.2.
6th grade SED students Math decrease CAASPP distance from -116.5 to 114.5.
7th grade SED students ELA decrease CAASPP distance from -51.1 to 49.0.
7th grade SED students Math decrease CAASPP distance from -112.6 to -110.5.
8th grade SED students ELA decrease CAASPP distance from -130.6 to -128.6
8th grade SED students Math decrease CAASPP distance from -147.6 to 144.6.

Increase the number of students Re-designated as English Proficient from 18% to 25%. We had 26 student RFEP last school year.

iReady

Decrease the percentage of students performing at the Tier III level on the iReady #2 Diagnostic -
Reading/ELA from 28% to 22%, Math from 23% to 15%

Increase the percentage of students performing at the Tier I level on the iReady #2 Diagnostic -
Reading/ELA from 33% to 42%, Math from 26% to 36%.

Increase the percentage of students performing at the Tier I level on the iReady #2 Diagnostic -
Reading/ELA from 33% to 42%, Math from 26% to 36%. We met this goal. Reading/EL was 49% and Math was 46%.

<p>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</p>	<p>Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 most of our goals could not be evaluated as is. Most of our goals will be carried over from last year. We will work on getting a working ELAC committee to support our EL learners.</p>
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SPSA Year: 2019-20

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
<p>1.1 Provide professional development for all teachers on Student Collaborative Conversations and technology integration into the classroom to support all of our students.</p>	<p>1.1 Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 we were not able not hold our last Teacher Professional Development day or 3 months of Professional Development time.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 we did not conduct CAASSP or the # 3 i Ready diagnostic.</p> <p>We were able to use #2 iReady data.</p>
<p>1.2 Ensure that students and staff have access to additional technology tools as needed, and that older technology is replaced.</p>	<p>1.2 Due to a drop in our SED, foster youth, homeless students and EL students we had \$30,000 drop in available funds last year.</p> <p>Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 budgets were frozen in March and purchases put on hold.</p> <p>We were not able to replace older Chromebooks for students. We were able to purchase four document cameras and three projectors for classrooms.</p>	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>The number of technology item we were able to purchase.</p>
<p>1.3 Purchase supplemental curriculum that targets content not covered by the current textbook adoption.</p>	<p>1.3 Due to a drop in our SED, foster youth, homeless students and EL students we had \$30,000 drop in available funds last year.</p>	<p>Not Effective</p>

	<p>Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 budgets were frozen in March and purchases put on hold.</p> <p>We were able to purchase some materials for SPED and EL students last year.</p>	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Re-Designated EL %, CAASSP scores, #2 & #3 iReady diagnostic and number of D's and F's</p>
<p>1.4 Provide targeted professional development for all staff to better meet the needs of subgroup students</p>	<p>1.4 Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 we were not able not hold our last Teacher Professional Development day or 3 months of Professional Development time.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 we did not conduct CAASSP or the # 3 i Ready diagnostic.</p> <p>We were able to use #2 iReady data.</p>
<p>1.5 Ensure that all classrooms have adequate materials for all students.</p>	<p>1.5 Due to a drop in our SED, foster youth, homeless students and EL students we had \$30,000 drop in available funds last year.</p> <p>Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 budgets were frozen in March and purchases put on hold.</p> <p>We were able to purchase some materials for SPED and EL students last year.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Re-Designated EL %, CAASSP scores, #2 & #3 iReady diagnostic and number of D's and F's</p>
<p>1.6 Ensure that books and materials in the library are up to date and student relevant.</p>	<p>1.6 We purchased \$1,500 worth of new books for the Library - most of these fund came from the Scholastic Book Fair fundraiser that our PTSA hosted.</p> <p>Due to COVID - 19, Shelter in Place orders</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

	and school closures in March of 2020 we did not get to hold our 2nd Scholastic Book Fair in May 2020.	The number of books we were able to purchase for the Library and AR scores.
	1.7	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.8	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.9	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.10	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.11	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.12	

		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.14	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.15	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.16	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.17	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

	1.18	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

Annual Evaluation Goal 2:	All students, parents, families and community members will have access to meaningful opportunities to participate in the creation of a safe, engaging, welcoming and aesthetically pleasing school.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 3
Goal Applies to: Grade/Department/Other: All Grades Applicable Pupil Subgroups: All, English Learners, SED, Foster Youth, Students with Disabilities.		
Expected Annual Measurable Outcomes:	<p>Continue to increase the number of different parents/families and community members who support Valley View through volunteering at the school, chaperoning activities/field trips, participating in SSC, PTSA and PBIS.</p> <p>Increase the number of Parent education nights from eight we had last year to ten this year.</p> <p>Decrease chronic absenteeism rate from 8.36% to 3.5%.</p> <p>Decrease suspension by 20% (we had 134 suspension in 2018 - 2019) through Restorative Practices, teaching students our expectations and how to behave.</p>	Actual Annual Measurable Outcomes: <p>Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 Goal #2 is being evaluated for 75% of the school year.</p> <p>Last year before the Shelter in Place orders and school closures in March of 2020 we had increased the number of parents who were volunteering on campus. We had parents volunteering in our Library from 3 parents to 6 parents. We had parents volunteering in our EL classes to support our EL learners and in our Spanish classes, first time in both of these classes. We had to turn away parent volunteers for our Field trips to the Marine Mammal Center and the De Young Museum (first time that we had to do this). Every afterschool leadership activity had more than enough parent volunteers helping with set up, monitoring activity and clean up.</p> <p>Before the Shelter in Place orders and school closures in March of 2020 we had four parent education nights - did not meet this goal (at 75%).</p> <p>We did decrease our chronic absenteeism rate to 3.9%, but did not make our goal of 3.5% (Due to the Shelter in Place orders and school closures in March of 2020 we lost 52 school days that are usually well attended by students)</p> <p>We made our goal of reducing suspensions by 20%, (at 75% we were trying to reduce below 107 suspensions). At the time of the Shelter in Place and school closures on March 13 we only had 47 suspensions for the year a 44% reduction.</p>

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 Goal #2 is being evaluated for 75% of the school year. We will continue to institute Restorative Practices to help change behaviors.
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SPSA Year: 2019-20

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
2.1 Staff will implement strategies based on PBIS and the Cultural Task Force to create a culture of respect, responsibility, kindness and safety at Valley View.	2.1 We implemented Community Service and Student Reflection as an other means of correction. Started the school year with Jaguar Pride Days (first three days) to build community and to go over expectations.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Number of Suspensions. Our suspension rate dropped by 44%.
2.2 Implement staff agreements and Cultural Task Force lesson to target behaviors of Be Safe, Be Respectful, Be Responsible, Be Kind (including responsible use agreements for technology and Jaguar Pride Days at the beginning of the year.)	2.2 We implemented Community Service and Student Reflection as an other means of correction. Started the school year with Jaguar Pride Days (first three days) to build community and to go over expectations. Teachers met regularly to go over school wide expectations and teacher agreements. We changed our dress code to be more appropriate for all genders.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Number of Suspensions. Our suspension rate dropped by 44%.
2.3 Develop or host parent/student surveys, focus groups, and education nights.	2.3 Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 Goal #2 is being evaluated for 75% of the school year. Before the Shelter in Place orders and school closures in March of 2020 we had four parent education nights	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Number of parent education nights

<p>2.4 Support and supplies will be provided to create and maintain a clean and beautiful campus.</p>	<p>2.4 Due to a drop in our SED, foster youth, homeless students and EL students we had \$30,000 drop in available funds last year.</p> <p>Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 budgets were frozen in March and purchases put on hold.</p> <p>We did purchase 10 new sun umbrellas to replace old and broken ones. Money came from donations for Campus Beautification.</p> <p>We purchased ten new umbrellas to replace old tattered ones.</p> <p>Our school was painted over the summer - District funds.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Number of Suspensions. Our suspension rate dropped by 44%.</p>
<p>2.5 Implement PBIS and Cultural Task Force goals and lessons.</p>	<p>2.5 We implemented Community Service and Student Reflection as an other means of correction.</p> <p>Started the school year with Jaguar Pride Days (first three days) to build community and to go over expectations.</p> <p>Teachers met regularly to go over school wide expectations and teacher agreements.</p> <p>We changed our dress code to be more appropriate for all genders.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Number of Suspensions. Our suspension rate dropped by 44%.</p>
<p>2.6 Positive rewards and recognition will be provided to students to encourage attendance and good behavior that are appropriate for each grade level.</p>	<p>2.6 Started the school year with Jaguar Pride Days (first three days) to build community and to go over expectations.</p> <p>Teachers met regularly to go over school wide expectations and teacher agreements.</p> <p>We changed our dress code to be more appropriate for all genders.</p> <p>We have sorted our students into house</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Number of Suspensions. Our suspension rate dropped by 44%.</p>

	and houses earn points for good behavior , good attendance and school spirit. At the end of each quarter the house with the most points gets a celebration.	
2.7 Parent education nights focusing on the RFEP process, accessing community resources, and technology education will be held to connect the subgroup community to the larger school culture.	2.7 Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 we did not get to hold all of our Parent Education nights.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Number of parent education nights and the Re-Designated English Proficient % Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 we did not get to do all our parent education nights and we did not get to do the #3 iReady assessment (this is one of the indicators for students to be RFEP).
2.8 Parent education nights and community building socials to encourage parent/family/community involvement.	2.8 Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 we did not get to hold all of our Parent Education nights. We did not get to hold Open House or our Community Bingo Night.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Number of Parent Education Nights and community building socials.
2.9 Continue to support a psych Intern & Social Work Intern positions to help support our SPED students and other students.	2.9 Was on campus two days a week to support our students. Did small groups to help students cope with Anxiety.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Our Chronic Absence Rate. Helped reduce our chronic absent rate.
2.10 Continue to fund a Community Service Support position to support our Spanish speaking community	2.10 Community Service Support (Anarosa Rivera) does a great job of connecting our Spanish Speaking families to our school.	Effective

	She calls families and meets with families on a regular basis.	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? The number of families she communicates with.
	2.11	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.12	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.14	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.15	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

	2.16	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.17	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.18	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

Annual Evaluation Goal 3:	High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic status and build supports for our EL and SPED learners.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
Goal Applies to: Grade/Department/Other: All Grades Applicable Pupil Subgroups: All, English Learners, Low Income, Foster Youth, Students with Disabilities		
Expected Annual Measurable Outcomes:	Reduce by 15% our D's and F's for our EL and SPED Students in core content classes. Have training at Staff Development Days around diversity. Increase the percent of English learner students re-designated as English proficient every year.	Actual Annual Measurable Outcomes: Due to COVID - 19, Shelter in Place orders and school closures in March we went to a Credit/No Credit system for the 4th quarter and 2nd semester. Students who were passing classes with a C or better were guaranteed to get Credit for the 4th quarter and 2nd semester. At the end of the 1st semester D's and F's were not reduced for our SPED or our EL student. We will continue this goal for the 2020 - 2021 school year. Due to COVID - 19, Shelter in Place orders and school closures in March not all PD opportunities were held. Re-designated as English Proficient Goal: Due to COVID - 19, Shelter in Place orders and school closures in March the i Ready #3 Diagnostic (May 2020) was not conducted. The #3 Diagnostic is an important indicator to Re-designate our English Learners to English Proficient. Without this important end of the year assessment our Re-designated English Proficient rate was only 12%. Evaluating the goal using 75% (19%) of our goal - goal was not met. Our Re-designated as English Proficient goal for 2019 - 2020 goal will continue in the 2020 - 2021 SPSA.
After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 our goals from the 2019 - 2020 SPSA will carry over to this year.	

SPSA Year: 2019-20

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
<p>3.1 Provide professional development for all teachers and staff to assist with creating diverse learning opportunities to become culturally proficient.</p>	<p>3.1 Due to COVID - 19, Shelter in Place orders and school closures in March not all PD opportunities were held.</p> <p>Started the school year with Jaguar Pride Days (first three days) to build community and to go over expectations.</p> <p>Teachers met regularly to go over school wide expectations and teacher agreements.</p> <p>We changed our dress code to be more appropriate for all genders and our diverse student body.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>iReady, D&F's, RFEP and CAASSP data. iReady we made our goals to increase students in Tier 1 - did not make our goal to reduce Tier 3.</p> <p>Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 the CAASPP testing was not conducted.</p> <p>Due to COVID - 19, Shelter in Place orders and school closures in March the iReady #3 Diagnostic (May 2020) was not conducted.</p>
<p>3.2 Staff will collect and analyze data from formal and informal assessments to support student achievement.</p>	<p>3.2 We looked at data at staff, grade level and department meetings.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>iReady, D&F's, RFEP and CAASSP data. iReady we made our goals to increase students in Tier 1 - did not make our goal to reduce Tier 3.</p> <p>Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 the CAASPP testing was not conducted.</p>

		Due to COVID - 19, Shelter in Place orders and school closures in March the iReady #3 Diagnostic (May 2020) was not conducted.
3.3 School-wide intervention and enrichment during the school day and after school	<p>3.3 We implemented Community Service and Student Reflection as an other means of correction.</p> <p>Homework Club Tuesdays and Thursdays after school. IXL intervention program for Math and EL learners. ELD/ALD classes, with Cored our Math 7 and AIMS class so students who were struggling in math could get more support.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>iReady, D&F's, RFEP and CAASSP data. iReady we made our goals to increase students in Tier 1 - did not make our goal to reduce Tier 3.</p> <p>Due to COVID - 19, Shelter in Place orders and school closures in March of 2020 the CAASPP testing was not conducted.</p> <p>Due to COVID - 19, Shelter in Place orders and school closures in March the iReady #3 Diagnostic (May 2020) was not conducted.</p>
	3.4	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.5	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.6	

		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.7	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.8	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.9	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.10	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.11	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.12	

		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.14	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.15	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.16	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.17	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

	3.18	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2020-2021 SPSA	Annual Evaluation Impact on SPSA 2020-2021
<p>Staff Meetings - 8/12/19,8/13/19, 9/09/19, 10/14/19, 11/12/19, 12/09/19, 1/13/20, 2/10/20, Due to COVID 19, Shelter in Place and School Closure in March 2020 we did not have anymore Staff Meetings.</p> <p>Site Council Meetings - 9/18/18, 10/23/18, 11/14/18, 1/23/19, 2/21/19, Due to COVID 19, Shelter in Place and School Closure in March 2020 we did not have anymore Site Council Meetings.</p> <p>PTSA - 9/12/19, 10/10/19, 11/14/19, 2/20/20, 5/14/20 (virtual meeting due to COVID - 19, Shelter in Place)</p> <p>Chat with Administration - 1st Friday of Each Month. We only have about 3 -4 parents each month. Talked about the SPSA and goals. Due to COVID 19, Shelter in Place and School Closure in March 2020 we did not have the Chat with Administration in April or May 2020.</p> <p>BTSN 8/21/19 & Open House 5/29/19 BTSN was very well attended in the fall Due to COVID 19, Shelter in Place and School Closure in March 2020 we did not have our Open House in May 2020.</p>	<p>Input received to develop goals and to go over data to monitor goals from 2018 - 2019 - went over data - looked at SPED and EL groups, need to support these groups and help all our students.</p> <p>Developed Goals, Approved Budget for SPSA, Monitored Goals, - went over data - looked at SPED and EL groups, need to support these groups and help all our students.</p> <p>Input received to help develop goals - went over data on goals - went over data - looked at SPED and EL groups, need to support these groups and help all our students.</p>

Section 2: Goals, Actions, Expenditures

Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.:

All students no matter their race, gender, skin color or socio-economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Related State and/or Local Priorities:

- Implementation of State Standards
- Pupil Achievement
- Pupil Engagement

Related LCAP Goals:

- MDUSD LCAP Goal 1

Identified Need:	<p>Decrease CAASPP distance from a level 3 in Math. Increase CAASPP distance from a level 3 in ELA.</p> <p>Decrease the percentage of students performing at the Tier III level on the iReady #2 diagnostic in ELA and Math. Increase the percentage of students performing at the Tier I level on the iReady #2 diagnostic in ELA and Math.</p> <p>Increase percent of re-designated as English proficient for our EL students</p>
Goal Applies to:	<p>Grade/Department/Other: Grades 6 - 8 All content areas All staff with support from district administration.</p> <p>Applicable Pupil Subgroups: All, English Learners, Low Income, Foster Youth, Students with Disabilities.</p>

SPSA Year: 2020-21

Expected Annual Measurable Outcomes:

Due to COVID -19, Shelter in Place and school closure in March 2020, CAASPP was not administered. The below goals are a carry over from the 2019 - 2020 SPSA.

6th grade ELA increase CAASPP distance from the mean from 7.6 to 8.6. (all students)
 6th grade Math decrease CAASPP distance from the mean from -16.2 to -15. (all students)
 7th grade ELA increase CAASPP distance from the mean from 22.9 to 24. (all students)
 7th grade Math decrease CAASPP distance from the mean from 7.6 to 8.6.. (all students)
 8th grade ELA increase CAASPP distance from the mean from 2.6 to 4. (all students)
 8th grade Math decrease CAASPP distance from the mean from -16.3 to -15. (all students)

6th grade EL students ELA decrease CAASPP distance from the mean from -112.4 to 110.
 6th grade EL students Math decrease CAASPP distance from the mean from -90.7 to -89.
 7th grade EL students ELA decrease CAASPP distance from the mean from -90.7.
 7th grade EL students Math decrease CAASPP distance from the mean from -134.0 to 130.0.
 8th grade EL students ELA decrease CAASPP distance from -158.8 to 156.0.
 8th grade EL students Math decrease CAASPP distance from -168.6.to -165.0.

6th grade SpED students ELA decrease CAASPP distance from -81.8 to -79.0
 6th grade SpED students Math decrease CAASPP distance from -86.5 to -82.0
 7th grade SpED students ELA decrease CAASPP distance from -64.8 to -61.0 .
 7th grade SpED students Math decrease CAASPP distance from -82.4 to 79.5.
 8th grade SpED students ELA decrease CAASPP distance from -94.1 to 92.1.
 8th grade SpED students Math decrease CAASPP distance from -117.8 to 115.0.

6th grade SED students ELA decrease CAASPP distance from -92.7 to 89.2.
 6th grade SED students Math decrease CAASPP distance from -116.5 to 114.5.
 7th grade SED students ELA decrease CAASPP distance from -51.1 to 49.0.
 7th grade SED students Math decrease CAASPP distance from -112.6 to -110.5.
 8th grade SED students ELA decrease CAASPP distance from -130.6 to -128.6
 8th grade SED students Math decrease CAASPP distance from -147.6 to 144.6.

Increase the number of students Re-designated as English Proficient from 18% to 25%. We had 26 student RFEP during the 2018 - 2019 school year. Due to COVID -19, Shelter in Place and school closure in March 2020, #3 Diagnostic for iReady was not administered. The #3 Diagnostic is a key indicator for students to be Re-designated as English Proficient. During the 2019 - 2020 school year we had 8 students RFEP.

iReady - New Goals

Decrease the percentage of students performing at the Tier III level on the iReady #2 Diagnostic - Reading/ELA from 32% to 22%, Math from 23% to 15%

Increase the percentage of students performing at the Tier I level on the iReady #2 Diagnostic -

Reading/ELA from 49% to 58%, Math from 46% to 58%.

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
<p>1.1 Provide professional development for all teachers on Student Collaborative Conversations and technology integration into the classroom to support all of our students.</p>	<p>X All Students</p>	<p>Provide substitutes for release time for lesson planning, professional development and analysis of data.</p>	<p>Site Discretionary</p>	<p>250</p>
		<p>Provide substitutes for release time for lesson planning, professional development and analysis of data.</p>	<p>LCFF Supplemental</p>	<p>250</p>
		<p>Provide substitutes for release time for lesson planning, professional development and analysis of data.</p>	<p>Site Discretionary</p>	<p>1500</p>
<p>1.2 Ensure that students and staff have access to additional technology tools as needed, and that older technology is replaced.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient</p>	<p>Purchase of computers, laptops, Chromebooks, tablets, web cameras, document readers and other devices for student and staff use.</p>	<p>Site Discretionary</p>	<p>3000</p>
		<p>Purchase of computers, laptops, Chromebooks, tablets, web cameras, document readers and other devices for student and staff use.</p>	<p>LCFF Supplemental</p>	<p>4000</p>
		<p>Purchase software and online licenses for student and staff access to online assessments, curriculum, intervention/support programs, Social and Emotional support, learning management system, and enrichment programs.</p>	<p>Site Discretionary</p>	<p>5000</p>
		<p>Purchase software and online licenses for student and staff access to online assessments, curriculum, intervention/support programs, Social and Emotional support, learning management system, and enrichment programs.</p>	<p>LCFF Supplemental</p>	<p>3015</p>
<p>Purchase of computers, laptops, Chromebooks, tablets, web cameras, document readers and other devices for student and staff use.</p>	<p>19-20 Site Discretionary Carryover</p>	<p>7842.41</p>		

		Purchase of computers, laptops, Chromebooks, tablets, web cameras, document readers and other devices for student and staff use.	19-20 LCFF Supplemental Carryover	4109.37
1.3 Purchase supplemental curriculum that targets content not covered by the current textbook adoption.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Purchase supplemental materials to support and implement the Common Core Sate Standards Purchase supplemental materials to support and implement the Common Core Sate Standards Provide training for staff on all purchased curriculum. Provide training for staff on all purchased curriculum. Purchase interventions programs to support students in learning .. IXL, Accelerated Reader, GoZen, Purchase interventions programs to support students in learning .. IXL, Accelerated Reader, GoZen,	LCFF Supplemental Site Discretionary Site Discretionary LCFF Supplemental Site Discretionary LCFF Supplemental	500 500 200 200 4000 3600
1.4 Provide targeted professional development for all staff to better meet the needs of subgroup students	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Students with Disabilities	Provide/attend professional development for reading and math intervention Provide/attend professional development for reading and math intervention Provide Special Education staff (certificated and classified) with substitute release time for panning and collaboration with their general education peers. Provide Special Education staff (certificated and classified) with substitute release time for panning and collaboration with their general education peers.	Site Discretionary LCFF Supplemental Site Discretionary LCFF Supplemental	200 200 250 250
1.5 Ensure that all classrooms have adequate materials for all students.	X All Students X Low Income Pupils X English Learners	Purchase classroom materials Purchase classroom materials Purchase classroom materials	Site Discretionary LCFF Supplemental 19-20 Site Discretionary	12937 5300 12450

	X Foster Youth X Redesignated Fluent English Proficient	Purchase classroom materials	Carryover 19-20 LCFF Supplemental Carryover	1250
1.6 Ensure that books and materials in the library are up to date and student relevant.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Purchase books and materials for the library Purchase books and materials for the library	Site Discretionary LCFF Supplemental	400 1000

<p>Goal 2- All students no matter their race, gender, skin color or socioeconomic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.:</p>	<p>All students, parents, families and community members will have access to meaningful opportunities to participate in the creation of a safe, engaging, welcoming and aesthetically pleasing school.</p>	<p>Related State and/or Local Priorities:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <p>Related LCAP Goals:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> MDUSD LCAP Goal 3
<p>Identified Need:</p>	<p>Building a school culture that is inclusive, welcoming and kind. Due to reduction in staff key to the PBIS team, Valley View will not officially participate in PBIS this year. We will continue to have our Cultural Task Force to work on school climate and diversity.</p>	

Although Valley View has a PTSA that supports the school, we need more parent involvement through PTSA meetings. We have a great volunteer base for Library support, activity support and Field Trips.

Continue to support a Community Service School Support position that will be a resource to our Spanish speaking community so they feel connected to Valley View.

Supporting our students with their social and emotional needs. Having outside agencies on campus, a psych intern one day a week, JFK intern, and Project Success will help with this.

Improving student attendance, last year we had a 3.6% chronic absenteeism rate. Valley View is working to reach 98% for attendance and to reduce our chronic absenteeism rate to 2.5%.

Continue to support Campus Supervisor positions to support students before, during and after school.

At the end of last year we revised our dress code to be more inclusive of all genders, races, students of color and socio-economic status.

Goal Applies to: Grade/Department/Other: All Grades
 Applicable Pupil Subgroups: All, English Learners, SED, Foster Youth, Students with Disabilities.

SPSA Year: 2020-21

Expected Annual Measurable Outcomes: Continue to increase the number of different parents/families and community members who support Valley View through volunteering at the school, chaperoning activities/field trips, participating in SSC, PTSA and PBIS.

Increase the number of Family education nights from four (At the time of the Shelter in Place and school closures on March 13) from last year to eight this year.

Decrease chronic absenteeism rate from 3.9% to 2.5%.

Decrease suspension by 10% (At the time of the Shelter in Place and school closures on March 13 we only had 47 suspensions)

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
2.1 Staff will implement strategies based on the Cultural Task Force to create a culture of respect, responsibility, kindness and safety at Valley View.	X All Students X Low Income Pupils X English Learners X Foster Youth	Funding for extra pay beyond contract hours for staff to create and develop lessons to teach school-wide expectations on behavior	Site Discretionary	300
		Funding for extra pay beyond contract hours for staff to create and develop	LCFF Supplemental	300

	<p>X Redesignated Fluent English Proficient</p> <p>X Other Subgroups: (Specify) Special Education</p>	<p>lessons to teach school-wide expectations on behavior</p> <p>Purchase materials to implement lessons Site Discretionary 400</p> <p>Purchase materials to implement lessons LCFF Supplemental 400</p> <p>Establish more clubs and student groups to further connect students to the school community. No funding necessary for this.</p> <p>Establish more clubs and student groups to further connect students to the school community. No funding necessary for this.</p> <p>Continue with the Cultural Task Force. No funding necessary for this</p>
2.2 Implement staff agreements and Cultural Task Force lesson to target behaviors of Be Safe, Be Respectful, Be Responsible, Be Kind (including responsible use agreements for technology and Jaguar Pride Days at the beginning of the year.)	X All Students	<p>Create and maintain a list of staff and student agreements and expectations. No funding necessary for this.</p> <p>Put on assemblies and whole class learning opportunities to discuss and demonstrate positive behavior. Site Discretionary 500</p> <p>Put on assemblies and whole class learning opportunities to discuss and demonstrate positive behavior. LCFF Supplemental 500</p>
2.3 Develop or host parent/student surveys, focus groups, and education nights.	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Foster Youth</p> <p>X Redesignated Fluent English Proficient</p> <p>X Other Subgroups: (Specify) Special Education</p>	<p>Extra pay for teachers working beyond contract time to present at parent information nights. Site Discretionary 100</p> <p>Extra pay for teachers working beyond contract time to present at parent information nights. LCFF Supplemental 200</p> <p>Data collection tools to use for parent, student and staff feedback. No funding necessary for this.</p> <p>Supplies and materials for parent education/information nights. Site Discretionary 100</p> <p>Supplies and materials for parent education/information nights. LCFF Supplemental 150</p>

<p>2.4 Support and supplies will be provided to create and maintain a clean and beautiful campus.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient</p>	<p>Purchase plant for our "Educational" sensory garden. We received \$1,500 of grant money for this. 22400 New curtains for the classrooms. 22400 Improve students trash pick up, recycling and composting. No funding necessary for this</p>
<p>2.5 Cultural Task Force goals and lessons.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient</p>	<p>Implement Cultural Task Force goals and lessons. No funding necessary for this GoZen lessons Site Discretionary 500</p>
<p>2.6 Positive rewards and recognition will be provided to students to encourage attendance and good behavior that are appropriate for each grade level.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient</p>	<p>Purchase supplies and materials for students with good and/ or improved attendance. Site Discretionary 100 Purchase supplies and materials for students with good and/ or improved attendance. LCFF Supplemental 200 Assemblies and activities to encourage and engage student in positive attendance and behaviors. Site Discretionary 500 Assemblies and activities to encourage and engage student in positive attendance and behaviors. LCFF Supplemental 500 Positive student attendance will be encouraged through the use of the SART and SARB process - no cost for this.</p>
<p>2.7 Family education nights focusing on the RFEP process, accessing community resources, and technology education will be held to connect the subgroup community to the larger school culture.</p>	<p>X English Learners X Redesignated Fluent English Proficient</p>	<p>Extra pay for teachers working beyond contract time to present at family information nights. Site Discretionary 200 Payment for guest speakers on topic identified by families as an area of need LCFF Supplemental 400 Instructional materials to distribute to families.</p>

<p>2.8 Family education nights and community building socials to encourage parent/family/community involvement.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education</p>	<p>Extra pay for teachers working beyond contract time to present at family information nights. Payment for guest speakers on topic identified by families as an area of need Instructional materials to distribute to families.</p>	<p>Site Discretionary LCFF Supplemental LCFF Supplemental</p>	<p>100 200 100</p>
<p>2.9 Continue to support a psych Intern position to help support our SPED students and other students.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient</p>	<p>Continue certificated position to support students.</p>	<p>LCFF Supplemental</p>	<p>6000</p>
<p>2.10 Continue to fund a Community Service Support position to support our Spanish speaking community</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient</p>	<p>Maintain classified position to support our Spanish Speaking families.</p>	<p>LCFF Supplemental</p>	<p>15373</p>
<p>2.11 Provide Professional Development to bring in Diversity into classroom lessons.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient</p>	<p>Work with the Districts Diversity Department to present Professional Development. No funding necessary for this</p>		
<p>2.12 Provide Professional Development to bring in Social Emotional lessons into classrooms.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient</p>	<p>Professional Development for Social Emotional lesson. No funding necessary for this</p>		
<p>2.13 Campus Supervisors to help keep campus safe.</p>	<p>X All Students X Low Income Pupils</p>	<p>Continue classified positions to support students.</p>	<p>Site Discretionary</p>	<p>5393</p>

	X English Learners X Foster Youth X Redesignated Fluent English Proficient	LCFF Supplemental	6400
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Goal 3 - High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic status and build supports for our EL and SPED learners.:

High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic status and build supports for our EL and SPED learners.

Related State and/or Local Priorities:

- Pupil Achievement
- Pupil Engagement
- School Climate

Related LCAP Goals:

- MDUSD LCAP Goal 2

Identified Need:

Reduce D's and F's for our EL and SPED students by 15%. Last school year we had 64% of our EL students with one or more D or F and 61% of our SPED students with one or more D or F at the end of the first semester.

Increase the percent of English learner students re-designated as English proficient by 5%. Last school year Due to COVID - 19, Shelter in Place orders and school closures in March the i Ready #3 Diagnostic (May 2020) was not conducted. The #3 Diagnostic is an important indicator to Re-designate our English Learners to English Proficient. Without this important end of the year assessment our Re-designated English Proficient rate was only 12%. Evaluating the goal using 75% (19%) of our goal - goal was not met. Our Re-designated as English Proficient goal for 2019 - 2020 goal will continue in the 2020 - 2021 SPSA.

Provide diverse learning opportunities for all students and include material that is respectful of all student backgrounds, color, race, gender identity, socio economic status.

Goal Applies to:	Grade/Department/Other: All Grades
	Applicable Pupil Subgroups: All, English Learners, Low Income, Foster Youth, Students with Disabilities

SPSA Year: 2020-21

Expected Annual Measurable Outcomes:	<p>Reduce by 15% our D's and F's for our EL and SPED Students in core content classes.</p> <p>Have training at Staff Development Days around diversity.</p> <p>Increase the percent of English learner students re-designated as English proficient every year.</p>
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Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Provide professional development for all teachers and staff to assist with creating diverse learning opportunities to become culturally proficient.	X All Students	Provide substitutes for release time for professional development.	Site Discretionary	200
	X Low Income Pupils	Provide substitutes for release time for professional development	LCFF Supplemental	300
	X English Learners	Registration fees for conferences and seminars.	Site Discretionary	200
	X Foster Youth	Registration fees for conferences and seminars.	LCFF Supplemental	300
	X Redesignated Fluent English Proficient	Purchase supplementary curriculum and materials.	Site Discretionary	100
		Purchase supplementary curriculum and materials.	LCFF Supplemental	200
		Classified Substitutes for professional development.	Site Discretionary	100
		Classified Substitutes for professional development.	LCFF Supplemental	100
3.2 Staff will collect and analyze data from formal and informal assessments to support student achievement.	X All Students	Extra pay for teacher collaboration beyond contract hours to plan and analyze student data from common assessments.	Site Discretionary	150
		Extra pay for teacher collaboration beyond contract hours to plan and analyze student data from common assessments.	LCFF Supplemental	250
3.3 School-wide intervention and enrichment during the school day and after school	X All Students X Low Income Pupils	Extra pay for teachers time providing intervention and enrichment after school.	Site Discretionary	500

	<p>X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) SPED</p>	<p>Extra pay for teachers time providing intervention and enrichment after school. Purchase intervention curriculum to support students not at grade level proficiency. Money was distribute in Goal 1 Purchase intervention curriculum to support students not at grade level proficiency. Money was distributed in Goal 1</p>	<p>LCFF Supplemental</p>	<p>500</p>
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Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	37680	0.00
LCFF Supplemental	50688	0.00
19-20 Site Discretionary Carryover	20,292.41	0.00
19-20 LCFF Supplemental Carryover	5,359.37	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
19-20 LCFF Supplemental Carryover	5,359.37
19-20 Site Discretionary Carryover	20,292.41
LCFF Supplemental	50,688.00
Site Discretionary	37,680.00

Section 4: Centralized Services for Goals and Progress Indicators

Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development and conference information.
4. Provide for parent education and involvement.
5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
6. Maintain master file of records and correspondence regarding the Consolidated Application.
7. Assist with and maintain purchasing verifications and records.
8. Provide budget assistance for schools.
9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.
10. Complete and submit district applications.
11. Conduct compliance reviews.
12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.
13. Coordinate revision, amendments and correspondence with the California Department of Education.
14. Acquire materials for district-wide use.
15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.
16. Compare and align district curriculum with State standards and benchmarks.
17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
18. Coordinate District Advisory Committees.
19. District wide assessment and supplemental services for English learner students.
20. Supervision and evaluation of ELD/Bilingual personnel, and elementary Music and Physical Education staff.
21. Provide specific reports and files related to district developed performance assessments.
22. Personnel Services works to attract and retain teachers and paraprofessionals. They ensure staff is appropriately credentialed and assigned based upon state certification and licensure criteria.
23. Provides Technical Assistance to Title I schools.

(This is a partial list of services provided by the Central Office support staff.)

Section 4: Common Pages

School Site Council (SSC) Membership

School: Valley View Middle School

Year: 2020-21

()	()	()
Principal	Teachers	Other school staff
()		
Parents and other community members		

Schoolsite Council
Elementary

(1)	(3)	(2)
Principal	Teachers	Other school staff
(3)		(3)
Parents and other community members		Students

Schoolsite Council
Secondary

()	()	()
Principal	Teachers	Other school staff
()		()
Parents and other community members		Students

Schoolsite Advisory Council
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other Alternate
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Lisa M. Sullivan	X				X					
Scott Bushnell	X						X			
David Buhler	X					X				
Amy Malan	X					X				
vacant	X					X				
Loriedel Del Rosario	X						X			
Jessica Coy	X	X		X				X		
Shelly Palmer	X	X		X				X		
Shelly Cairns	X	X		X						
Molly Bavusengee	X			X					X	
Mackenzie Chien	X			X					X	
Camilla Hernandez	X			X					X	
Brandon Echols	X			X						X
Numbers of members	12	3		6	1	3	2	2	3	0

Section 4: Common Pages

English Learner Advisory Committee

School: Valley View Middle School

Year: 2019-20

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date:

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

a. Principal/ Principal's Administrative designee:

Scott Bushnell, VP

b. Five parents, elected by parents of English Learners:

1. Xiaoyun Zeng

2. Yazmin Leon Omar Romero

3. Young Kim

4. Marisol Guillen

5. Travis Throckmorto

c. Two Staff members, elected by staff:

1. Sehoon Ko

2. Emmery Llewellyn

Section 4: Common Pages

School: Valley View Middle School


**Schoolsite Councils/Committees
Assurances & Recommendations**

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this School Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This School Plan for Student Achievement is based upon 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. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

The Schoolsite Council adopted the School Plan for Student Achievement on	<u>10/22/2020</u>
	Council Approval Date
	
Scott Bushnell	
Typed name of chairperson	Signature

If Applicable English Learner Advisory Committee reviewed the SPSA on	<u>10/29/2020</u>
	Council Approval Date
	
Scott Bushnell	
Typed name of chairperson	Signature

If Applicable SCHOOL ADVISORY COMMITTEE:	
	Council Approval Date
Typed name of chairperson	Signature

If Applicable SCHOOL ADVISORY COMMITTEE:	
	Council Approval Date
	Signature

Typed name of chairperson	Signature	Date
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Lisa M. Sullivan		10/30/2020
Typed name of Principal	Signature	Date

Budget By Expenditures

Valley View Middle School

Funding Source: 19-20 LCFF Supplemental Carryover \$5,359.37 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase of computers, laptops, Chromebooks, tablets, web cameras, document readers and other devices for student and staff use.		\$4,109.37	Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.	Ensure that students and staff have access to additional technology tools as needed, and that older technology is replaced.

Valley View Middle School

Purchase classroom materials	\$1,250.00	Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.	Ensure that all classrooms have adequate materials for all students.
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19-20 LCFF Supplemental Carryover Total Expenditures: \$5,359.37

19-20 LCFF Supplemental Carryover Allocation Balance: \$0.00

Funding Source: 19-20 Site Discretionary Carryover \$20,292.41 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Valley View Middle School

Purchase of computers, laptops, Chromebooks, tablets, web cameras, document readers and other devices for student and staff use.	\$7,842.41	Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.	Ensure that students and staff have access to additional technology tools as needed, and that older technology is replaced.
Purchase classroom materials	\$12,450.00	Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.	Ensure that all classrooms have adequate materials for all students.
19-20 Site Discretionary Carryover Total Expenditures:		\$20,292.41	
19-20 Site Discretionary Carryover Allocation Balance:		\$0.00	

Valley View Middle School

Funding Source: LCFF Supplemental

\$50,688.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Extra pay for teachers time providing intervention and enrichment after school.		\$500.00	Goal 3 - High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic stautus and build supports for our EL and SPED learners.	School-wide intervention and enrichment during the school day and after school
Registration fees for conferences and seminars.		\$300.00	Goal 3 - High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic stautus and build supports for our EL and SPED learners.	Provide professional development for all teachers and staff to assist with creating diverse learning opportunities to become culturally proficient.
Purchase supplementary curriculum and materials.		\$200.00	Goal 3 - High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic stautus and build supports for our EL and SPED learners.	Provide professional development for all teachers and staff to assist with creating diverse learning opportunities to become culturally proficient.

Valley View Middle School

Classified Substitutes for professional development.	\$100.00	Goal 3 - High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic stautus and build supports for our EL and SPED learners.	Provide professional development for all teachers and staff to assist with creating diverse learning opportunities to become culturally proficient.
Extra pay for teacher collaboration beyond contract hours to plan and analyze student data from common assessments.	\$250.00	Goal 3 - High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic stautus and build supports for our EL and SPED learners.	Staff will collect and analyze data from formal and informal assessments to support student achievement.
Supplies and materials for parent education/information nights.	\$150.00	Goal 2- All studentsno matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.	Develop or host parent/student surveys, focus groups, and education nights.

Valley View Middle School

Purchase supplies and materials for students with good and/ or improved attendance.

\$200.00 Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Positive rewards and recognition will be provided to students to encourage attendance and good behavior that are appropriate for each grade level.

Assemblies and activities to encourage and engage student in positive attendance and behaviors.

\$500.00 Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Positive rewards and recognition will be provided to students to encourage attendance and good behavior that are appropriate for each grade level.

Valley View Middle School

Payment for guest speakers on topic identified by families as an area of need

\$400.00 Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Family education nights focusing on the RFEP process, accessing community resources, and technology education will be held to connect the subgroup community to the larger school culture.

Payment for guest speakers on topic identified by families as an area of need

\$200.00 Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Family education nights and community building socials to encourage parent/family/community involvement.

Valley View Middle School

Instructional materials to distribute to families.

\$100.00 Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Family education nights and community building socials to encourage parent/family/community involvement.

Continue certificated position to support students.

\$6,000.00 Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Continue to support a psych Intern position to help support our SPED students and other students.

Valley View Middle School

Maintain classified position to support our Spanish Speaking families.

\$15,373.00

Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Continue to fund a Community Service Support position to support our Spanish speaking community

\$6,400.00

Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

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

Valley View Middle School

Provide substitutes for release time for professional development	\$300.00	Goal 3 - High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic stautus and build supports for our EL and SPED learners.	Provide professional development for all teachers and staff to assist with creating diverse learning opportunities to become culturally proficient.
Purchase classroom materials	\$5,300.00	Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.	Ensure that all classrooms have adequate materials for all students.

Valley View Middle School

Provide Special Education staff (certificated and classified) with substitute release time for planning and collaboration with their general education peers.

\$250.00

Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

Provide targeted professional development for all staff to better meet the needs of subgroup students

Purchase books and materials for the library

\$1,000.00

Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

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

Valley View Middle School

Funding for extra pay beyond contract hours for staff to create and develop lessons to teach school-wide expectations on behavior

\$300.00 Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Staff will implement strategies based on the Cultural Task Force to create a culture of respect, responsibility, kindness and safety at Valley View.

Purchase materials to implement lessons

\$400.00 Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Staff will implement strategies based on the Cultural Task Force to create a culture of respect, responsibility, kindness and safety at Valley View.

Valley View Middle School

Put on assemblies and whole class learning opportunities to discuss and demonstrate positive behavior.

\$500.00 Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Implement staff agreements and Cultural Task Force lesson to target behaviors of Be Safe, Be Respectful, Be Responsible, Be Kind (including responsible use agreements for technology and Jaguar Pride Days at the beginning of the year.)

Extra pay for teachers working beyond contract time to present at parent information nights.

\$200.00 Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

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

Valley View Middle School

Purchase supplemental materials to support and implement the Common Core State Standards

\$500.00 Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

Purchase supplemental curriculum that targets content not covered by the current textbook adoption.

Provide substitutes for release time for lesson planning, professional development and analysis of data.

\$250.00 Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

Provide professional development for all teachers on Student Collaborative Conversations and technology integration into the classroom to support all of our students.

Valley View Middle School

Purchase of computers, laptops, Chromebooks, tablets, web cameras, document readers and other devices for student and staff use.

\$4,000.00

Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

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

Purchase software and online licenses for student and staff access to online assessments, curriculum, intervention/support programs, Social and Emotional support, learning management system, and enrichment programs.

\$3,015.00

Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

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

Valley View Middle School

Provide training for staff on all purchased curriculum.

\$200.00

Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

Purchase supplemental curriculum that targets content not covered by the current textbook adoption.

Purchase interventions programs to support students in learning .. IXL, Accelerated Reader, GoZen,

\$3,600.00

Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

Purchase supplemental curriculum that targets content not covered by the current textbook adoption.

Valley View Middle School

Provide/attend professional development for reading and math intervention

\$200.00

Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

Provide targeted professional development for all staff to better meet the needs of subgroup students

LCFF Supplemental Total Expenditures: \$50,688.00

LCFF Supplemental Allocation Balance: \$0.00

Funding Source: Site Discretionary

\$37,680.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Valley View Middle School

Provide Special Education staff (certificated and classified) with substitute release time for planning and collaboration with their general education peers.

\$250.00

Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

Provide targeted professional development for all staff to better meet the needs of subgroup students

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Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

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Valley View Middle School

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Purchase supplemental curriculum that targets content not covered by the current textbook adoption.

Provide substitutes for release time for lesson planning, professional development and analysis of data.

\$250.00 Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

Provide professional development for all teachers on Student Collaborative Conversations and technology integration into the classroom to support all of our students.

Valley View Middle School

Purchase software and online licenses for student and staff access to online assessments, curriculum, intervention/support programs, Social and Emotional support, learning management system, and enrichment programs.

\$5,000.00

Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

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

Provide substitutes for release time for lesson planning, professional development and analysis of data.

\$1,500.00

Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

Provide professional development for all teachers on Student Collaborative Conversations and technology integration into the classroom to support all of our students.

Valley View Middle School

Purchase of computers, laptops, Chromebooks, tablets, web cameras, document readers and other devices for student and staff use.

\$3,000.00

Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

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

Purchase supplemental materials to support and implement the Common Core Sate Standards

\$500.00

Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

Purchase supplemental curriculum that targets content not covered by the current textbook adoption.

Valley View Middle School

Provide training for staff on all purchased curriculum.

\$200.00

Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.

Purchase supplemental curriculum that targets content not covered by the current textbook adoption.

Supplies and materials for parent education/information nights.

\$100.00

Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

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

Valley View Middle School

Extra pay for teachers working beyond contract time to present at parent information nights.

\$100.00

Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

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

Put on assemblies and whole class learning opportunities to discuss and demonstrate positive behavior.

\$500.00

Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Implement staff agreements and Cultural Task Force lesson to target behaviors of Be Safe, Be Respectful, Be Responsible, Be Kind (including responsible use agreements for technology and Jaguar Pride Days at the beginning of the year.)

Valley View Middle School

Purchase materials to implement lessons	\$400.00	Goal 2- All studentsno matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.	Staff will implement strategies based on the Cultural Task Force to create a culture of respect, responsibility, kindness and safety at Valley View.
Funding for extra pay beyond contract hours for staff to create and develop lessons to teach school-wide expectations on behavior	\$300.00	Goal 2- All studentsno matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.	Staff will implement strategies based on the Cultural Task Force to create a culture of respect, responsibility, kindness and safety at Valley View.

Valley View Middle School

Purchase books and materials for the library	\$400.00	Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.	Ensure that books and materials in the library are up to date and student relevant.
Purchase classroom materials	\$12,937.00	Goal 1- All students will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career no matter what their race, gender identity or social economic factors.	Ensure that all classrooms have adequate materials for all students.

Valley View Middle School

Registration fees for conferences and seminars.	\$200.00	Goal 3 - High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic stautus and build supports for our EL and SPED learners.	Provide professional development for all teachers and staff to assist with creating diverse learning opportunities to become culturally proficient.
Provide substitutes for release time for professional development.	\$200.00	Goal 3 - High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic stautus and build supports for our EL and SPED learners.	Provide professional development for all teachers and staff to assist with creating diverse learning opportunities to become culturally proficient.
Continue classified positions to support students.	\$5,393.00	Goal 2- All studentsno matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.	Develop or host parent/student surveys, focus groups, and education nights.

Valley View Middle School

Extra pay for teachers working beyond contract time to present at family information nights.

\$100.00 Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Family education nights and community building socials to encourage parent/family/community involvement.

Extra pay for teachers working beyond contract time to present at family information nights.

\$200.00 Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Family education nights focusing on the RFEP process, accessing community resources, and technology education will be held to connect the subgroup community to the larger school culture.

Valley View Middle School

Assemblies and activities to encourage and engage student in positive attendance and behaviors.

\$500.00 Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Positive rewards and recognition will be provided to students to encourage attendance and good behavior that are appropriate for each grade level.

GoZen lessons

\$500.00 Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.

Cultural Task Force goals and lessons.

Valley View Middle School

Purchase supplies and materials for students with good and/ or improved attendance.	\$100.00	Goal 2- All students no matter their race, gender, skin color or socio economic status will receive a high quality education with equitable and high expectations, access to technology, and instruction in the California State Standards that is rigorous and relevant, thus preparing them for High School and then college and/or career.	Positive rewards and recognition will be provided to students to encourage attendance and good behavior that are appropriate for each grade level.
Extra pay for teachers time providing intervention and enrichment after school.	\$500.00	Goal 3 - High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic status and build supports for our EL and SPED learners.	School-wide intervention and enrichment during the school day and after school
Extra pay for teacher collaboration beyond contract hours to plan and analyze student data from common assessments.	\$150.00	Goal 3 - High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic status and build supports for our EL and SPED learners.	Staff will collect and analyze data from formal and informal assessments to support student achievement.

Valley View Middle School

Classified Substitutes for professional development.	\$100.00	Goal 3 - High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic stautus and build supports for our EL and SPED learners.	Provide professional development for all teachers and staff to assist with creating diverse learning opportunities to become culturally proficient.
Purchase supplementary curriculum and materials.	\$100.00	Goal 3 - High quality, culturally proficient and responsive staff will provide instruction respectful of all student backgrounds, color, race, gender identity, socio economic stautus and build supports for our EL and SPED learners.	Provide professional development for all teachers and staff to assist with creating diverse learning opportunities to become culturally proficient.
Site Discretionary Total Expenditures:		\$37,680.00	
Site Discretionary Allocation Balance:		\$0.00	
Valley View Middle School Total Expenditures:		\$114,019.78	