



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley View Charter Montessori TK-8th Grade	09618380107227	1/15/26	1/21/26

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Valley View Charter Montessori TK-8th Grade for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this Plan is to guide the school in a planning process throughout the year and help identify and organize strategies and resources that will lead to increased schoolwide student achievement.

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 5
- Educational Partner Involvement 5
- Resource Inequities 5
- Comprehensive Needs Assessment Components 5
 - California School Dashboard (Dashboard) Indicators 6
 - Other Needs 6
 - CAASPP Results 8
 - ELPAC Results 14
 - Student Population 18
 - Overall Performance 20
 - Academic Performance 22
 - Academic Engagement 30
 - Conditions & Climate 33
- Goals, Strategies, & Proposed Expenditures 35
 - Goal 1 35
 - Goal 2 37
 - Goal 3 39
 - Goal 4 41
 - Goal 5 43
- Budget Summary 46
 - Budget Summary 46
 - Other Federal, State, and Local Funds 46
- Budgeted Funds and Expenditures in this Plan 47
 - Funds Budgeted to the School by Funding Source 47
 - Expenditures by Funding Source 47
 - Expenditures by Budget Reference 47
 - Expenditures by Budget Reference and Funding Source 47
 - Expenditures by Goal 48
- School Site Council Membership 49
- Recommendations and Assurances 50
- Instructions 51
- Appendix A: Plan Requirements 58
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 61
- Appendix C: Select State and Federal Programs 64

Plan Description

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

This plan is being used by Valley View Charter Montessori TK-8th Grade for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this Plan is to guide the school in a planning process throughout the year and help identify and organize strategies and resources that will lead to increased schoolwide student achievement.

The School Plan for Student Achievement (SPSA) is designed to streamline all school-level planning into a single, comprehensive strategy for programs funded through the Consolidated Application (ConApp), in accordance with California Education Code (EC) Section 64001 and the federal Every Student Succeeds Act (ESSA).

The goal of the SPSA is to enhance the effectiveness of the school program by creating a strategic plan that optimizes available resources while avoiding duplication of efforts, ultimately aiming to boost student achievement.

The School Site Council (SSC) is tasked with developing and reviewing the SPSA annually, making necessary adjustments to address evolving needs and priorities as outlined in EC 52853(b) and 52855. California's ESSA State Plan marks a significant shift in how the state uses federal resources to support underserved student groups. The SPSA serves as a tool for schools to document how they are maximizing the impact of these federal investments.

With the implementation of ESSA in California, schools have the opportunity to innovate with their federally-funded programs, aligning them with their own goals and those of their Local Education Agency (LEA) under the state's Local Control Funding Formula (LCFF). LCFF grants schools and LEAs the flexibility to create programs and services tailored to meet student needs, ensuring they are prepared for college, career, and lifelong learning. The SPSA planning process fosters continuous cycles of action, reflection, and improvement.

Educational Partner Involvement

How, when, and with whom did Valley View Charter Montessori TK-8th Grade consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parents, staff and students were surveyed in through our annual parent survey. VVCM's School Site Council met on January 15, 2026 to review and approve the school site plan.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

There are not are not any inequities in our population at this time.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

VVCM is predicted not to have "red" and "orange" categories on the California School Dashboard.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

VVCM is predicted to have Students with Disabilities in English Language Arts in the Yellow and in mathematics in the Orange.

Other Needs

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

Chronic Absenteeism and Suspensions continue to be an area of need. In 24-25 VVCM's suspension rate was 2.8% and Chronic Absenteeism was 5.8%. Socioeconomically Disadvantaged students continue to be an area of need of improvement in regards to suspensions and Chronic Absenteeism.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	16	16	22	2.3%	2.3%	3.2%
Fluent English Proficient (FEP)	41	36	31	5.9%	5.1%	4.5%
Reclassified Fluent English Proficient (RFEP)	19			2.7%		

Conclusions based on this data:

1. FEP remained stable at approximately 6% after increasing from 4.1% last year at Valley View Charter Montessori, to currently 5.1%.
2. We work hard to reclassify students when they are ready.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	76	76	66	75	73	62	75	73	62	98.7	96.1	93.9
Grade 4	83	79	70	82	77	68	82	77	68	98.8	97.5	97.1
Grade 5	81	82	82	79	81	81	79	81	81	97.5	98.8	98.8
Grade 6	100	74	83	99	73	81	99	73	81	99.0	98.6	97.6
Grade 7	77	92	72	74	92	71	74	92	71	96.1	100	98.6
Grade 8	61	74	96	59	73	95	59	73	95	96.7	98.6	99
All Grades	478	477	469	468	469	458	468	469	458	97.9	98.3	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2461.	2474.	2493.	40.00	45.21	45.16	16.00	24.66	35.48	32.00	16.44	16.13	12.00	13.70	3.23
Grade 4	2509.	2486.	2501.	40.24	29.87	36.76	25.61	25.97	20.59	20.73	25.97	22.06	13.41	18.18	20.59
Grade 5	2548.	2553.	2533.	40.51	33.33	34.57	27.85	48.15	28.40	17.72	9.88	22.22	13.92	8.64	14.81
Grade 6	2563.	2578.	2575.	30.30	30.14	28.40	38.38	43.84	45.68	17.17	19.18	19.75	14.14	6.85	6.17
Grade 7	2579.	2628.	2612.	20.27	43.48	33.80	51.35	36.96	47.89	17.57	15.22	12.68	10.81	4.35	5.63
Grade 8	2586.	2626.	2628.	20.34	28.77	36.84	45.76	56.16	41.05	20.34	9.59	15.79	13.56	5.48	6.32
All Grades	N/A	N/A	N/A	32.48	35.39	35.59	33.76	39.23	36.90	20.73	15.99	18.12	13.03	9.38	9.39

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.67	31.51	27.42	54.67	58.90	70.97	18.67	9.59	1.61
Grade 4	26.83	25.97	29.41	68.29	64.94	58.82	4.88	9.09	11.76
Grade 5	26.58	28.40	27.16	65.82	66.67	61.73	7.59	4.94	11.11
Grade 6	23.23	23.29	29.63	60.61	64.38	59.26	16.16	12.33	11.11
Grade 7	18.92	38.04	30.99	70.27	52.17	63.38	10.81	9.78	5.63
Grade 8	20.34	31.51	29.47	61.02	58.90	63.16	18.64	9.59	7.37
All Grades	23.93	30.06	29.04	63.46	60.77	62.66	12.61	9.17	8.30

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.67	34.25	35.48	61.33	46.58	61.29	8.00	19.18	3.23
Grade 4	25.61	15.58	26.47	53.66	64.94	54.41	20.73	19.48	19.12
Grade 5	37.97	30.86	23.46	51.90	61.73	65.43	10.13	7.41	11.11
Grade 6	28.28	31.51	18.52	59.60	60.27	71.60	12.12	8.22	9.88
Grade 7	20.27	50.00	42.25	71.62	45.65	54.93	8.11	4.35	2.82
Grade 8	23.73	35.62	35.79	66.10	57.53	53.68	10.17	6.85	10.53
All Grades	27.99	33.48	30.13	60.26	55.86	60.26	11.75	10.66	9.61

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.00	21.92	30.65	76.00	68.49	62.90	8.00	9.59	6.45
Grade 4	23.17	14.29	19.12	70.73	80.52	72.06	6.10	5.19	8.82
Grade 5	12.66	19.75	18.52	78.48	76.54	74.07	8.86	3.70	7.41
Grade 6	13.13	17.81	16.05	80.81	82.19	81.48	6.06	0.00	2.47
Grade 7	16.22	21.74	11.27	74.32	73.91	84.51	9.46	4.35	4.23
Grade 8	13.56	20.55	26.32	79.66	75.34	69.47	6.78	4.11	4.21
All Grades	15.81	19.40	20.31	76.71	76.12	74.24	7.48	4.48	5.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.33	38.36	37.10	62.67	56.16	61.29	8.00	5.48	1.61
Grade 4	20.73	16.88	30.88	70.73	76.62	55.88	8.54	6.49	13.24
Grade 5	30.38	30.86	25.93	63.29	59.26	59.26	6.33	9.88	14.81
Grade 6	28.28	30.14	33.33	61.62	61.64	62.96	10.10	8.22	3.70
Grade 7	28.38	45.65	26.76	60.81	52.17	69.01	10.81	2.17	4.23
Grade 8	16.95	36.99	37.89	71.19	57.53	54.74	11.86	5.48	7.37
All Grades	26.07	33.48	32.10	64.74	60.34	60.26	9.19	6.18	7.64

Conclusions based on this data:

1. Overall, from 2022–23 to 2024–25 the data show a modest increase in students performing above standard, relative stability in those at or near standard, and generally low but slightly fluctuating below-standard rates, with some grade-level variability.
2. Overall, from 2022–23 to 2024–25 the data show a steady increase in students performing above standard, consistently strong at-or-near standard performance, and a generally low and declining percentage of students below standard, indicating improving listening skills across grades.
3. Overall, from 2022–23 to 2024–25 the data show increasing mean scale scores and a higher proportion of students meeting or exceeding standards, alongside a notable decline in students not meeting standards, indicating overall improvement in student achievement across grades.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	76	76	66	75	73	62	75	73	62	98.7	96.1	93.9
Grade 4	83	79	70	82	77	68	82	77	68	98.8	97.5	97.1
Grade 5	81	82	82	79	80	81	79	80	81	97.5	97.6	98.8
Grade 6	100	74	83	99	73	80	99	73	80	99.0	98.6	96.4
Grade 7	77	92	72	74	92	69	74	92	69	96.1	100	95.8
Grade 8	61	74	96	59	73	95	59	73	95	96.7	98.6	99
All Grades	478	477	469	468	468	455	468	468	455	97.9	98.1	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2476.	2470.	2458.	38.67	38.36	30.65	34.67	28.77	29.03	22.67	20.55	22.58	4.00	12.33	17.74
Grade 4	2524.	2515.	2508.	37.80	31.17	32.35	34.15	37.66	32.35	17.07	25.97	23.53	10.98	5.19	11.76
Grade 5	2531.	2569.	2535.	37.97	46.25	28.40	17.72	30.00	23.46	24.05	12.50	32.10	20.25	11.25	16.05
Grade 6	2556.	2580.	2611.	36.36	34.25	58.75	23.23	34.25	17.50	17.17	20.55	13.75	23.23	10.96	10.00
Grade 7	2598.	2612.	2595.	35.14	46.74	28.99	31.08	19.57	34.78	22.97	25.00	24.64	10.81	8.70	11.59
Grade 8	2596.	2616.	2634.	22.03	31.51	47.37	32.20	27.40	21.05	33.90	31.51	15.79	11.86	9.59	15.79
Grade 11															
All Grades	N/A	N/A	N/A	35.26	38.46	38.68	28.42	29.27	25.71	22.22	22.65	21.76	14.10	9.62	13.85

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	40.00	43.84	29.03	50.67	46.58	56.45	9.33	9.59	14.52
Grade 4	43.90	38.96	39.71	42.68	55.84	48.53	13.41	5.19	11.76
Grade 5	31.65	46.25	28.40	41.77	42.50	54.32	26.58	11.25	17.28
Grade 6	29.29	35.62	55.00	50.51	49.32	36.25	20.20	15.07	8.75
Grade 7	39.19	45.65	40.58	44.59	45.65	47.83	16.22	8.70	11.59
Grade 8	23.73	27.40	41.05	67.80	61.64	38.95	8.47	10.96	20.00
Grade 11									
All Grades	34.83	39.96	39.34	48.93	50.00	46.37	16.24	10.04	14.29

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	40.00	42.47	35.48	56.00	42.47	50.00	4.00	15.07	14.52
Grade 4	36.59	27.27	26.47	54.88	62.34	58.82	8.54	10.39	14.71
Grade 5	30.38	41.25	20.99	51.90	52.50	62.96	17.72	6.25	16.05
Grade 6	25.25	30.14	40.00	49.49	61.64	51.25	25.25	8.22	8.75
Grade 7	29.73	35.87	28.99	54.05	53.26	60.87	16.22	10.87	10.14
Grade 8	22.03	34.25	40.00	59.32	58.90	45.26	18.64	6.85	14.74
All Grades	30.77	35.26	32.31	53.85	55.13	54.51	15.38	9.62	13.19

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	42.67	36.99	32.26	50.67	50.68	56.45	6.67	12.33	11.29
Grade 4	41.46	37.66	35.29	48.78	46.75	55.88	9.76	15.58	8.82
Grade 5	22.78	32.50	25.93	58.23	57.50	58.02	18.99	10.00	16.05
Grade 6	28.28	31.51	51.25	56.57	61.64	42.50	15.15	6.85	6.25
Grade 7	29.73	32.61	18.84	63.51	60.87	65.22	6.76	6.52	15.94
Grade 8	16.95	31.51	37.89	72.88	63.01	52.63	10.17	5.48	9.47
All Grades	30.77	33.76	34.07	57.69	56.84	54.73	11.54	9.40	11.21

Conclusions based on this data:

- Overall, from 2022–23 to 2024–25 student participation remained consistently high across all grades, with approximately 97–98% of enrolled students tested each year, indicating strong assessment participation and data reliability.
- Overall, from 2022–23 to 2024–25 the data show a gradual increase in students performing above standard, generally stable at-or-near standard performance, and consistently low below-standard rates, with some grade-level fluctuation in communicating mathematical reasoning.

3. Overall, from 2022–23 to 2024–25 the data indicate stable to improving problem-solving performance, with a slight increase in students at or near standard, variable above-standard results by grade, and below-standard percentages remaining moderate but generally lower than earlier years.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	4	7	5
1	*	*	*	*	*	*	*	*	*	*	4	*
2	*	*	*	*	*	*	*	*	*	*	*	4
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*
All Grades										13	17	14

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*		*	*
All Grades	0.00	41.18	35.71	53.85	29.41	28.57	30.77	23.53	35.71	15.38	5.88	0.00	13	17	14

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*		*	*
All Grades	53.85	35.29	42.86	15.38	35.29	28.57	15.38	23.53	28.57	15.38	5.88	0.00	13	17	14

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*		*	*
All Grades	0.00	35.29	35.71	38.46	35.29	21.43	38.46	23.53	35.71	23.08	5.88	7.14	13	17	14

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*
All Grades	38.46	29.41	57.14	46.15	64.71	42.86	15.38	5.88	0.00	13	17	14

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*
All Grades	38.46	41.18	35.71	53.85	47.06	50.00	7.69	11.76	14.29	13	17	14

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*
All Grades	0.00	35.29	28.57	69.23	47.06	50.00	30.77	17.65	21.43	13	17	14

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*
All Grades	30.77	29.41	50.00	46.15	64.71	42.86	23.08	5.88	7.14	13	17	14

Conclusions based on this data:

1. There is no data to base a conclusion on.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
692	14.5%	3.2%	0.1%
Total Number of Students enrolled in Valley View Charter Montessori TK-8th Grade.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	3.2%
Foster Youth	1	0.1%
Homeless	2	0.3%
Socioeconomically Disadvantaged	100	14.5%
Students with Disabilities	101	14.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.2%
American Indian	4	0.6%
Asian	68	9.8%
Filipino	18	2.6%
Hispanic	132	19.1%
Two or More Races	68	9.8%
Pacific Islander	1	0.1%
White	385	55.6%

Conclusions based on this data:

- At Valley View Charter Montessori the ethnicity of White and Hispanic are the highest percentages.

2. Our SED has grown 1% over the last year.
3. We will continue with our current practice in which all students in these categories are identified and a heavy focus will be put on them to ensure they are getting what they need academically, socially and emotionally.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Chronic Absenteeism Green	Suspension Rate Green
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Overall, the 2025 Fall Dashboard shows strong schoolwide performance, with English Language Arts rated Blue, Mathematics Green, low suspension rates, and healthy attendance, reflecting positive academic outcomes and a supportive school climate.
2. Chronic Absenteeism is a huge area of focus this year and we have revamped the way we look at it and approach it with our community. We had a huge decrease and are at 5.8%.

3. Suspension Rate is a focus for VVCM this year, and with PBIS, Zones of Regulation, and IB, we plan to jump to Low. Lastly, looking at our data coming from SWIS (PBIS) and our ODRI/Referral data system, we can hone in at a deeper level of antecedents that might be triggering behaviors. Therefore, we can put proactive prevention in place through our PBIS Team and our internal conversations with staff and students

School and Student Performance Data

Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>47.7 points above standard</p> <p>Maintained -1.8 points</p> <p>454 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>21.1 points above standard</p> <p>Increased 7.2 points</p> <p>69 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>46.5 points below standard</p> <p>Increased 11.2 points</p> <p>84 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Blue</p> <p>94.7 points above standard</p> <p>Increased 3.6 points</p> <p>46 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>69.7 points above standard</p> <p>Declined 33.3 points</p> <p>15 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>24.8 points above standard</p> <p>Declined 9.4 points</p> <p>81 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>36.3 points above standard</p> <p>Declined 15.1 points</p> <p>43 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>43.4 points above standard</p> <p>Declined 3.1 points</p> <p>262 Students</p>

Conclusions based on this data:

1. The 2025 ELA Dashboard shows strong overall performance, with All Students rated Blue at 47.7 points above standard and maintaining growth, no student groups in Red or Orange, and socioeconomically disadvantaged students performing at Green with notable improvement, indicating both high achievement and equity strength
2. The ELA subgroup data show strong performance across most student groups, with Asian students at Blue and multiple groups at Green, very small subgroups appropriately suppressed, and students with disabilities improving but remaining an area of focus, highlighting both overall equity strengths and targeted opportunities for growth.
3. Students with disabilities continue to be an area of focus for VVCM. Administrators and SPED Teachers meet weekly to collaborate about data and best practices.

School and Student Performance Data

Academic Performance Mathematics

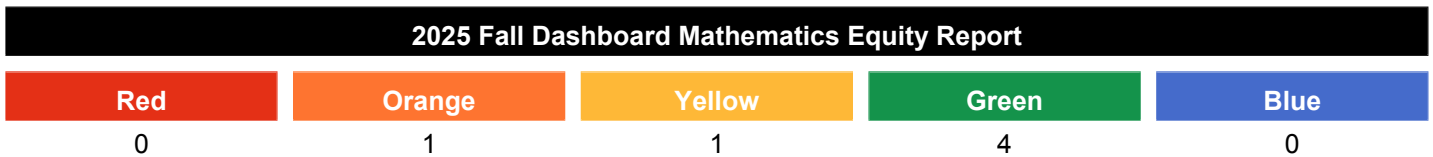
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>33.3 points above standard</p> <p>Maintained -2.6 points</p> <p>451 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>5 points below standard</p> <p>Declined 3.9 points</p> <p>69 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>73.5 points below standard</p> <p>Declined 12.5 points</p> <p>84 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Green</p> <p>80.2 points above standard</p> <p>Declined 8.3 points</p> <p>46 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>82.2 points above standard</p> <p>Declined 21.2 points</p> <p>15 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>19.5 points above standard</p> <p>Increased 8.3 points</p> <p>81 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>27.1 points above standard</p> <p>Declined 3.8 points</p> <p>43 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>23.1 points above standard</p> <p>Declined 11.6 points</p> <p>260 Students</p>

Conclusions based on this data:

1. The 2025 Mathematics Dashboard indicates solid overall performance, with All Students rated Green at 33.3 points above standard, no groups in Red, and most student groups performing at Green or Yellow, reflecting strong outcomes with targeted opportunities to advance into Blue.
2. The Mathematics subgroup data show strong performance for Asian and Hispanic students at Green, socioeconomically disadvantaged students near standard at Yellow, very small subgroups appropriately suppressed, and students with disabilities remaining the primary area for targeted improvement, highlighting overall strength with clear equity-focused next steps.
3. The Mathematics subgroup data show Two or More Races and White students performing at Green above standard, very small Pacific Islander enrollment appropriately suppressed, and minor year-to-year declines within overall strong performance, indicating solid achievement with opportunities to sustain growth

School and Student Performance Data

Academic Performance Science

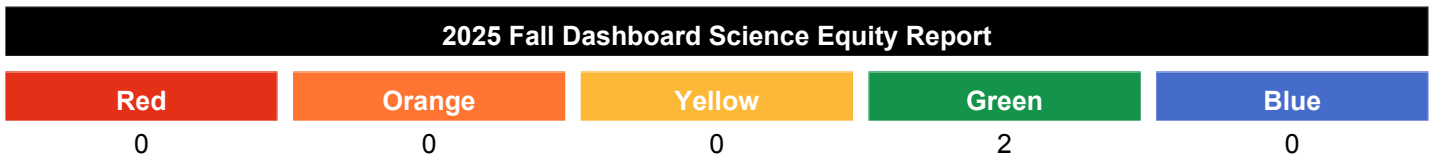
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>67 science points</p> <p>Declined 3 points</p> <p>173 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>59.7 science points</p> <p>Declined 7.9 points</p> <p>24 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>45.1 science points</p> <p>Declined 9.9 points</p> <p>29 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>72.1 science points</p> <p>Maintained -1.3 points</p> <p>16 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>61.3 science points</p> <p>Declined 5 points</p> <p>32 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>59.3 science points</p> <p>Declined 13.7 points</p> <p>18 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>67.4 science points</p> <p>Declined 3.9 points</p> <p>97 Students</p>

Conclusions based on this data:

1. The 2025 Science Dashboard shows overall Green performance for All Students, with no student groups in Red, Orange, or Yellow, limited subgroup reporting due to small populations, and generally strong science achievement with a slight year-to-year decline to monitor.
2. The Science subgroup data show overall Green performance where reported, with Hispanic and White students performing above standard, most other subgroups suppressed due to small sample sizes, and some year-to-year declines to monitor, indicating generally strong science achievement with targeted areas for continued support.

School and Student Performance Data

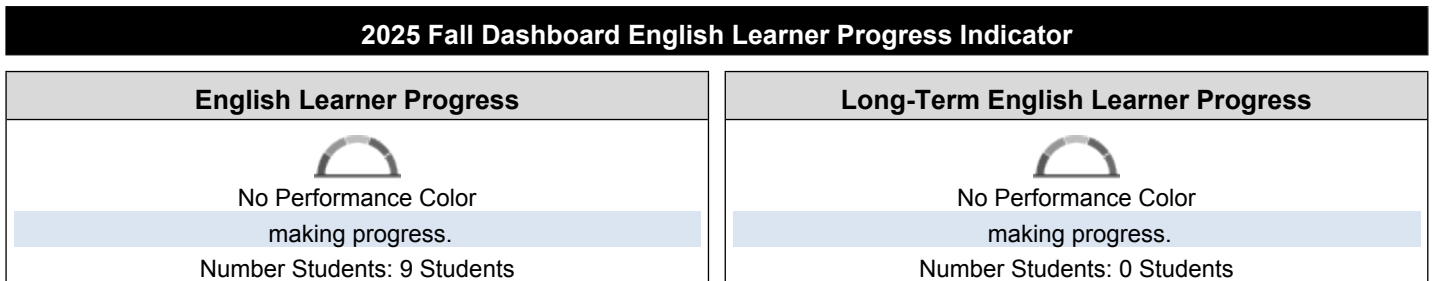
Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

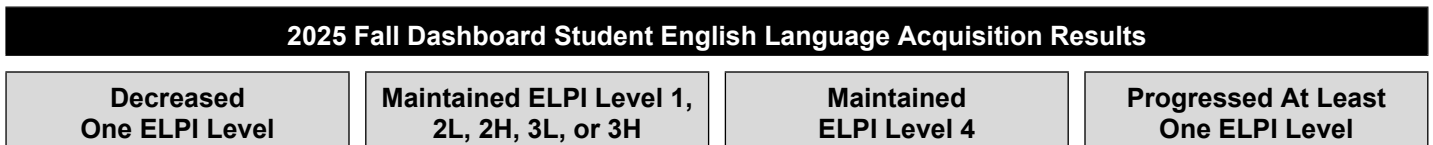
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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



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



Conclusions based on this data:

1. There is no data to report on.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- There is no data to base a conclusion on.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>5.8% Chronically Absent</p> <p>Declined 6.1</p> <p>706 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>13% Chronically Absent</p> <p>Declined 10.5</p> <p>23 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>13.4% Chronically Absent</p> <p>Declined 11.6</p> <p>119 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>8.7% Chronically Absent</p> <p>Declined 13.7</p> <p>127 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Green</p> <p>5.7% Chronically Absent</p> <p>Declined 3.5</p> <p>70 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>19 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>8.1% Chronically Absent</p> <p>Declined 4.2</p> <p>136 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>6.6% Chronically Absent</p> <p>Declined 8.3</p> <p>76 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>5.1% Chronically Absent</p> <p>Declined 6</p> <p>393 Students</p>

Conclusions based on this data:

1. The 2025 Chronic Absenteeism Dashboard shows strong attendance overall, with All Students rated Green at 5.8% chronically absent and a significant decline in absenteeism, no student groups in Red or Orange, and most subgroups performing at Green or suppressed due to small sample sizes, reflecting a positive schoolwide attendance trend.
2. The Chronic Absenteeism subgroup data show generally positive attendance, with students with disabilities performing at Green, socioeconomically disadvantaged students at Yellow and improving, and most other subgroups suppressed due to small sample sizes, highlighting strong overall attendance with targeted support needed for specific groups.
3. The Chronic Absenteeism subgroup data show consistently Green performance across major student groups, with low chronic absenteeism rates and year-to-year declines, and very small subgroups appropriately suppressed, reflecting strong, equitable attendance outcomes schoolwide.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is no data to base a conclusion on this.

School and Student Performance Data

Conditions & Climate Suspension Rate

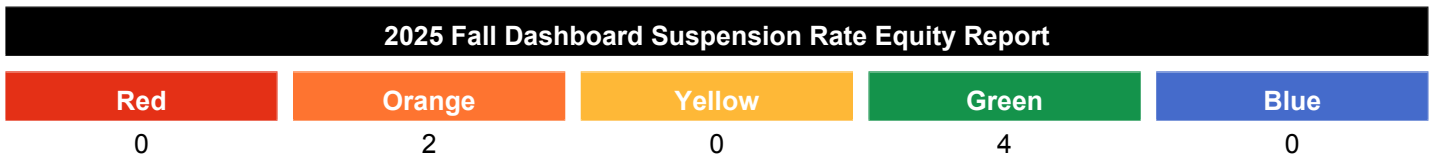
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2.8% suspended at least one day</p> <p>Declined 0.9%</p> <p>713 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>4.3% suspended at least one day</p> <p>Increased 4.3%</p> <p>23 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.5% suspended at least one day</p> <p>Declined 4.1%</p> <p>119 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>7% suspended at least one day</p> <p>Declined 3.6%</p> <p>128 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 4.3%</p> <p>70 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>2.2% suspended at least one day</p> <p>Declined 0.8%</p> <p>137 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>2.6% suspended at least one day</p> <p>Declined 2.7%</p> <p>77 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>3% suspended at least one day</p> <p>Declined 1.3%</p> <p>398 Students</p>

Conclusions based on this data:

1. Overall, VVCM has maintained in suspension rate. VVCM uses SWIS/PBIS data to focus in heavily on data to be proactive on students possible antecedents and triggers to help the child, teacher and parents.
2. The Suspension Rate subgroup data show generally low and improving suspension rates, with most student groups performing at Green, some Orange results indicating targeted support needs, and small subgroups appropriately suppressed, reflecting an overall positive and improving school climate with clear equity-focused next steps.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

The site-wide performance on Smarter Balanced Assessments of mathematics will remain in the high-very high range.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The California School Dashboard metric for mathematics will be in the high to very high range statewide and all significantly numbered subgroups will be above standard or making improvement toward standard.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

VVCM needs to continue to make growth for all students as well as significant subgroups (SED, SWD).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP CA School Dashboard/Mathematics	24/25 CAASPP CA School Dashboard Mathematics Performance Range	25/26 CAASPP CA School Dashboard Mathematics performance range will be in the high-very high range.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Grade level Strategy Collaboration release time to collaborate with the Principal of VVCM, IB Coordinator, and Director of Curriculum to identify areas of need from a formative and summative assessment using the target collaboration protocol. Also, data-driven discussion to lead goals and instruction. Additional iReady Math training will assist in knowledge of the curriculum and tools to improve education at VVCM.	All General Education Teachers and Special Education Teachers.	5,040.00 LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Substitutes for Teacher
1.2	Sustainability Meetings and with the Principal and Assistant Principal. Target collaboration meetings are held five times a year to hone in on best practices, goal setting and data driven discussions.	Identify all students in SED, Foster Youth and EL who are below standard in math and	2160.00 LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined

	Also, the math intervention teachers will meet with the general education teacher every six weeks to conference about their students in the class.	ELA and provide math and reading intervention for those students.	Substitutes for Teacher
--	--	---	-------------------------

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

VVCM demonstrated overall growth in mathematics and will continue to collaborate with targeted subgroups and specific grade levels to sustain and accelerate this progress. In addition, VVCM will place a focused emphasis on English Language Arts growth, particularly on instructional pacing to ensure alignment with district curriculum and state standards.

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

At VVCM we began IAB's and iReady tools to assist with test taking strategies and to further their knowledge in Math and ELA

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

A key change was the implementation of targeted collaboration with specific grade levels that had not shown growth in previous years; as a result, those grade levels demonstrated growth in both areas.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Academic Achievement

The site-wide performance on Smarter Balanced Assessments of ELA will remain in the high-very high range.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The California School Dashboard metric for mathematics will be in the high to very high range statewide and all significantly numbered subgroups will be above standard or making improvement toward standard.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

VVCM needs to continue to make growth for all students as well as significant subgroups (SED, SWD).

To address these needs, VVCM has implemented targeted grade-level and subgroup collaboration, focused professional learning around standards-based instruction and pacing, and data-driven instructional planning to strengthen core instruction and intervention supports. These steps have already resulted in improved outcomes in previously underperforming grade levels and will continue to be refined to close remaining performance gaps and sustain schoolwide growth.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP CA School Dashboard English Language Arts Performance Range	24/25 CAASPP CA School Dashboard ELA performance range	25/26 CAASPP CA School Dashboard English Language Arts performance range will be in the high-very high range.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Sustainability meetings will be held regularly with the Principal and Assistant Principal. In addition, reading intervention teachers will meet with general education teachers every six weeks to confer on student progress and instructional needs, while also meeting biweekly with school administration to review data and refine interventions. Curriculum	All students	900 LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Substitutes for teachers

pilots are currently underway to support the adoption of a new curriculum for middle school students prior to the end of the 2025–26 school year.		
---	--	--

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The ELA target data show overall growth across most grade levels from 2022 to 2025, with particularly strong gains in Grade 3 (72% to 81%), Grade 6 (53% to 74%), and Grade 7 (77% to 82%), indicating improved consistency and instructional effectiveness. While some grades (notably Grades 4, 5, and 8) experienced year-to-year fluctuations, recent results suggest stabilization and upward trends, with upper grades maintaining high performance and lower grades demonstrating meaningful recovery, reflecting the impact of targeted instructional focus and support.

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

There were no major differences between the intended implementation and the budgeted expenditures for the strategies and activities designed to meet the articulated goal. The planned actions were implemented largely as designed, and allocated funds were used to support instructional collaboration, intervention services, professional learning, and curriculum work aligned to improving student achievement. Minor adjustments occurred in timelines and scheduling to better meet student and staff needs; however, these adjustments did not result in significant changes to scope, fidelity of implementation, or overall expenditures, and the strategies remained aligned to the original goals and budget priorities.

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

As a result of this analysis, the core goal will remain unchanged, as data indicate overall progress and alignment with the intended outcomes; however, refinements will be made to the strategies, annual outcomes, and monitoring metrics to strengthen impact and address identified areas of need. Specifically, the school will further refine English Language Arts instructional pacing and standards alignment to ensure consistent implementation across classrooms. Additional emphasis will be placed on frequent progress monitoring using local assessments and structured data-review cycles to guide instructional adjustments.

These changes are reflected in the Strategies/Activities and Monitoring sections of the SPSA, including updates to professional learning, intervention supports, and collaboration structures, as well as revised annual outcome targets and benchmarks within the Goals and Actions tables.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Chronic Absenteeism

VVCM's chronic absenteeism rate will be 5% or less.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The site will bring down our chronic absenteeism rate to Low (5% or less) as defined by the California State Dashboard for all students and all significant subgroups.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students need to be at school to learn. Our current chronic absenteeism rate is much higher than the acceptable 5% or lower.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	24-25 Chronic Absenteeism Rate	25-26 Chronic Absenteeism Rate will be below 5%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The Chronic Absenteeism Team will meet every week to discuss at-risk students and make plans to support them and their families in coming to school. Along with the administration, counselor, and staff, we will continue to form relationships with the families, students and offer incentives to show the value of attendance.	All TK-8th Grade students at VVCM.	500 LCFF - Supplemental
3.2	The principal, and assistant principal, and Chronic Absenteeism Team will make contact with parents and students who are truant or chronically absent to work alongside them to find support they may need to get their children to school more often. The team will consist of administration, secretary, counselor and psychologist.	All students and parents at VVCM	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

VVCM's Chronic Absenteeism Team collaborated well together and saw a decrease overall in students who were chronically absent..

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

The VVCM Chronic Absenteeism specifically focussed on the "cusp" students who were red and yellow. The team used incentives and prizes to assist those students and families to attend school.

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

in the 25-26 school year, the Chronic Absenteeism Team sent attendance letters before the first day of school stressing how important being at school is and offered support.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Academic Achievement

The site's performance on Smarter Balanced Assessments of science will remain in the high to very high range.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The California School Dashboard metric for science will be in the high to very high range sitewide and all significantly numbered subgroups will be above standard or making improvement toward standard.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

VVCM needs to continue to make growth for all students as well as significant subgroups (SED, SWD)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP CA School Dashboard Science Performance Range	24/25 CAASPP CA School Dashboard Science Performance Range	25/26 CAASPP CA School Dashboard Science Performance will remain in the high to very high range.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	All students use the district-adopted science curriculum with fidelity.	All Students	500 General Fund 0000: Unrestricted Observation of other staff, if needed.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The science data indicate a decline in overall proficiency from 66.9% in 2024 to 59.5% in 2025, representing a 7.4 percentage point decrease. While science performance remains near 60%, this decline highlights a need for increased instructional focus on standards alignment, consistent pacing, and targeted supports to strengthen student understanding and improve outcomes in science moving forward.

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

N/A

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

Administration met with the 5th grade team to collaboration and ensure best practices were followed and taught. 5th grade committed to teaching the curriculum with fidelity.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Valley View Charter Montessori Suspension Rate

By the end of the 2025–26 school year, VVCM will maintain and further reduce the student suspension rate to at or below 2.5%, as measured by local discipline data and the California School Dashboard, by strengthening proactive behavior supports, restorative practices, staff collaboration, and targeted interventions, ensuring a safe, inclusive, and supportive learning environment for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

VVCM will bring down the suspension rate to low to very low as defined by the California State Dashboard for all students and all subgroups of 11 or more students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the California School Dashboard and local data indicates that VVCM demonstrates strong overall performance in school climate, with suspension rates declining to 2.8% and chronic absenteeism improving to 5.8%, both of which are rated Green. While there are no areas of low performance at the schoolwide level, Dashboard subgroup data indicate that students with disabilities and socioeconomically disadvantaged students experience comparatively higher suspension and absenteeism rates, identifying these groups as areas for continued, targeted improvement.

To address these needs, VVCM has implemented and strengthened proactive behavior supports, including consistent expectations aligned to RISE values, restorative practices, and early intervention supports through MTSS. Administration and support staff regularly review behavior and attendance data to identify patterns, provide timely interventions, and collaborate with teachers and families. These actions have already contributed to improved outcomes and will continue to be refined to reduce disparities and ensure equitable access to a safe and supportive learning environment for all students.

VVCM will continue to develop positive behavioral interventions and supports (PBIS), looking at the school's universal, supplemental, and intensified supports in place. VVCM MS will emphasize teaching and embedding the International Baccalaureate's Approaches to Learning (ATL) Skills into lessons to create a positive school culture and reduce the overall suspension rate. ATL skills encompass general and discipline-specific learning skills. These skill sets help develop students who are empowered as self-disciplined learners.

The following are ATL categories that group skills into transferable life-long habits of learning:

Communication Skills, Social/Collaboration Skills, Self-Management (organization, affective & reflective) Skills, Research (information literacy & media literacy) Skills, Thinking (critical thinking, creative thinking & transfer) Skills.

Staff will need training and time to plan/discuss each ATL Skill. The team will also receive training in Trauma-Informed Practices and follow up on best practices.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Suspension Rate (all students)	2.7%/2%	1%
School Suspension Rate (SPED)	10.4%/6%	1%
School Suspension Rate (SED)	3.6%/3%	1%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	All TK-5th grade students will attend monthly RISE(PBIS) and GAP (Montessori) Assemblies. Middle School students will have training in classes and assemblies on RISE/PBIS, ATL, IB, and Character Building throughout the school year. TK-8th grade will all have Zones of Regulation for all students and ongoing professional development.	All Students	1000.00 Donations 0000: Unrestricted PBIS TIER 1 1500 LCFF - Base 4000-4999: Books And Supplies
5.2	Mental Health Team Meetings- MHT will meet every two weeks to brainstorm activities and students that need to be checked in on. This is not limited to just students, this could be a class, to a grade level to a whole school topic.	All	3,000.00 District Funded 0000: Unrestricted PBIS Tier 1 1,000 Site Formula Funds 0001-0999: Unrestricted: Locally Defined PBIS Tier 1 and Tier 2
5.3	All students and staff will be trained in following procedures, best practices and RISE (Respect, Integrity, Safety and Effort) in all areas of the campus. This was conducted the first two weeks of school with our yard supervisors having daily trainings and debriefs to collaborate.		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

While we saw a decrease in disruptive behavior on campus and an increase in positive student interactions, we continue to see an increase with severe behaviors that warrant a suspension, in all subgroups.

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

We experienced an unforeseen complication with our site counselor last year that greatly affected our ability to implement our social emotional learning requested by our Mental Health Team.

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

VVCM will create two subcommittees for our PBIS system, one focused on elementary school and one focused on middle school, in order to address the specific needs of each student group. We will also work to implement our social emotional learning with fidelity this year.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$15,600.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
District Funded	\$3,000.00
Donations	\$1,000.00
General Fund	\$500.00
LCFF - Base	\$1,500.00
LCFF - Supplemental	\$8,600.00
Site Formula Funds	\$1,000.00

Subtotal of state or local funds included for this school: \$15,600.00

Total of federal, state, and/or local funds for this school: \$15,600.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
None Specified		

Expenditures by Funding Source

Funding Source	Amount
District Funded	3,000.00
Donations	1,000.00
General Fund	500.00
LCFF - Base	1,500.00
LCFF - Supplemental	8,600.00
Site Formula Funds	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	500.00
0000: Unrestricted	4,500.00
0001-0999: Unrestricted: Locally Defined	9,100.00
4000-4999: Books And Supplies	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	District Funded	3,000.00
0000: Unrestricted	Donations	1,000.00
0000: Unrestricted	General Fund	500.00
4000-4999: Books And Supplies	LCFF - Base	1,500.00
	LCFF - Supplemental	500.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	8,100.00
0001-0999: Unrestricted: Locally Defined	Site Formula Funds	1,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

Total Expenditures
7,200.00
900.00
500.00
500.00
6,500.00

School Site Council Membership

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

- 2 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Paul Stewart	Principal
Kristen Bowyer	Parent or Community Member
Jason Burruel	Parent or Community Member
Zach Grinnel	Parent or Community Member
Jeni Hillhouse	Classroom Teacher
Jennifer Slockslager	Parent or Community Member
Valerie Bustos	Other School Staff
Kelly Schnieder	Other School Staff
Amanda Alessandro	Principal
Justin Simmons	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: Safety Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 01/15/26.

Attested:



Principal, Paul Stewart on 1/15/26

SSC Chairperson, Zach Grinnell on 1/15/26

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023