

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
West Valley Learning Center	50712170142257	April 23, 2026	June 1, 2026

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 West Valley Learning Center for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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.

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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 West Valley Learning Center for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

West Valley Learning Center's school plan is fully aligned with the requirements of ESSA and the District's Local Control and Accountability Plan (LCAP), with goals and metrics that mirror those outlined in the LCAP to ensure consistency and coherence across the district. The plan is developed through a comprehensive needs assessment that examines student academic performance and prioritizes the needs of students. It describes the strategies that will be used to support school improvement, including how these actions will provide equitable opportunities for all students and each student subgroup to meet state expectations. The plan further outlines how West Valley Learning Center will strengthen its academic program, improve and expand instructional time, and enhance enriched and accelerated learning opportunities to meet the needs of all learners, particularly those most at risk. As part of the budget review, educational partners identified the need to strengthen Tier 1 and Tier 2 supports to meet the developmental and academic needs of Transitional Kindergarten (TK) students, including reinforcing high-quality, developmentally appropriate Tier 1 instruction and increasing targeted Tier 2 interventions in early literacy, language development, and social-emotional skills. These efforts will be supported through ongoing coaching and professional development to ensure instructional practices align with the needs of young learners. Additionally, educational partners emphasized the importance of building collective teacher efficacy and advancing equity for all students through a strong Multi-Tiered System of Support (MTSS), supported by coaching and professional development with a focused emphasis on literacy and effective Tier 1 instruction.

Educational Partner Involvement

How, when, and with whom did West Valley Learning Center consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Throughout the 2025/26 school year, staff and the School Site Council (SSC) members collaborated to develop and refine the School Plan for Student Achievement (SPSA). This process involved regular analysis of school and student data, ensuring that decision-making was informed by academic performance and other key indicators. Input was gathered through faculty meetings, collaboration sessions, and SSC meetings, where discussions focused on evaluating and updating SPSA goals. Staff provided feedback during professional development and leadership meetings, contributing to a comprehensive and inclusive planning process.

SPSA Meetings included:

SSC: 2/12/26, 3/26/26, 4/23/26

Staff: 2/10/26, 3/10/26, 4/21/26

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.

West Valley Learning Center 2025 CA Dashboard data does not indicate any performance indicator in the Red or Orange performance category.

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.

West Valley Learning Center 2025 CA Dashboard data does not have any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

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

A comprehensive needs assessment is conducted through teacher meetings and data reviews focused on academics, attendance, classroom interventions, and discipline. Teachers collect and analyze student progress data to identify trends, gaps, and areas for improvement. Based on findings, site and classroom goals are established to guide instructional planning.

Administrators conduct regular classroom observations to monitor instructional practices, student engagement, and implementation of effective strategies. Feedback from formal, informal, and walkthrough observations is used to strengthen teaching and learning.

West Valley Learning Center utilizes the Desired Results Developmental Profile (DRDP) to assess children’s growth in key developmental areas, including self-regulation, social-emotional, language and literacy, math and science, physical, and English language development. Results are analyzed twice annually to inform instruction and program goals. Spring 2026 DRDP results indicated the following percentages of students scoring at Building Later or higher:

- Approaches to Learning–Self Regulation: 70%
- Social–Emotional Development: 77%
- Language and Literacy Development: 76%
- Cognition: Math and Science: 71%
- Physical Development: 83 %
- English Language Development: 86%

These results are used to guide targeted instructional support and professional collaboration to improve student outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for West Valley Learning Center. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). 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).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.86%	2.72%	3.21%	1	4	7
Asian	0.86%	2.72%	3.67%	1	4	8
Filipino	1.72%	4.76%	0.46%	2	7	1
Hispanic/Latino	78.45%	71.43%	79.82%	91	105	174
Pacific Islander	0.86%	0.68%	2.29%	1	1	5
White	14.66%	9.52%	5.05%	17	14	11
Multiple/No Response	0.86%	2.72%	2.29%	1	4	5
Total Enrollment				115	147	218

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	115	147	218
Total Enrollment	116	147	218

Conclusions based on this data:

1. West Valley Learning Center is the home of the PJUSD TK program with 147 students enrolled for the 2024/25 school year, with the largest student subgroup being Hispanic/Latino at 71.4%.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	42				36.2%	0
Fluent English Proficient (FEP)	3	0	0		2.6%	0

Conclusions based on this data:

1. The above data is not relevant due to West Valley Learning Center being a school for Transitional Kindergarten (TK), and TK-aged students no longer take the ELPAC assessment.

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

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
All Grades	N/A	N/A	N/A												

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

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

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

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

Conclusions based on this data:

- West Valley Learning Center serves only transitional kindergarten students who are not included in CAASPP.

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

* 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 11															
All Grades	N/A	N/A	N/A												

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 11									
All Grades									

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 11									
All Grades									

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 11									
All Grades									

Conclusions based on this data:

1. West Valley Learning Center serves only transitional kindergarten students who are not included in CAASPP.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		1352.1			1364.1			1323.8			53	
All Grades											53	

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		0.00			16.98			33.96			49.06			53	
All Grades		0.00			16.98			33.96			49.06			53	

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		1.89			18.87			33.96			45.28			53	
All Grades		1.89			18.87			33.96			45.28			53	

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		0.00			3.77			45.28			50.94			53	
All Grades		0.00			3.77			45.28			50.94			53	

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		0.00			58.49			41.51			53	
All Grades		0.00			58.49			41.51			53	

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		11.32			37.74			50.94			53	
All Grades		11.32			37.74			50.94			53	

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		0.00			47.17			52.83			53	
All Grades		0.00			47.17			52.83			53	

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		5.66			37.74			56.60			53	
All Grades		5.66			37.74			56.60			53	

Conclusions based on this data:

1. West Valley Learning Center serves only transitional kindergarten students who are not included in ELPAC testing.

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
147	69.4%	0.0%	0.0%
Total Number of Students enrolled in West Valley Learning Center.	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	0	0.0%
Foster Youth	0	0.0%
Homeless	1	0.7%
Socioeconomically Disadvantaged	102	69.4%
Students with Disabilities	13	8.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	2.7%
American Indian	0	0.0%
Asian	4	2.7%
Filipino	7	4.8%
Hispanic	105	71.4%
Two or More Races	4	2.7%
Pacific Islander	1	0.7%
White	14	9.5%

Conclusions based on this data:

1. Enrollment data demonstrates the majority (69%) being socioeconomically disadvantaged and the largest subgroup identifying as Hispanic, supporting purposeful, culturally responsive planning.

2. Enrollment data demonstrates, despite small numbers in certain subgroups, the high percentage of students with economic or disability challenges highlights the need to strengthen Tier 1 and Tier 2 supports and targeted family engagement.

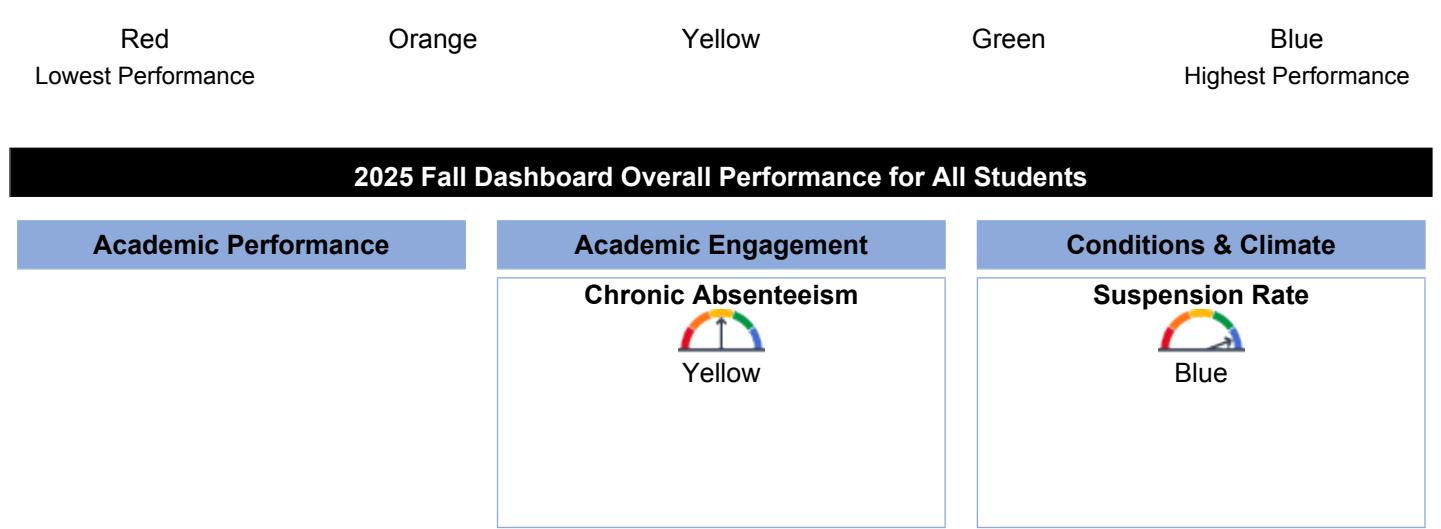
School and Student Performance Data

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.”



Conclusions based on this data:

1. Glow: Chronic absenteeism decreased by 11.9%, from 47.6% in 2023/24 to 35.7% in 2024/25.
2. Grow: The Chronic absenteeism rate is 35.7%, which is above the PJUSD rate of 20.2%. This reflects a need to put in place targeted attendance supports to improve attendance for TK-aged students at West Valley Learning Center.
3. Equity: Hispanic/Latino and socioeconomically disadvantaged students scored orange, or low performance, on the CA dashboard indicating an area of growth to provide equitable attendance supports for both student subgroups.

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.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

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

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. The above CA Dashboard data is not relevant, as West Valley Learning Center only serves transitional kindergarten students.

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.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

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

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. The above CA Dashboard data is not relevant, as West Valley Learning Center only serves transitional kindergarten students.

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
making progress. Number Students:	making progress. Number Students:

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. The above CA Dashboard data is not relevant, as West Valley Learning Center only serves transitional kindergarten students.

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

All Students



Yellow

35.7% Chronically Absent

Declined 11.9

157 Students

English Learners



No Performance Color

0 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Socioeconomically Disadvantaged



Orange

40.7% Chronically Absent

Declined 9.8

108 Students

Students with Disabilities  No Performance Color 15.8% Chronically Absent Declined 5.6 19 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Orange 36.8% Chronically Absent Declined 11.6 114 Students
Two or More Races  No Performance Color 40% Chronically Absent 0 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 35.7% Chronically Absent Declined 5.5 14 Students

Conclusions based on this data:

1. Glow: Chronic absenteeism significantly decreased by 11.9%, from 47.6% in 2023/24 to 35.7% in 2024/25.
2. Grow: Chronic absenteeism is high, with 35.7% of all students and 40.7% of socioeconomically disadvantaged students chronically absent, highlighting the need for targeted engagement strategies.

School and Student Performance Data

Conditions & Climate Suspension Rate

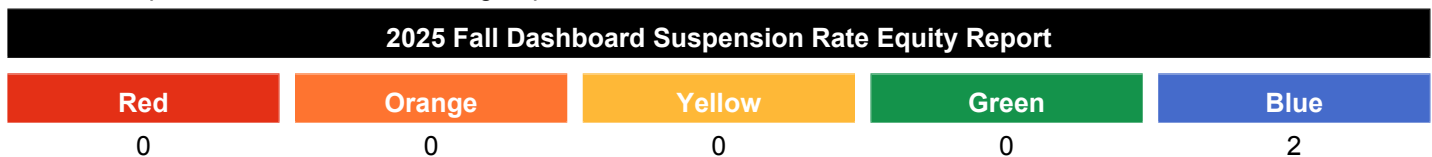
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students	English Learners	Long-Term English Learners
 Blue 0% suspended at least one day Maintained 0% 164 Students	 No Performance Color 0 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 Blue 0% suspended at least one day Maintained 0% 111 Students

Students with Disabilities  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 121 Students
Two or More Races  No Performance Color 0% suspended at least one day 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 0% suspended at least one day Maintained 0% 14 Students

Conclusions based on this data:

1. Glow: There were no suspension rates or data to report, as no suspensions occurred during the 2024/2025 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

West Valley Learning Center will ensure all students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement: All students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

Identified Need

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

Based on recent DRDP assessment data, the identified need for West Valley Learning Center is to enhance students' academic foundational literacy and math skills by 10% while also increasing their exposure to music, art, science, and career exploration opportunities.

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
Percentage of Pupils with Access to Standards-aligned Instructional Materials (Source: Williams Report, 2025)	100%	100%
DRDP/English Language Arts (Source: DRDP, 2025/26)	Fall 2025 Building Middle and higher: 65%	Spring 2026 Building Middle and higher: 75%
DRDP Math/Cognition (Source: DRDP, 2025/26)	Fall 2025 Building Middle and higher: 77%	Spring 2026 Building Middle and higher: 87%

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	Increase classroom supplies and manipulatives to support student learning	All students	5000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G101 Purchase Manipulatives 2600 LCFF: Local Control Funding Formula

			4000-4999: Books And Supplies G107 Visual and performing art manipulatives and activities
1.2	Offer students college and career enrichment activities	All students	2600 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G105 College and Career

Annual Review

SPSA Year Reviewed: 2025-26

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.

In the area of ELA, West Valley Learning Center implemented the six out of six strategies originally outlined in the 2025/26 SPSA. Teachers used assessment data to collaborate and guide instruction in order to effectively meet student needs. Staff also participated in targeted professional development focused on ELA and were trained on the PKTK Learning Foundations, as well as an upcoming math adoption that will be implemented in the next school year. To expand literacy opportunities both in the classroom and at home, additional books were purchased to establish a lending library. Math and ELA manipulatives were provided to further support student learning, and students engaged in enrichment opportunities through hands-on visual and art activities.

West Valley Learning Center met 3 out of 3 metrics identified in the 2025/26 SPSA. These metrics included: (1) the percentage of pupils with access to standards-aligned instructional materials (Source: Williams Report, 2024); (2) a 10% increase in student levels in Language and Literacy as measured by the DRDP; and (3) a 10% increase in student levels in Math/Cognition as measured by the DRDP.

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/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Based on the analysis, no changes are recommended for the goal, annual outcomes, metrics, or strategies/activities. The current plan is effectively supporting student progress, and all strategies are being implemented as intended. Therefore, all components will remain the same in the SPSA for the upcoming cycle.

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.

Student and Staff Safety and Wellness

West Valley Learning Center will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student and Staff Safety and Wellness: PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

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.

West Valley Learning Center has identified a need to strengthen social-emotional learning (SEL) supports and implement targeted strategies to improve student attendance. The site has implemented PBIS Tier 1 and Tier 2 supports and expanded parent education focused on attendance. A review of data indicates a continued need to reduce high levels of chronic absenteeism and to further strengthen systems that support student engagement and positive behavior.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Percent of Students Attending School on a Daily Basis (Source: AERIES ADA Report, 2026)	All Students: 93% Homeless: 91%	All Students: 94% Homeless: 93%
Chronic Absenteeism Rate: Percent of Students Chronically Absent from School (Source: CA Dashboard, 2025)	All Students: 47.5%	All Students: 30%
Suspension Rate: Percent of Students Suspended at Least One Day (Source: CA Dashboard, 2025)	All Students: 0% Foster Youth 0% Homeless: 0% Students with Disabilities: 0 African American: 0%	All Students: 0% Foster Youth: 0% Homeless: 0% Students with Disabilities: 0% African American: 0%
Tiered Fidelity Inventory (TFI) (Source: TFI, Spring 2026)	- Tier 1: 73% - Tier 2/3: 76%	- Tier 1: 78% - Tier 2/3: 80%

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	Purchase student incentives to improve behavior and attendance	All students	3000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies

			G204 Incentives
2.2	Purchase social emotional learning materials/ wellness materials	All students	3000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G202 SEL Materials
2.3	Provide Student Support Specialist to support students' SEL	All students	43643 Title I 2000-2999: Classified Personnel Salaries Salary and benefits for S3.

Annual Review

SPSA Year Reviewed: 2025-26

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.

In the area of Student and Staff Safety and Wellness, West Valley Learning Center implemented three of the three strategies originally outlined in the 2025/26 SPSA. West Valley Learning Center met the three identified strategies by taking a comprehensive approach to strengthening student behavior supports and overall school climate. The site invested in attendance incentives and social-emotional learning and wellness materials to build students' social-emotional competence and reinforce positive behaviors. In addition, staff participated in PBIS-focused professional development, dedicated release time, which supported consistent implementation of PBIS practices with an emphasis on restorative approaches.

To further support students, a Student Support Specialist was available on campus five days per week to provide targeted interventions and assistance. PBIS Tier 1 and Tier 2 strategies were implemented with fidelity across classrooms, ensuring consistent expectations, proactive supports, and interventions for students needing additional support. Collectively, these efforts led to improved student behavior, increased engagement, and a stronger sense of safety, wellness, and positive school climate for both students and staff.

West Valley Learning Center met 5 of the 5 metrics identified in the 2025/26 SPSA.

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/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Based on the analysis, no changes are recommended for the goal, annual outcomes, metrics, or strategies/activities. The current plan is effectively supporting student progress, and all strategies are being implemented as intended. Therefore, all components will remain the same in the SPSA for the upcoming cycle.

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.

Facility and Resources

West Valley Learning Center will maximize resources for students and staff to support educational excellence.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Facilities and Resources: Maximize resources for students and staff to support educational excellence.

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.

West Valley Learning Center will ensure that facilities are safe and supportive for students and staff and maintain its Exemplary rating during annual Williams facilities inspections.

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
Facilities in Good Repair: Percent of Facilities Maintained in Good Repair (Source: Williams FIT Reports, 2025)	Exemplary	Exemplary

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	Paint a clearly marked visual on outside of doors for safety	All Students	300.00 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures G301 Facility Project
3.2	Install school name signage and an outdoor informational boards	All students	1500.00 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures G301 Facility Project
3.3	Purchase cement planters/ barriers for front of school for safety	All Students	1500.00 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures G301 Facility Project

3.4	Purchase tint for classroom/ school doors and windows	All Students	1700.00 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures G301 Facility Project
3.5	Offer enrichment activities	All Students	5000.00 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures On site Field trip- G303

Annual Review

SPSA Year Reviewed: 2025-26

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.

West Valley Learning Center successfully implemented all four strategies outlined in the 2025/25 SPSA within the area of Facilities and Resources. These efforts included painting clearly defined visual supports to assist students during transitions, updating furniture for staff, purchasing new conference room chairs to better accommodate families during parent meetings, and acquiring canopies to provide shade over playground equipment and during school events.

Additionally, West Valley Learning Center met one out of one metric identified in the 2025/26 SPSA: Facilities in Good Repair, as measured by the percentage of facilities maintained in good repair (Source: Williams FIT Reports, 2025).

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/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Based on the analysis, no changes are recommended for the goal, annual outcomes, metrics, or strategies/activities. The current plan is effectively supporting student progress, and all strategies are being implemented as intended. Therefore, all components will remain the same in the SPSA for the upcoming cycle.

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.

Communication and Collaboration

West Valley Learning Center will provide parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Communications and Collaboration: Provide schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

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.

West Valley Learning Center will optimize communication efforts to improve and ensure consistency in promoting, messaging, and branding, utilizing both traditional and modern communication platforms. West Valley Learning Center will strengthen parent engagement through workshops and parent involvement, and will maintain effective communication between the district and community to enhance educational partners' voice and support of district efforts.

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
Parent Education Events: Number of Parent Education Events per Year (Source: PJUSD Parent Education Events List, 2025/26)	Number of Parent Education Events: 6	Number of Parent Education Events: 6
Parent and Community Volunteers: Number of Parent/Community Volunteers (Source: PJUSD Parent Volunteer List, Spring 2026)	Number of Level 1 and 2 Volunteers: 12	Number of Level 1 and 2 Volunteers: 12

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	Provide educational opportunities for parents to support students	All Students	2000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G403 Materials for parent education
4.4	Provide parent engagement opportunities	All Students	1000 LCFF: Local Control Funding Formula

		4000-4999: Books And Supplies G405
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Annual Review

SPSA Year Reviewed: 2025-26

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.

West Valley Learning Center successfully implemented all three strategies outlined in the 2025/26 SPSA. These strategies included providing parent trainings to support student learning, as well as live-streaming events when possible to increase accessibility. The site also utilized social media and ParentSquare for communication, in addition to sending home hard copies to ensure all families were reached. Furthermore, educational opportunities were offered to empower parents with strategies and resources to better support their students at home.

Throughout the year, six parent trainings and meetings were conducted, focusing on topics such as connecting families with community resources, supporting literacy and math development, and preparing students for Preschool and TK. The site also hosted special events, including the Jr. Special Olympics, which was live-streamed to ensure participation for families who were unable to attend in person.

West Valley Learning Center met two out of two of the metrics identified in the 2025/26 SPSA. 1) Parent Education Events and 2) Parent and Community Volunteers.

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/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Based on the analysis, no changes are recommended for the goal, annual outcomes, metrics, or strategies/activities. The current plan is effectively supporting student progress, and all strategies are being implemented as intended. Therefore, all components will remain the same in the SPSA for the upcoming cycle.

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.

Employee Success and Leadership Development

West Valley Learning Center will build the capacity of all staff to improve academic achievement for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Employee Success and Leadership Development: Build the capacity of all staff to improve academic achievement for all 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.

West Valley Learning Center's need is to enhance instructional practices through a professional development plan and provide coaching, feedback, and planning support to ensure teacher success and high-quality education for all students.

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
Teacher Misassignment/ Vacancies: Number and percent of Misassignment and Vacancies (Source:SARC, 2024/25-Section:Conditions of Learning:Teachers)	Misassignments: 0 Misassignments for English Learners: 0 Vacant Positions: 0	Misassignments: 0 Misassignments for English Learners: 0 Vacant Positions: 0
1st and 2nd year Teacher Retention- Percentage of 1st and 2nd Teacher Retention (Source: PJUSD Staff Retention Data 2025/26)	1st Year Teacher Retention: 60% 2nd Year Teacher Retention: 100%	1st Year Teacher Retention: 86% 2nd Year Teacher Retention:100%
Teacher participation in Professional Development and Coaching: Percents of Teachers who participate in PD/ Coaching (Source: PJUSD Professional Development and Coaching Calendar, 2025/26)	100%	100%

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
5.3	Provide release time for teachers to participate in professional development	All Students	3000 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-26

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.

West Valley Learning Center successfully implemented all five strategies outlined in the 2025/26 SPSA. These strategies included providing professional development opportunities, offering release time for teachers to participate in walkthroughs and observations of colleagues, and conducting classroom observations to deliver targeted instructional feedback and coaching. The site also supported new teachers through a New Hire Teacher Academy for first-year staff.

Additionally, teachers participated in training on the PKTK Learning Foundations, Getting Ready Right, district professional development, DRDP, Meaningful Observation Training, DRDP data training, and implementation of the new DRDP 2025. They also engaged in site professional development focused on instructional practices, collaborated with instructional coaches, and were provided opportunities to observe and learn from teaching partners across the district. Teachers had access to coaching support as needed and received ongoing feedback from both administrators and instructional coaches. They also participated in monthly professional development and dedicated collaboration time with their teaching partners to strengthen instructional practices.

West Valley Learning Center met three of the three metrics identified in the 2025/26 SPSA. These three metrics included were:

- 1) Teacher Misassignment/ Vacancies
- 2) 1st and 2nd Year Teacher Retention
- 3) Teacher Participation in Professional Development and Coaching

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/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Based on the analysis, no changes are recommended for the goal, annual outcomes, metrics, or strategies/activities. The current plan is effectively supporting student progress, and all strategies are being implemented as intended. Therefore, all components will remain the same in the SPSA for the upcoming cycle.

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	\$75,843.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$43,643.00

Subtotal of additional federal funds included for this school: \$43,643.00

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

State or Local Programs	Allocation (\$)
LCFF: Local Control Funding Formula	\$32,200.00

Subtotal of state or local funds included for this school: \$32,200.00

Total of federal, state, and/or local funds for this school: \$75,843.00

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
Title I	43,643	0.00
LCFF: Local Control Funding Formula	32,200	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF: Local Control Funding Formula	32,200.00
Title I	43,643.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,000.00
2000-2999: Classified Personnel Salaries	43,643.00
4000-4999: Books And Supplies	19,200.00
5000-5999: Services And Other Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF: Local Control Funding Formula	3,000.00
4000-4999: Books And Supplies	LCFF: Local Control Funding Formula	19,200.00
5000-5999: Services And Other Operating Expenditures	LCFF: Local Control Funding Formula	10,000.00
2000-2999: Classified Personnel Salaries	Title I	43,643.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	10,200.00
Goal 2	49,643.00
Goal 3	10,000.00
Goal 4	3,000.00
Goal 5	3,000.00

School Site Council Membership

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

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

Name of Members	Role
Teresa Reyna	Principal
Charleen King	Classroom Teacher
Claudia Ruiz	Other School Staff
Alvin Lao	Parent or Community Member
Arlene Meyer	Parent or Community Member
Jessica Castillo	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
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The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on April 23, 2026.

Attested:




Principal, Teresa Reyna on April 23, 2026

SSC Chairperson, Alvin Lao on April 23, 2026
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