



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alview Elementary School	20 65177 6023865	TBD	7/8/2025

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 Alview Elementary School 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Resource Inequities	3
Comprehensive Needs Assessment Components	3
California School Dashboard (Dashboard) Indicators.....	3
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results	11
Student Population.....	14
Overall Performance	16
Academic Performance.....	18
Academic Engagement	24
Conditions & Climate.....	27
Goals, Strategies, & Proposed Expenditures.....	29
Goal 1.....	29
Goal 2.....	36
Goal 3.....	41
Budget Summary	44
Budget Summary	44
Other Federal, State, and Local Funds	44
Budgeted Funds and Expenditures in this Plan	45
Funds Budgeted to the School by Funding Source.....	45
Expenditures by Funding Source	45
Expenditures by Budget Reference	45
Expenditures by Budget Reference and Funding Source	45
Expenditures by Goal.....	46
School Site Council Membership	47
Recommendations and Assurances	48

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 Alview Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This plan is being used by Alview Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

The use of federal funds will be in direct alignment with state funds as we strive to achieve the three identified LCAP goals. Along with state-funded tutoring, federal funds will be applied to programs used in a tutoring or small group environment to scaffold student standards mastery. Several programs are used in conjunction with state-funded laptops to assist students with the skills needed to access the technology provided. Federal funds will also be aligned with state Supplemental and Concentration grants to provide training and professional development to support state-funded programs and materials such as STEM instruction and technology applications.

In addition, federal funds are used for paraprofessional support to maximize student engagement and learning in the context of our school-wide "Response to Intervention" (RTI) program.

Overall, Federal funds are used to supplement state and locally funded activities that are designed to meet the goals of the LCAP

Educational Partner Involvement

How, when, and with whom did Alview Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council was part of the planning process for the SPSA review and update. We consulted with the SSC during two separate meetings; April 30, 2025 and May 27, 2025.

The SPSA went before our local governing board and was approved on July 8, 2025.

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.

Due to improvements in Chronic Absenteeism for Low Income and Hispanic students, Alview School was able to exit ATSI in the 2024-25 school year.

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.

English Learner Progress was in the Red 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.

There were no state indicators for which the performance of any student group was two or more performance levels below "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.

Alview School needs to continue to expand learning spaces to insure optimal class sizes and continue to improve English Learners' language acquisition rates.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Alview Elementary School. 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.64%	0.58%	0.55%	1	1	1
African American	0.64%	0.58%	0.55%	1	1	1
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	59.62%	60.82%	65.03%	93	104	119
Pacific Islander	0%	%	%	0		
White	38.46%	37.43%	33.33%	60	64	61
Two or More Races	0%	%	%	0		
Not Reported	0.64%	0.58%	0.55%	1	1	1
Total Enrollment				156	171	183

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten	10	10	17
Kindergarten	37	42	35
Grade 1	43	38	45
Grade 2	37	40	45
Grade3	29	38	41
Total Enrollment	156	168	183

Conclusions based on this data:

1. The total enrollment for Alview increased by approximately 10% in 2024-25.
2. The ethnic composition of Alview shows a slight increase in the Hispanic student population and a decrease in the White student population.

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	56	58	55	35.9%	33.9%	30.1%
Fluent English Proficient (FEP)	6	6	7	3.8%	3.5%	3.8%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0	0	0

Conclusions based on this data:

1. The number of EL students has remained constant over the three year period but due to increased enrollment, the percentage has decreased.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34	29	36	33	28	36	33	28	36	97.1	96.6	100
All Grades	34	29	36	33	28	36	33	28	36	97.1	96.6	100

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2412.	2439.	2443.	12.12	28.57	25.00	33.33	21.43	19.44	36.36	32.14	41.67	18.18	17.86	13.89
All Grades	N/A	N/A	N/A	12.12	28.57	25.00	33.33	21.43	19.44	36.36	32.14	41.67	18.18	17.86	13.89

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	*	22.22	81.82	*	58.33	18.18	*	19.44
All Grades	0.00	*	22.22	81.82	*	58.33	18.18	*	19.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.09	*	25.00	72.73	*	63.89	18.18	*	11.11
All Grades	9.09	*	25.00	72.73	*	63.89	18.18	*	11.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	*	11.11	87.88	*	80.56	12.12	*	8.33
All Grades	0.00	*	11.11	87.88	*	80.56	12.12	*	8.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.09	*	25.00	78.79	*	66.67	12.12	*	8.33
All Grades	9.09	*	25.00	78.79	*	66.67	12.12	*	8.33

Conclusions based on this data:

1. The overall percentage of students who scored proficient (Standard Met or Standard Exceeded) decreased from 50% to 44.44%.
2. Student mean scores have increased over the three year period.
3. Continued intervention, ELD, and tutoring needs to be targeted to all student groups.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34	29	36	33	28	36	33	28	36	97.1	96.6	100
All Grades	34	29	36	33	28	36	33	28	36	97.1	96.6	100

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2457.	2443.	2453.	18.18	17.86	19.44	57.58	46.43	41.67	12.12	21.43	27.78	12.12	14.29	11.11
Grade 11															
All Grades	N/A	N/A	N/A	18.18	17.86	19.44	57.58	46.43	41.67	12.12	21.43	27.78	12.12	14.29	11.11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.30	*	30.56	63.64	*	58.33	6.06	*	11.11
Grade 11									
All Grades	30.30	*	30.56	63.64	*	58.33	6.06	*	11.11

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.12	*	33.33	72.73	*	47.22	15.15	*	19.44
All Grades	12.12	*	33.33	72.73	*	47.22	15.15	*	19.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.36	*	25.00	60.61	*	66.67	3.03	*	8.33
All Grades	36.36	*	25.00	60.61	*	66.67	3.03	*	8.33

Conclusions based on this data:

1. The percent proficient (Standard Exceeded or Standard Met) decreased from 64.29% to 61.11%.
2. Mean scores decreased from 2022 to 2023 but increased in 2024.
3. More intervention and tutoring needs to be targeted to all student groups.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1407.6	1440.6	1428.1	1411.0	1437.9	1428.3	1399.4	1446.6	1427.8	23	16	14
1	*	1447.0	1455.2	*	1455.8	1465.2	*	1437.6	1444.9	10	17	12
2	1478.0	*	1482.4	1486.2	*	1484.1	1469.3	*	1479.9	13	8	17
3	1485.5	1512.1	1487.9	1482.2	1509.8	1490.2	1488.5	1513.8	1485.1	13	12	11
All Grades										59	53	54

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.04	12.50	21.43	26.09	62.50	28.57	34.78	18.75	35.71	26.09	6.25	14.29	23	16	14
1	*	5.88	0.00	*	29.41	33.33	*	47.06	66.67	*	17.65	0.00	*	17	12
2	0.00	*	11.76	53.85	*	58.82	46.15	*	17.65	0.00	*	11.76	13	*	17
3	7.69	25.00	9.09	53.85	50.00	36.36	23.08	25.00	45.45	15.38	0.00	9.09	13	12	11
All Grades	6.78	13.21	11.11	35.59	49.06	40.74	35.59	30.19	38.89	22.03	7.55	9.26	59	53	54

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.35	0.00	14.29	39.13	62.50	42.86	26.09	31.25	28.57	30.43	6.25	14.29	23	16	14
1	*	17.65	16.67	*	41.18	41.67	*	29.41	41.67	*	11.76	0.00	*	17	12
2	23.08	*	29.41	53.85	*	41.18	23.08	*	23.53	0.00	*	5.88	13	*	17
3	30.77	50.00	18.18	46.15	33.33	63.64	7.69	16.67	18.18	15.38	0.00	0.00	13	12	11
All Grades	13.56	22.64	20.37	45.76	47.17	46.30	23.73	24.53	27.78	16.95	5.66	5.56	59	53	54

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.56	12.50	28.57	16.67	50.00	7.14	38.89	37.50	57.14	38.89	0.00	7.14	18	16	14
1	0.00	0.00	8.33	7.14	23.53	16.67	42.86	58.82	58.33	50.00	17.65	16.67	14	17	12
2	14.29	*	0.00	42.86	*	64.71	35.71	*	23.53	7.14	*	11.76	14	*	17
3	0.00	8.33	0.00	16.67	41.67	27.27	50.00	50.00	54.55	33.33	0.00	18.18	18	12	11
All Grades	5.08	7.55	9.26	22.03	35.85	31.48	45.76	49.06	46.30	27.12	7.55	12.96	59	53	54

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.04	18.75	21.43	60.87	75.00	64.29	26.09	6.25	14.29	23	16	14
1	*	52.94	50.00	*	41.18	50.00	*	5.88	0.00	*	17	12
2	30.77	*	29.41	61.54	*	64.71	7.69	*	5.88	13	*	17
3	46.15	50.00	18.18	38.46	50.00	81.82	15.38	0.00	0.00	13	12	11
All Grades	30.51	43.40	29.63	52.54	52.83	64.81	16.95	3.77	5.56	59	53	54

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.35	6.25	7.14	56.52	81.25	71.43	39.13	12.50	21.43	23	16	14
1	*	5.88	0.00	*	70.59	83.33	*	23.53	16.67	*	17	12
2	15.38	*	29.41	84.62	*	58.82	0.00	*	11.76	13	*	17
3	46.15	33.33	9.09	38.46	66.67	90.91	15.38	0.00	0.00	13	12	11
All Grades	15.25	15.09	12.96	61.02	73.58	74.07	23.73	11.32	12.96	59	53	54

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.70	12.50	14.29	73.91	87.50	71.43	17.39	0.00	14.29	23	16	14
1	*	11.76	16.67	*	70.59	41.67	*	17.65	41.67	*	17	12
2	7.69	*	0.00	76.92	*	88.24	15.38	*	11.76	13	*	17
3	0.00	0.00	0.00	53.85	83.33	54.55	46.15	16.67	45.45	13	12	11
All Grades	5.08	9.43	7.41	57.63	79.25	66.67	37.29	11.32	25.93	59	53	54

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.43	62.50	35.71	39.13	31.25	42.86	30.43	6.25	21.43	23	16	14
1	*	0.00	0.00	*	76.47	100.00	*	23.53	0.00	*	17	12
2	7.69	*	5.88	84.62	*	82.35	7.69	*	11.76	13	*	17
3	15.38	33.33	0.00	69.23	66.67	90.91	15.38	0.00	9.09	13	12	11
All Grades	18.64	28.30	11.11	52.54	62.26	77.78	28.81	9.43	11.11	59	53	54

Conclusions based on this data:

- Overall, the majority of students scored in the "Level 2" and "Level 3" categories (79.63%), which means that at this level, students have "somewhat developed" oral and written skills.
- With the exception of first grade, mean scores declined in overall written and oral language from 2023 to 2024.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
171	64.3%	33.9%	0.0%
Total Number of Students enrolled in Alview Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	33.9%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	110	64.3%
Students with Disabilities	10	5.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.6%
American Indian	1	0.6%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	104	60.8%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	64	37.4%

Conclusions based on this data:

1. Almost two thirds of students are socioeconomically disadvantaged. 33.9% of students are English learners. There are no foster youth at Alview.

School and Student Performance Data

Overall Performance






The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>		
<div>English Learner Progress</div> <div></div> <div>Red</div>		

Conclusions based on this data:

1. There were not enough third grade students for a numerically significant group to represent ELA and Math Data on the Dashboard. Mean scores improved in in both ELA and Math over 2023 levels.
2. Chronic Absenteeism improved significantly from Red to Yellow in 2024.
3. English Learner progress declined in 2024.

School and Student Performance Data

Academic Performance English Language Arts

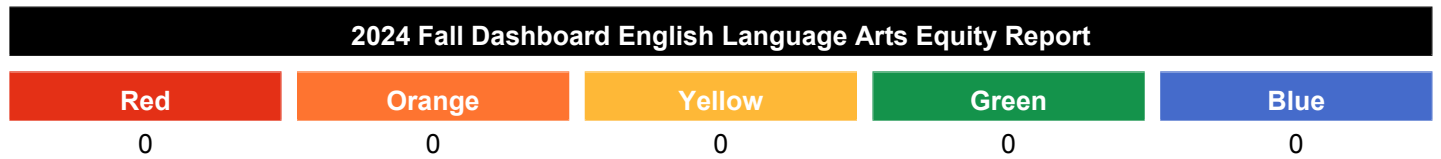
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>14.4 points above standard</div> <div>Increased 7.6 points</div> <div>36 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>41.4 points below standard</div> <div>Declined 23.3 points</div> <div>12 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>0.5 points below standard</div> <div>Increased 16.8 points</div> <div>24 Students</div>

Students with Disabilities  No Performance Color Less than 11 Students 4 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 9.7 points below standard Declined 20.6 points 19 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 41.3 points above standard Increased 65.4 points 17 Students

Conclusions based on this data:

1. Although no color was assigned, students showed significant improvement in ELA with a 7.6 point increase.
2. English Learners and Hispanic students demonstrated declines in ELA with -41.4 and -20.6 points respectively.
3. The mixed results indicate the need to continue after-school tutoring and small-group intervention.

School and Student Performance Data

Academic Performance Mathematics

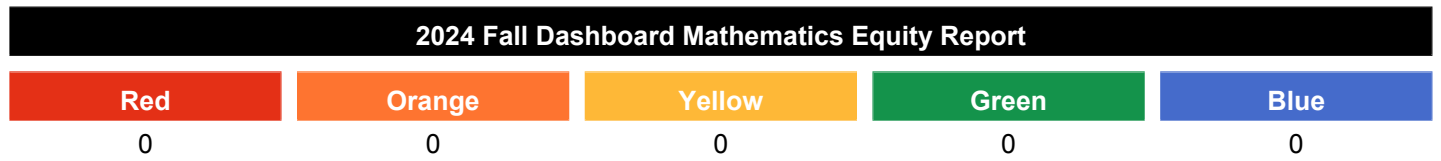
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>19.1 points above standard</div> <div>Increased 13.4 points</div> <div>36 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>10.3 points below standard</div> <div>Increased 3.8 points</div> <div>12 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>13.8 points above standard</div> <div>Increased 22.2 points</div> <div>24 Students</div>

Students with Disabilities  No Performance Color Less than 11 Students 4 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 6.0 points below standard Declined 5.7 points 19 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 47.1 points above standard Increased 61.7 points 17 Students

Conclusions based on this data:

1. Overall students increased by 13.4 points. English Learners increased by 3.8 points and Low-Income students also increased by 22.2 points.
2. The Hispanic student group decreased by 5.7 points.
3. The increase in most student groups indicates the need to continue after-school tutoring and small group interventions.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
41.0 points above standard making progress.	making progress.
Number Students: 39 Students	Number Students: 0 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.

2024 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
9	14	0	16

Conclusions based on this data:

- EL students were in the Red category but were still 41 points above standard.
- Based on the results, ELs should continue to be placed in after-school tutoring and small-group interventions with a focus on English Language Acquisition.

School and Student Performance Data

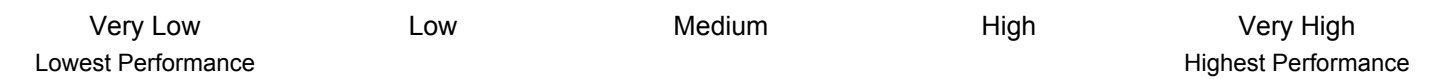
Academic Performance College/Career Report

The 2024 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.



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.

2024 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:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>15.3% Chronically Absent</div> <div>Declined 9.4</div> <div>170 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>19.7% Chronically Absent</div> <div>Declined 10.2</div> <div>61 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>18.1% Chronically Absent</div> <div>Declined 13.2</div> <div>116 Students</div>

Students with Disabilities  No Performance Color 23.1% Chronically Absent Declined 13.3 13 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 17% Chronically Absent Declined 15.3 106 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  Yellow 13.1% Chronically Absent Declined 1.6 61 Students

Conclusions based on this data:

1. Overall chronic absenteeism declined for every student group.
2. This data demonstrates the effectiveness of incentives and family messaging on the importance of regular school attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 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.

School and Student Performance Data

Conditions & Climate Suspension Rate

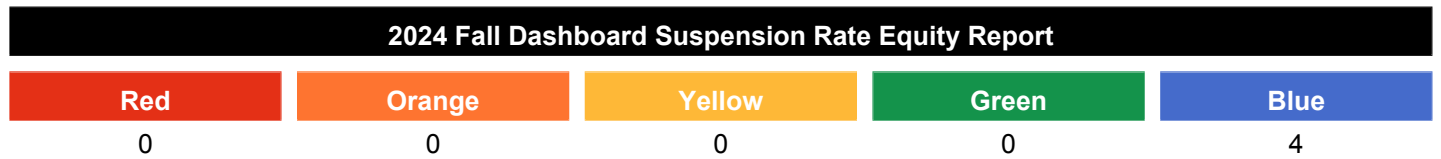
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>182 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>64 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>126 Students</div>

Students with Disabilities  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 115 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 64 Students

Conclusions based on this data:

1. 0 students were suspended at Alview in 2024.

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.

Preparation for Success

Prepare students for success in high school and higher education and /or the vocational job market.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare students for success in high school and higher education and or vocational job market.

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.

After consulting with educational partners, this broad goal was continued from prior years as the focus of the District's mission. From transitional kindergarten through eighth grade, all agree that our purpose is to ensure that ADUSD students leave the District prepared for the next steps in their educational and career endeavors. Dashboard results at Alview School for academic achievement have indicated a slight downturn in ELA achievement. To ensure that students continue to have academic success in middle school, high school and beyond, the District agrees with educational partners that a continued focus on engagement and rigor as well as a broad course of study are integral factors for ensuring a strong elementary educational foundation.

Also on Alview's Dashboard, Chronic Absenteeism levels significantly improved over the prior year signaling a need to continue with incentives and parent messaging about the importance of regular school attendance.

Finally, English Learner progress declined in 2024 making it clear that after-school tutoring and small-group interventions are critical for the success of EL students and overall students' standards mastery.

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
Academic Indicator, ELA: Students' Growth in Percentage Meeting/Exceeding Standard California School Dashboard: Students' Growth in Distance from Standard	ACADEMIC INDICATOR, ELA Difference in % Met/Exceeded from 2023 by student groups is as follows: All Students: +7.6% Hispanic: -20.6% Low Income: +16.8% English Learner: -23.3% White: +65.4% [2024 SBAC Results] Mean distance from Standard All Students: 14.4 above English Learner: 41.4 below Low Income: .5 below Hispanic: 9.7 below White: 41.3 points above Students with Disabilities: N/A (less than 11 students) [2024 CA School Dashboard]	ACADEMIC INDICATOR, ELA Difference in % Met/Exceeded from 2025 by student groups is as follows: All Students: +15% Hispanic: +18% Low Income: +18% English Learner: +21% White: +10% LTEL: +21% [2026 SBAC Results] Mean distance from Standard All Students: 10 points above English Learner: 2 above Low Income: 5 above Hispanic: 5 above White: 25 points above Students with Disabilities: 29 below [2026 CA School Dashboard]
Academic Indicator, Math: Students' Growth in Percentage Meeting/Exceeding Standard California School Dashboard: Students' Growth in Distance from Standard	ACADEMIC INDICATOR, MATH Difference in % Met/Exceeded from 2023 by student groups is as follows: All Students: +13.4% Hispanic: -5.7% Low Income: +22.3% English Learner: +3.8% White: +61.7% [2024 SBAC Results] Mean distance from standard: All students: 19.1 above EL students: 10.3 below Low Income: 13.8 above Hispanic: 6 below White: 47.1 above Students with Disabilities: N/A (less than 11 students) [2024 CA School Dashboard]	ACADEMIC INDICATOR, MATH Difference in % Met/Exceeded from 2025 by student groups is as follows: All Students: +15% Hispanic: +18% Low Income: +18% English Learner: +21% White: +10% LTEL: +21% [2026 SBAC Results] Mean distance from standard: All students: 1 point above EL students: 6 below Low Income: 3 below Hispanic: 3 below White: 10 above Students with Disabilities: 21 below [2026 CA School Dashboard]
Percentage of Teachers Appropriately Credentialed and Assigned.	77.8% of classroom teachers were reported with clear credentials and appropriately assigned. [June, 2025, Local Indicators Report to the ADUSD Board]	100% of classroom teachers will be reported with clear credentials and appropriately assigned. [June, 2027, Local Indicators Report to the ADUSD Board]
Percentage of Students with Sufficient Access to Standards-aligned Materials	100% of students have access to high-quality, standards-aligned curriculum and instructional materials.	100% of students will have access to high-quality, standards-aligned curriculum and instructional materials. [June, 2027, Local Indicators Report to the ADUSD Board]
Local Reading Assessment: Growth in Fluency, Accuracy, and Comprehension	RESULTS Local Reading Assessment Data from Spring 2025: Comprehension Scores Gr. 2: 79% Gr. 3: 78%	RESULTS Local Reading Assessment Data from Winter 2026: Comprehension Scores Gr. 2: 90% Gr. 3: 90%

	[2024-25 Local Data]	[2026-27 Local Data]
California School Dashboard: English Learner Progress -- Percentage of English Learner Students Making One or More Year's Progress on the ELPAC. English Learner Reclassification Rate	41% of English Learners demonstrated appropriate progress in English Acquisition. [2024 CA School Dashboard] 0% of English Learners were reclassified to RFEP status (Fully English Proficient)	55% of English Learners will demonstrate appropriate progress in English Acquisition. [2026 CA School Dashboard] 10% of English Learners will be reclassified to RFEP status (Fully English Proficient) [2026 CALPADS Reports 2.16 and 8.1]
Maintain Small Average Class Sizes	2024-25 Average Class Sizes: Alview: 20.5 [2024-25 Local Data]	2026-27 Average Class Sizes: Alview: 19 [2026-27 Local Data]
All ADUSD Students Will Have Access to Technology As Measured by Student to Device Ratio	2024-25 Student to Device Ratio 1:2; one for classroom/ one for home use. [2024-25 Local Data]	2026-27 Student to Device Ratio 1:2; one for classroom/ one for home use. [2026-27 Local Data]
Access to a Broad Course of Study	100% of state-adopted content and performance standards are implemented in all curricular areas. [June, 2025, Local Indicators Report to the ADUSD Board]	100% of state-adopted content and performance standards will be implemented in all curricular areas. [2027 Local Indicators Report to the ADUSD Board]
Students will be increasingly engaged as measured by School Attendance Rates.	In 2024-25 Alview's Attendance Rate was 94.82%	Each school will have an attendance rate of at least 97.5%.
Supports for Students with Exceptional Needs	94.4% of students with exceptional needs participated in after-school tutoring and 100% worked in small- group, classroom intervention settings to meet IEP goals and master grade level standards. [2024-25 Local Data]	100% of students with exceptional needs participated in after-school tutoring and 100% worked in small- group, classroom intervention settings to meet IEP goals and master grade level standards. [2027 Local Data]
		.

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	Recruit, hire, and retain highly-qualified instructional staff.	All Students	992,679.00 LCFF 1000-1999: Certificated Personnel Salaries
1.2	Provide students with high-quality, standards-aligned curriculum and instructional materials in ELA, Math, ELD, Science, and Social Studies as well as high-quality supplementary instructional materials in ELA, math, ELD, Science, Social Studies, and STEM.	All Students, Students with Disabilities	15,000.00 Lottery: Instructional Materials 4000-4999: Books And Supplies
1.3	Improve the use of technology in instruction by: a. Maintaining a one-to-two student/device ratio in all grade levels	All Students	75,000.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	b. Retaining services of the full-time technology support person c. Purchase servers and new teacher desktops equipment to support E-board and students technology use.		
1.4	Continue replacement/increase of library books, including better facilities, to support students in improving literacy.	English Learners, Foster Youth, Low Income	2,500.00 LCFF - Supplemental 4000-4999: Books And Supplies
1.5	Provide two Paraprofessionals at Alview to provide reading support for kindergarten students and EL support for newcomers	English Learners, Foster Youth, Low Income, Students with Disabilities	82,000.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries
1.7	The District will build background knowledge to increase learning and provide experiences that enhance connections to the school community and promote a positive school climate by: a. Providing three (3) educational assemblies per site. b. Providing field trips for all grade levels.	English Learners, Foster Youth, and Low Income	18,500.00 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures
1.10	Professional Development In collaboration with teachers, identify professional learning needs and provide in-service aimed at maximizing student engagement of all learners and implementing best instructional practices principally directed at meeting the needs of struggling Low-Income students and English Learners. In addition, provide professional development for teachers to identify students' social emotional learning needs and provide support for students' mental health.	English Learners, Foster Youth, and Low Income	2,500.00 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries
1.12	1.12 After-School STEM: maintain English Learners' and Low-Income students' access to science, technology, engineering, and math instruction and career opportunities by continuing and expanding the after-school STEM workshops at Alview 1.13 STEM Instruction: Expand English Learners' and Low Income students' access to science, technology, engineering, and math instruction and career opportunities by contracting with the Community Science Workshop Network for continuing regular school hours STEM curriculum and instruction. Program to be expanded to include two STEM instructors.	English Learners, Foster Youth, and Low Income	75,000.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
1.14	Expanded Learning Spaces Addition of a shade structure at the Alview Elementary School campus to increase outdoor learning spaces and to accommodate school assemblies and activities	English Learners, Foster Youth, and Low Income	50,000.00 LCFF - Supplemental 6000-6999: Capital Outlay

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.15	Retain Highly-Qualified Teachers Provide each teacher with 20 or more years of experience a stipend between \$3,000 and \$4,000 (dependent on years over 20).	English Learners, Foster Youth, and Low Income	8,000.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
1.16	Supplemental Materials Provide each classroom with \$100 to purchase special or additional supplemental materials that are principally directed toward meeting the needs of Low-Income students.	Low-Income Students	1,250.00 LCFF - Supplemental 4000-4999: Books And Supplies
1.17	Attendance Incentive Without regard to sick days, provide an incentive for certificated and classified staff to miss two or less work days during the school year.	All Students	16,000.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
1.18	Increase Instructional Time to Mitigate Learning Loss Provide teachers with an hourly stipend to provide after-school tutoring three days per week.	English Learners, Foster Youth, and Low Income	77,500.00 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries
1.19	Math Support Program Purchase Math/ELA Support Program, "ClassTime" to scaffold EL and Low-Income students' standards mastery and to promote strategic thinking and deeper understanding in Math and ELA.	English Learners, Foster Youth, and Low Income	11,000.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
1.20	Support for English Learners The District will support the linguistic, academic, and socio-emotional needs of our English Learners with additional materials for paraprofessional support at Alview that is targeted specifically for supporting ELs with small group instruction and intervention, and regularly monitoring progress in acquiring the skills required for reclassification to RFEP.	English Learners	500.00 LCFF - Supplemental 4000-4999: Books And Supplies
1.22	Support Science Standards Learning Purchase supplementary science materials to support increased student mastery of grade level Next Generation Science Standards.	English Learners, Foster Youth, and Low Income	2,500.00 LCFF - Supplemental 4000-4999: Books And Supplies

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.

Goal 1 represents the core mission of the district--providing students with academic and enhanced educational opportunities to prepare them for high school and beyond. The actions included in Goal 1, which data showed to be effective the prior year, showed mixed results based on 2024 state data.

Actions 1.1 and 1.2: Alview School's efforts in ELA and Math were generally effective in raising student academic assessment results. California School Dashboard 2024 Distance from Standard results demonstrated overall improvement in academic achievement.

Action 1.3: Improved technology support was effective in providing students with access to devices with uninterrupted implementation, as demonstrated by the maintenance of 2:1 device:student ratio. The District successfully provided all students access and support for two devices throughout the school year. The interactive white board initiative proved to be effective in classroom instruction as measured by increased student engagement rates. Teachers, on average, had a 1.54 per minute engagement rate; exceeding the 1.0 per minute goal by over 50%.

Action 1.4: Alview was effective in providing additional library books and materials which provided students with relevant, updated texts. During the pandemic, our Low-Income and English Learner students consisted of over 75% of those that made appointments to check out library materials. Those students groups have limited access to books in their home settings to support foundational reading skills. In 2024-25, those same students continued to have almost higher library circulation rates than those of the student population as a whole. The Distance from Standard results for Low-Income students and English Learners in ELA demonstrate the need to continue this action.

Actions 1.5 : The 2024 Dashboard results in ELA and Math cited above show evidence that that there is a continued need for low adult-to-student ratios to facilitate interventions and small group instruction for Low-Income students and English Learners. For Low-Income students, and overall English Learners in ELA, these actions appear to be effective and produced the gains in Distance from Standard and Meeting or Exceeding Standard described above. For English Learners, we believe that continued implementation of these actions will result in improvements, even though the effectiveness is not shown in the 2024 state assessment results. The District will continue with the two additional paraprofessionals at Alview to maintain those supports.

Action 1.7: Through assemblies, field trips and camps, students were provided with a greater background from which to base learning experiences. Those enhancements contributed to positive learning outcomes for Low-Income students and English Learners as evidenced by ELA Distance from Standard results. In order to build on 2024-25 results, Alview School continues to focus on differentiated, engaging, and individualized instruction in 2025-26.

Action 1.10: Professional development was effective in maintaining high teacher engagement rates as measured by the District's DataWorks rubric, which measures teacher/student engagement rates through explicit direct instruction, including stating learning objectives, activating prior knowledge, concept development, checking for understanding, and closure that restates learning.

Actions 1.12, 1.13, and 1.22: (District Data) The data show that, with the exception of English Learners, Overall Science assessment results showed significant improvement, as did those for the student groups. These results confirm the effectiveness of these STEM-related actions. Inequalities in results continue to exist when comparing those for Low-Income students and English Learners to the Overall performance. The gaps between those groups and the results for non-Low-Income students heightens the need to continue to provide STEM instructional opportunities for Low-Income students and English Learners. The decline for English Learners also underscores the need to provide more hands-on and field experiences for those students. The continuation of STEM instruction and after-school STEM Club have continued to enhance English Learners and Low-Income students' educational experiences with hands-on, project-based learning that will serve them well in higher education and/or the vocational job market. In addition, the infusion of technology in every aspect of the curriculum across all grade levels has helped prepare students for high school and beyond. As evidenced by School Climate Survey data from the spring of 2025, on average, 95% of parent educational partners (65% of whom were parents of Low-Income students) felt that the STEM program was an integral part of the District's Science curriculum.

1.14 The additional learning space at Alview has proven to provide more opportunities for outdoor instruction., an increased small-group setting and and an environment more conducive to parent involvement and participation.

Action 1.15 and 1.18 : The Retention of High-Qualified Teachers and After-School Tutoring were moderately effective in raising student academic assessment results. Overall results improved, and White students showed double-digit increases in percentages meeting or exceeding standard, being evidence that our supports for students needs through afterschool tutoring (Action 1.18) have been effective.

Action 1.16: Teachers were provided with additional classroom funding which was effective in supporting Low-Income students in their need to have necessary supplies throughout the school year. No Low-Income or English Learner students had to purchase any supplies required for school work or activities.

Action 1.17: The employee attendance incentive proved to be very effective in 2024-25. Of the District's 54 employees, 70% qualified for the attendance stipend.

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

Most planned actions for the 2024-25 SPSA Goal 1 were successfully implemented as planned with the following exceptions:

Action 1.2: Under Budgeted -- Came with a much higher cost than planned due to three-year subscription renewals for both ELA and Math curriculum that were due in July of 2024

Action 1.4: Over Budgeted -- Less than expected was expended due to donations from Scholastic Book Fairs and increased book selections in classroom libraries.

Action 1.10: Under Budgeted -- More professional development was needed than planned to support supplemental Science curriculum and ELD/Engagement strategies for new staff.

Action 1.14: Over Budgeted -- The final cost of the shade structure came in less than budgeted due to in-house demolition of existing cement and inspection/architectural services that were also less than anticipated.

Action 1.22: Under Budgeted -- The cost of the curriculum was higher than anticipated after the District chose to purchase a digital component in addition to textbook materials.

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.

Actions:

- Action 1.3: "c". Purchase servers and new teacher desktop equipment to support E-boards and student technology use" added to the action to ensure that teachers are able to use technology in the best possible manner to support students' learning.
- The title of Action 1.16 was changed to, "Supplemental Materials" for clarity; the phrase "EL" was deleted from the action, as it is based on the identified needs of Low-Income students.
- The title of Action 1.19 was changed to, "Math Support Program" for clarity

All described changes are listed above in the specified SPSA Metrics and Actions section for Goal 1.

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.

Positive, Clean, Safe, and Healthy Environment

ADUSD is dedicated to providing a positive, clean, safe, and healthy environment in which students are able to learn to the best of their abilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ADUSD is dedicated to providing a positive, clean, safe, and healthy environment in which students are able to learn to the best of their abilities.

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.

With regard to school climate, 2024 Dashboard data indicated that the Overall suspension rate continued to be at the Blue, or best possible performance level. This trend is a direct result of a new focus on alternatives to suspension and positive behavior reinforcement. The "Caught Being Good" blue ticket and "Project Wisdom" initiatives have proven to be effective in promoting good behavior and lessening the need for disciplinary action. (Actions 2.3 and 2.7)

Additionally, parents and teachers continue to emphasize the benefits their students receive from STEM instruction. Based on the positive response rate on the 2025 School Climate Survey, the District recognizes the need to continue and enhance the STEM program. Also, improved local Science assessment data since the the program's implementation is further evidence of its effectiveness. (Actions 1.12 and 1.13)

Overall Chronic Absenteeism rates improved again in the 2024 Dashboard results. Alview School showed improvements in Chronic Absenteeism for Low-income (13.2% improvement) and Hispanic students (15.3% improvement), that resulted in both groups reaching the Yellow performance level, allowing Alview School to exit ATSI. Teachers also requested continued support and professional development with regard to students' social-emotional well being. It is clear that post-pandemic student needs include a stronger focus on mental health and well-being. Teachers have asked not only for further training on social-emotional learning but to add a wellness coach on staff with the expertise to address student mental health. (Action 2.8)

As the District reflected on lessons learned and necessary changes during the last four years, it was clear to all educational partners that this goal is of utmost importance to the success of our students. Cleanliness, safety, and a positive environment are necessary elements to provide optimal student learning. Cleanliness will play an important role in keeping students healthy and safe. The added protocols for sanitization that were implemented in 2020 must continue in order to mitigate student illness. In addition, the importance of a positive environment is paramount to our student's ability to thrive from a social-emotional perspective. In opportunities for input, all educational partners expressed adamantly the need for continued cleaning protocols and school programs that promote a positive school climate. The need to provide a safe and clean learning environment for all students continues to be a priority and a school goal. As a result, sanitization protocols that were initiated at the height of the pandemic will continue to be implemented.

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
Students will be increasingly engaged as measured by School Attendance Rates	In 2024-25 Alview's Attendance Rate was 93.68%. [2025 Local Data]	In 2025-26, Alview's Attendance Rate will be 96% [2026 Local Data]
California School Dashboard: Chronic Absenteeism Rate Will Be a Measure of School Engagement	Overall -- 15.3% EL -- 19.7% Low-Income -- 18.1% Hispanic -- 17.0% White -- 13.1% Students with Disabilities -- Not numerical significant (less than 11) [2024 CA School Dashboard]	Overall -- 10% EL -- 10% Low-Income -- 10% Hispanic -- 10% White -- 8% Students with Disabilities -- 15% [2026 CA School Dashboard]
California School Dashboard: Suspension Rate Will Be a Measure of School Climate	All students: 0%. EL: 0%. Low Income: 0%. Hispanic: 0%. White: 0%. Students with Disabilities: 0% [2024 CA School Dashboard]	All students: 0%. EL: 0%. Low Income: 0%. Hispanic: 0%. White: 0%. Students with Disabilities: 0% [2026 CA School Dashboard]
Middle School Drop-out Rate Will Be a Measure of School Climate	Students were significantly engaged as measured by a 2024 middle school dropout rate of 0%. [2024 CALPADS Report 8.1]	Students will be significantly engaged as measured by a 2026 middle school dropout rate of 0%. [2026 CALPADS Report 8.1]
Expulsion Rate Will Be a Measure of School Climate	School climate was measured by maintaining the expulsion rate at 0%. [2024 DataQuest]	School climate will be measured by maintaining the expulsion rate at 0% [2026 DataQuest]
Parents Feelings of School Safety and School Connectedness: Parent Satisfaction and Overall School Climate Will Be Measured by Parent and Student Surveys.	Alview parents who responded: <ul style="list-style-type: none"> 94% felt welcome (connected) at their child's school. 98% felt that their child is safe at school. 96% in ELA and 96% in Math felt that the school is meeting their child's academic needs 94% felt that STEM is an integral Science curriculum component. [June, 2025, Local Indicators Report to the ADUSD Board]	Alview parents will respond: <ul style="list-style-type: none"> 96% will feel welcome (connected) at their child's school. 97% will feel that their child is safe at school. 97% in ELA and 95% in Math will feel that the school is meeting their child's academic needs 97% will feel that STEM is an integral Science curriculum component. [June, 2027 Local Indicators Report to the ADUSD Board]
School facilities are clean and maintained in good repair as measured by the Facilities Inspection Tool and ongoing sanitization practices.	Alview scored a rating of "Good" on the Facilities Inspection Tool in December 2024. [June, 2025, Local Indicators Report to the ADUSD Board]	Alview will score a rating of "Good" on the Facilities Inspection Tool in December 2026. [June, 2027, Local Indicators Report to the ADUSD Board]

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	Maintain School Facilities' Safety and Cleanliness Maintain "Good-Exemplary" ratings on the Facility Inspection Tool regarding the condition, safety, and cleanliness of buildings and grounds at both sites. Continue disinfection protocols that include bi-weekly deep-cleaning and daily misting of classroom surfaces, restrooms, play equipment and buses.	All Students	220,000.00 LCFF - Base 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits
2.2	Keep an adequate number of office and clerical staff on the job daily providing excellent services to students, staff, and parents.	All Students	131,159.50 LCFF - Base 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits
2.3	For character building, continue to read Project Wisdom quotes each day during morning announcements at both campuses and continue the "Caught Being Good" blue-ticket behavior rewards.	All Students	0 None Specified
2.4	To align with LCAP, Action 2.4 is for Dairyland School only.		0 None Specified
2.5	Positive Behavior Reward Program Continue a "Caught Being Good" program to encourage students to act appropriately by offering incentives to do so. (Funded by Alview- Dairyland Parent Teacher Club).	All Students	0.00 None Specified
2.6	Support Students' Social-Emotional Needs Provide a Part-Time Wellness Coach to meet with students on a weekly basis to promote mental health and wellness.	English Learners, Low Income, and Foster Youth	23,500.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries
2.7	Required Action: Reduce Chronic Absenteeism Rates for Low-Income and Hispanic Students. 2023 California School Dashboard Suspension Rate results for Hispanic students and Low-Income students were at the lowest performance level Districtwide and at Alview Elementary, indicating a need to create a specific action to lower those rates. In examining the data more closely, the District established that 92.1% of Hispanic students were also Low-Income and that 79% of Low-Income students were Hispanic. Additionally, we determined that the District's lowest performance levels for those two groups were a result of the Alview School rates, and focusing on improving results at Alview would also move the District out of that performance level. Consequently, this action will meet the needs of both student groups, at the school and district levels. In order to lower chronic absenteeism rates, the District and school staff will regularly review	English Learners, Low Income, and Foster Youth	0.00 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	attendance data for Hispanic and Low-Income students to assess if any are on track to be chronically absent. The students will be counseled by the wellness counselor to determine causes of the absences and possible solutions. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance. In addition, student attendance incentive programs will be implemented at both campuses to reward both classrooms and individual students for perfect attendance.		

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.

All actions from 2024-25 were implemented successfully. The safety and cleanliness protocols were maintained to earn a "good" rating on the Facilities Inspection Tool. Staffing levels were increased in custodial and support services to provide students with a safe, clean, and supportive experience at both campuses and accommodate additional classroom buildings. The "Caught Being Good" program continued to work well for character building. The District was able to hire a wellness coach whose caseload has increased throughout the year. The position has gone from 3.5 to 5 hours on a daily basis. Students are demonstrating a need to seek counseling and are benefiting from regular meetings with the wellness coach.

Data:

Actions 2.3 and 2.5: The character education and positive behavior rewards were effective in contributing to student engagement as measured by 0% suspension rates on the 2024 California School Dashboard, and no expulsions and or drop-outs 2024.

Action 2.6: The metrics used to monitor this action show that the addition of the Wellness Coach was effective. Chronic Absenteeism rates improved Overall by 7.3%; for English Learners by 5.9%; for Long-Term English Learners by 10.3%; and for Low-Income students by 8.2%. Every other student group, including Students with Disabilities showed improvement as well.

Actions 2.7: The 2024 California School Dashboard for Alview School showed improvements in Chronic Absenteeism for Low-income (13.2% improvement) and Hispanic students (15.3% improvement) that put both groups in the Yellow performance level, demonstrating the effectiveness of this action.

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

Actions 2.1 and 2.2 were underbudgeted due to increased staffing levels for both office and custodial staff. The increased investment in these two actions demonstrated their effectiveness through parents' positive 2025 survey responses with regard to clean, safe, welcoming, and well-maintained schools. At Alview School, 94% of parents felt welcome, 98% responded that their children were safe at school, and 99% responded that the school is clean and well-maintained. In addition, the "Good" rating on the Facilities Inspection Tool also proved to be a strong indicator of the importance of a well-staffed maintenance department.

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.

No changes will be made.

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.

Stakeholders as Partners in Student Education

Parents, family, and community stakeholders will become more fully engaged as partners in the education of students in ADUSD.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parents, family, and community stakeholders will become more fully engaged as partners in the education of students in ADUSD.

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.

After consulting with parent groups, staff members, and the ADUSD Board of Trustees, it was clear that this goal needed to remain as an integral part of ADUSD's mission. It is only with effective and honest communication with parents and families that the District can support students' academic goals and social/emotional well-being.

Parents responding to surveys indicated that they feel welcome at their child's school. In the areas of school safety and caring, 97% of respondents felt that Alview School was doing a good job. These results confirm that our efforts have had a positive impact, and will be continued.

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
SSC, PTC and PAC Meeting Participation	In 2025, meeting averages were at 85% for SSC, 75% for PTC and 95% for PAC. [2025 Local Data]	Participation in SSC, PTC, PAC and LCAP Committees will increase by 50% over the baseline attendance rates. [2027 Local Data]
DELAC Committee Attendance	95% attendance. [2025 Local Data]	DELAC meetings will be held with 90% attendance. (2027 Local Data)
Parent Participation at School Events and Assemblies	85% of Alview parents participated in awards assemblies from September-June. 100% of parents attended kindergarten graduation ceremonies, 90% of Alview parents were in attendance for holiday performances. [2025 Local Data]	Parent participation will increase to 90% for awards assemblies, holiday programs, Back to School nights, LCAP informational meetings, etc. [2027 Local Data]
School Climate Survey	98 Alview parents returned School Climate Surveys in April of 2025. [2025 Local Data]	95% of parents will complete and return School Climate Surveys [2027 Local Data]

Participation in Adult English Classes	On average, 10-15 parents attended weekly ELD classes throughout the 2024-25 school year. [2025 Local Data]	At least 25 parents will participate in Adult ELD Evening Classes. [2027 Local Data]
Parents' and Teachers' Use of ClassDojo	100% of parents and 100% of teachers utilized ClassDojo as a communication tool. [2025 Local Data]	98% of parents and 100% of teachers will utilize ClassDojo as a means of school- parent-teacher communication. [2027 Local Data]
PParent participation in Annual Conferences	100% of parents participated in conferences in the fall of 2024. [2025 Local Data]	98% or more of parents will participate in fall parent-teacher conferences. 100% of parents of students with unique needs will attend individual conferences. [2027 Local Data]

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	Parents will be encouraged to participate in the following school events and/or committees: <ul style="list-style-type: none"> • Back-to-School BBQ. • Fall Parent/Teacher conferences • Alview Monthly awards assemblies • One Book Fair at each campus • Parent Education Nights--Internet Safety, Suicide Prevention, Campus Safety, Human Trafficking Awareness • Spring Parent/Teacher conferences • 3rd Grade Mothers' Day Tea • Kindergarten graduation • DELAC meetings • School Site Council meetings • Parent/Teacher Club meetings • Parent Advisory Council meetings • ELD classes for adults 	All Students, Students with Disabilities	500.00 LCFF - Supplemental 4000-4999: Books And Supplies
3.2	School Climate Survey Annually survey parents to solicit input on communication, climate, and conditions at both schools (funded by general supply budget).	All Students	0 None Specified
3.3	Offer Incentives and Eliminate Barriers to Parent Engagement Provide babysitting for ELD classes and other parent advisory meetings to promote participation by Low -Income parents, parents of English Learners, parents of Foster Youth, and parents of students with exceptional needs.	English Learners, Foster Youth, and Low Income	500.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries
3.4	Provide computer programs for English language acquisition and mastery for home use.	English Learners, Low Income	0 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4000-4999: Books And Supplies
3.5	English Acquisition Support for Parents Offer English Language Development (ELD) classes for parents on a weekly basis. Associated cost is for materials and paraprofessional support.	English Learners, Low Income	1,250.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries
3.7	The District will host regular parent meetings to present pertinent information on school safety, student mental health, internet security, drug abuse, etc.	English Learners, Low-Income Students	1000.00 LCFF 2000-2999: Classified Personnel Salaries

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.

Parent Engagement has been a part of Alview's success. Parents participated in PTC at a higher rate than in years past and they continue to support the District's SPSA process through School Site Council and PAC meetings. At the last parent-teacher conference week, Alview had a 100% attendance rate. This number is indicative of the degree of parent support that affords the District the opportunity for communication and collaboration with families. Due to actions principally directed to reach EL parents, their attendance increased at DELAC and Parent-Teacher Club throughout the 2024-25 school year.

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

Most actions in Goal #3 were implemented with fidelity. The year began with the Back to School Barbecue during which approximately 500 parents were in attendance. Fall conferences had 100% attendance and Parent-Teacher Club quarterly attendance was up by 15% over prior year. Alview had increased attendance for monthly library club assemblies and holiday performances over 2023-24 levels. With regard to babysitting for Parent ESL classes, ADUSD partnered with CUHS to use high school students who provided the service in exchange for community service hours.

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.

Metrics:

- The descriptions of metrics were revised for clarity.
- All data sources for the metrics were indicated.

(Note: To align with LCAP, Expected Outcomes are based on a a three-year cycle)

Actions:

- The phrase, "parents of Foster Youth" was added to Action 3.3 to show the District's intent if one or more Foster Youth enroll in Alview School.

All described changes are listed above in the specified SPSA Metrics and Actions section for Goal 3.

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	\$55,968.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,807,838.50
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 II Part A: Improving Teacher Quality	\$2,500.00

Subtotal of additional federal funds included for this school: \$2,500.00

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 (\$)
Extended Learning Opportunity	\$77,500.00
LCFF	\$993,679.00
LCFF - Base	\$351,159.50
LCFF - Supplemental	\$368,000.00
Lottery: Instructional Materials	\$15,000.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$1,805,338.50

Total of federal, state, and/or local funds for this school: \$1,807,838.50

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
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	77,500.00
LCFF	993,679.00
LCFF - Base	351,159.50
LCFF - Supplemental	368,000.00
Lottery: Instructional Materials	15,000.00
None Specified	0.00
Title II Part A: Improving Teacher Quality	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	1,096,679.00
2000-2999: Classified Personnel Salaries	534,409.50
4000-4999: Books And Supplies	22,250.00
5000-5999: Services And Other Operating Expenditures	86,000.00
5800: Professional/Consulting Services And Operating Expenditures	18,500.00
6000-6999: Capital Outlay	50,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	77,500.00
1000-1999: Certificated Personnel Salaries	LCFF	992,679.00
2000-2999: Classified Personnel Salaries	LCFF	1,000.00

2000-2999: Classified Personnel Salaries	LCFF - Base	351,159.50
	LCFF - Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	24,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	182,250.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,250.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	86,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	18,500.00
6000-6999: Capital Outlay	LCFF - Supplemental	50,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	15,000.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,429,929.00
Goal 2	374,659.50
Goal 3	3,250.00

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
- (3) Classroom Teachers
- (3) Other School Staff
- (6) Parent or Community Members
- (0) Secondary Students

Name of Members	Role
Robin Walton	Classroom Teacher
Marisol Ramirez	Other School Staff
Jennifer Martinez	Other School Staff
Cassie Gomes	Parent or Community Member
Hallie Maddalena	Parent or Community Member
Samantha Becerra	Parent or Community Member
Sandra Hansen	Classroom Teacher
Diana Flores	Parent or Community Member
Sheila Perry	Principal
Sherrie Trost	Classroom Teacher
Cari Tharp	Parent or Community Member
Mary Bertao	Other School Staff
Valerie Alberton	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

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/6/2024.

Attested:

Principal, Sheila Perry on 7/8/2025

SSC Chairperson, Cari Tharp on