



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vista del Lago High School	34673300113571	August 28, 2019	October 24, 2019

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Purpose and Description

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

Schoolwide Program

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

At Vista del Lago, administrators and teachers continue to work toward ensuring equity in learning through Professional Learning Communities that provide high quality instruction, common assessments and data driven intervention and support. Through our partnership with Stanford Challenge Success and our third year of Flextime Intervention, we will target the needs of struggling learners so that all students are prepared to learn and succeed beyond high school.

School Vision and Mission

Mission:

Vista del Lago High School is committed to providing a positive and relevant learning environment where every student is prepared for 21st century college and career success.

Vision:

Vista del Lago High School is a Professional Learning Community dedicated to ensuring that each student gains the knowledge and skills necessary to demonstrate outstanding academic and personal achievement. In partnership with parents and community, we are dedicated to developing engaged and ethical young adults who approach learning with courage, compassion and resilience in a diverse and changing global community.

School & Community Profile

Vista del Lago High School is one of two comprehensive high schools in the city of Folsom. Folsom has rapidly grown into an economically advantaged community with a younger, non-diverse population with the median age being 37.2 years. Over 66.5% of its inhabitants are White, while 12.5% are Asian, 11.2% are Hispanic, 5.7% are Black, and 4.2% identify as two or more races. According to the 2013 census data, the median household income is just over \$98,000 per year.

The growth and development of the community in the last few years has led to a large population growth at Vista del Lago High School, resulting in an overcrowded campus and impacted facilities.

While built to support 1600-1700 students, Vista del Lago has a current enrollment of just under 1900. This was the first year that we have had to overflow students within our boundaries to our neighboring high school, Folsom High School. The latest state data shows that 10% of our students are at the poverty level; less than 1% of our students are homeless and, we currently have three foster youth students; 1% of our students are English Learners (EL). Our unduplicated Free or Reduced Price Meals (FRPM)/EL/Foster youth is at 11%.

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along US Highway 50 and is home to more than 20,000 Pre-K through adult students. There are twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Based on the most recent California Healthy Kids Survey (CHKS), our School Climate Index (SCI) dropped from 385 to 339. While this is still above the state average of 300, this is an area for growth that we will address through our partnership with the Challenge Success program through Stanford University. Challenge Success administered a comprehensive survey to parents and students in the spring of 2019. The results are being analyzed and will be shared with staff in the fall of 2019.

Classroom Observations

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

The administration conducts multiple formal and informal observations each year for all probationary teachers. All tenured teachers are put on a formal observation rotation schedule. All classroom teachers are informally observed through classroom walk-throughs. Vista also strongly encourages its Division Leaders to observe members of their division. Through our observations we have affirmed that the vast majority of our teaching staff is employing sound instructional practices and actively engaging their students. We continue the process of implementing Professional Learning Communities (PLCs) with an emphasis on assessment for learning, an equitable and viable curriculum for all learners, and a sound, standards-based grading policy in every classroom.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Vista administration and teachers review California Assessment of Student Performance and Progress (CAASPP), Advanced Placement (AP), Scholastic Assessment Test (SAT), American College Testing (ACT), and iReady data at the beginning of each school year in an effort to improve instruction and learning. Teacher teams are provided copies of all data and utilize a formal data analysis protocol in order to analyze the strengths and needs of the school as a whole, as well as the programs within their respective departments. Each division develops department goals that support both school-wide needs and department needs for improvement. These goals are connected to the district LCAP and our site WASC and SPSA.

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

The site leadership team reviews grade data every progress reporting period to monitor student progress and ensure equity in all courses. Teachers are expected to develop and utilize common assessments in order to review individual student data and place students in appropriate interventions. i-Ready diagnostic exams also support student placement in FlexTime intervention and appropriate foundation courses. With the implementation of a PLC model, department teams are beginning to have data conversations focused not only on program improvement, but on individual student needs as well.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified and credentialed in the subject area they teach. Vista del Lago is staffed with 78 teachers, 4 administrators, 3 FTE counselors and 62 classified and support staff members. Over 40% of our staff hold master's degrees, and five teachers are National Board Certified. All of our teachers are fully credentialed, NCLB compliant and Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural, Language and Academic Development (BCLAD) authorized. Four of our teachers are in the Beginning Teacher Support and Assessment (BTSA) program.

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

N/A

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

All professional development opportunities available to staff, including workshops, conferences, and district content specialists, support best practices and improved student performance. Site level professional development opportunities focus on best practices PLC implementation..

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

District lead teachers, as well as site division leaders and administrators, provide ongoing support to teachers. Our National Board Certified teachers also play a role in mentoring teachers on campus.

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

Professional Learning Teams collaborate for 90 minutes once per week, three times per month. This collaboration focuses on developing common learning targets and assessments, as well as reviewing student and program data for continual improvement. Release time is also provided for collaborative teams to align curriculum and assessments.

Teaching and Learning

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

Vista staff have been tasked with identifying essential standards, developing shared learning targets, and aligning grading practices. Teachers continue to work on common formative and summative assessments in order to provide equitable learning opportunities as well as necessary intervention to those students who have not yet mastered essential standards.

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

N/A

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

N/A

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

All teachers and students have access to standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses are aligned with the California State Content Standards (CCSS).

Opportunity and Equal Educational Access

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

Vista del Lago offers SAI courses in math and ELA . Special Education students also have access to a Study Skills course. Foundation courses in ELA and Integrated Math I, II & III provide students with the foundational skills necessary to be successful in grade level courses. Students have access to 37 minutes of intervention within the school day, 3 times per week.

Evidence-based educational practices to raise student achievement

In order to create a classroom environment that fosters learning, our school is working toward implementing the PBIS program schoolwide. Teachers also use Advisory to present lessons designed to support college and career readiness. The implementation of PLCs and common learning targets and assessments support timely interventions within the school day and increased student achievement.

Parental Engagement

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

Vista del Lago has a very active Parent Teacher Student Organization (PTSO), as well as drama, music, guitar and athletic booster clubs that contribute significant resources to support student needs..

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Vista's site council meets three times yearly to discuss the schools progress on goals and how best to support school wide initiatives.

Funding

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

Support for intervention, curriculum support and professional development are categorically funded.

Fiscal support (EPC)

Vista del Lago High School has three main sources of funding including district office support, donations, and PTSO and booster group fundraising efforts.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Vista del Lago utilized a variety of outreach efforts for review, update and development of the SPSA.

We receive parent and community input through the following:

- Monthly PTSO meetings
- Monthly Athletic, Music, Art and Drama booster meetings
- Challenge Success Surveys
- One fall and two spring Site Council meetings

We receive student input from the following:

- Monthly Student Senate rep meetings
- Monthly Student Advisory Board meetings
- Student Advisory surveys

We receive staff input through the following:

- Weekly Leadership Team meetings
- Weekly School Culture meetings
- Monthly Academic Intervention meetings
- Monthly Department Leader meetings
- Weekly Counselor meeting
- Monthly certificated meetings
- Quarterly classified meetings
- Bi-yearly staff surveys

Resource Inequities

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

While we don't have any serious inequities, we do have issues when supporting our English Learners with required curriculum since our English Learners (EL) numbers are too low for a separate class. Resources and EL instruction therefore occurs within the regular classroom.

Another inequity unique to our campus is the lack of adequate classrooms and facilities for teachers and students due to over-enrollment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.6%	%	%	9	11	9
African American	1.4%	%	%	23	21	23
Asian	12.7%	%	%	207	258	289
Filipino	2.7%	%	%	44	44	48
Hispanic/Latino	8.1%	%	%	132	154	164
Pacific Islander	0.1%	%	%	1	3	2
White	72.5%	%	%	1,179	1,229	1,213
Multiple/No Response	1.9%	%	%	31	41	52
Total Enrollment				1,626	1,761	1,800

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9	451	512	459
Grade 10	417	460	502
Grade 11	372	411	430
Grade 12	386	376	408
Total Enrollment	1,626	1,761	1,800

Conclusions based on this data:

1. School enrollment has continued to grow steadily each year with enrollment being just over 1870 for this school year. Our campus is now at full capacity and most teachers must share classrooms and use common spaces for prepping areas.
2. As a subgroup, Asian and Latino enrollment percentages increased, while the percentage of white student enrollment decreased from 67.4% to 63.9%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	15	19	19	0.9%	1.1	1.1
Fluent English Proficient (FEP)	99	100	107	6.1%	5.7	5.9
Reclassified Fluent English Proficient (RFEP)	108	136	159	6.6%	7.7	8.8

Conclusions based on this data:

1. Our EL enrollment remains constant, at 1% or less.
2. The percentage of Fluent English Proficient students continues to increase.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	366	401	423	363	401	421	363	401	421	99.2	100	99.5
All Grades	366	401	423	363	401	421	363	401	421	99.2	100	99.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2680.	2683.	2671.	54	58.85	51.78	35	27.43	29.22	10	10.72	13.06	2	2.99	5.94
All Grades	N/A	N/A	N/A	54	58.85	51.78	35	27.43	29.22	10	10.72	13.06	2	2.99	5.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	53	66.08	56.06	43	28.93	36.34	4	4.99	7.60
All Grades	53	66.08	56.06	43	28.93	36.34	4	4.99	7.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	62	63.84	60.33	36	30.92	31.12	2	5.24	8.55
All Grades	62	63.84	60.33	36	30.92	31.12	2	5.24	8.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	40	49.13	44.89	57	46.88	49.17	2	3.99	5.94
All Grades	40	49.13	44.89	57	46.88	49.17	2	3.99	5.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	60	63.59	57.96	38	33.17	36.82	2	3.24	5.23
All Grades	60	63.59	57.96	38	33.17	36.82	2	3.24	5.23

Conclusions based on this data:

1. While our overall ELA scores remained high, the percentage of students scoring at or above standard dropped 4%.
2. There was a slight drop in students scoring above standard in writing, listening and research/inquiry.
3. There was a significant drop in the number of students scoring above standard in reading (-10%).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	366	401	423	363	401	422	363	401	422	99.2	100	99.8
All Grades	366	401	423	363	401	422	363	401	422	99.2	100	99.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2664.	2660.	2661.	29	32.92	32.70	36	28.43	30.81	26	23.69	21.56	9	14.96	14.93
All Grades	N/A	N/A	N/A	29	32.92	32.70	36	28.43	30.81	26	23.69	21.56	9	14.96	14.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	44	45.39	44.55	40	31.17	32.46	17	23.44	22.99
All Grades	44	45.39	44.55	40	31.17	32.46	17	23.44	22.99

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	39	40.40	41.23	50	44.39	46.45	11	15.21	12.32
All Grades	39	40.40	41.23	50	44.39	46.45	11	15.21	12.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	35	39.90	37.68	61	52.87	52.13	4	7.23	10.19
All Grades	35	39.90	37.68	61	52.87	52.13	4	7.23	10.19

Conclusions based on this data:

1. Students meeting or exceeding standards increased overall by almost 3%.
2. We decreased the students scoring below standard in Problem Solving and Modeling & Data Analysis by 3%.
3. Unfortunately, students scoring below standard in Communicating Reasoning increased by 3%.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	*	*	*	*
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9			*	*					*
Grade 10	*	*	*	*					*
Grade 11	*	*	*	*	*	*			*
Grade 12	*	*							*
All Grades	*	*	*	*	*	*			*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*							*
Grade 10	*	*							*
Grade 11	*	*	*	*					*
Grade 12	*	*							*
All Grades	*	*	*	*					*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9					*	*			*
Grade 10	*	*			*	*	*	*	*
Grade 11	*	*	*	*	*	*			*
Grade 12	*	*							*
All Grades	*	*	*	*	*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9			*	*			*
Grade 10	*	*					*
Grade 11	*	*	*	*			*
Grade 12	*	*					*
All Grades	*	*	*	*			*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*					*
Grade 10	*	*					*
Grade 11	*	*					*
Grade 12	*	*					*
All Grades	*	*					*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9			*	*			*
Grade 10	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*
Grade 12	*	*					*
All Grades	*	*	*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9			*	*			*
Grade 10			*	*			*
Grade 11	*	*	*	*			*
Grade 12	*	*					*
All Grades	*	*	*	*			*

Conclusions based on this data:

1. Overall performance levels: 60% scored well developed; 40% scored moderately developed; 10% scored at minimally developed
2. 90% of students scored at Level 4 on Oral Language Performance and Level 3 on Speaking Performance.

3. Students did not score as well on listening, written and reading portions. 90% of students scored at levels 1 or 2 on reading.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,800	11.7%	1.1%	0.1%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	19	1.1%
Foster Youth	2	0.1%
Homeless	9	0.5%
Socioeconomically Disadvantaged	211	11.7%
Students with Disabilities	121	6.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	1.3%
American Indian	9	0.5%
Asian	289	16.1%
Filipino	48	2.7%
Hispanic	164	9.1%
Two or More Races	51	2.8%
Pacific Islander	2	0.1%
White	1,213	67.4%







Conclusions based on this data:

1. In 2018-19, the percentage of enrollment of the white student group decreased from 67.4% to 63.9%.
2. In 2018-19, the percentage of enrollment of Asian and Hispanic students increased from 16.1% to 17.6% and 9.1% to 9.9%.
3. While still low, our number of Homeless Youth doubled from 0.5% of the population to 1%. These homeless are families who are doubling up with other families.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Blue		
English Learner Progress  No Performance Color		
College/Career  Green		

Conclusions based on this data:

1. Our suspension rate increased slightly, but due to our focus on restorative justice and alternative consequences, it continues to remain low at 2.8%.
2. Our percentage of students that are placed in the "prepared" category for College/Career decreased slightly from 74.9% to 70.4%. This remains an area for growth and focus.
3. Our graduation rate increased slightly from 97.9% to 98.7%.

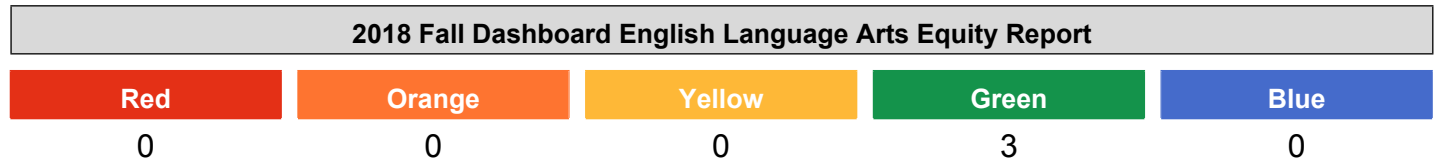
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Green 89.8 points above standard Declined -12 points 414 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Green 30.4 points above standard Declined -34.9 points 46 students
		 No Performance Color 52.7 points below standard Declined -30.2 points 23 students		

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  Green 136.9 points above standard Declined -9.9 points 57 students	Filipino  No Performance Color 91.2 points above standard Declined -54.6 points 11 students
Hispanic  No Performance Color 54.8 points above standard Declined -36.4 points 34 students	Two or More Races  No Performance Color 88.2 points above standard 14 students	Pacific Islander  No Performance Color 0 Students	White  Green 86.1 points above standard Declined -5.9 points 289 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 3 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 5 students	English Only 87.4 points above standard Declined -10 points 352 students
--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

Conclusions based on this data:

1. Student results remained high at 89.8 pts above standards, but did decline 12 points.
2. While they did still score 30.4 points above standard, our socioeconomically disadvantaged students declined 34.9 points. This is 46 students and is a key area for growth and focus.
3. Our students with disabilities scored 52.7 points below standard. This is a high priority for improvement.

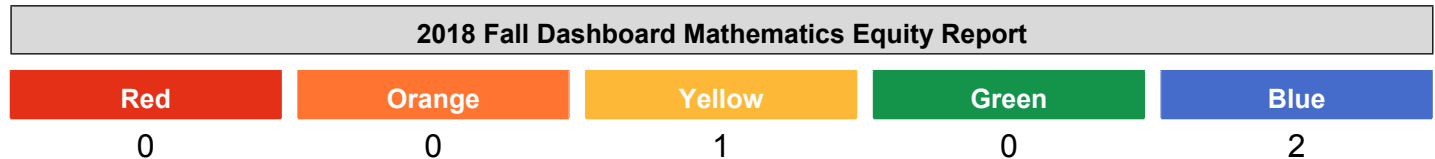
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 34.4 points above standard Maintained 1 points 415 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Socioeconomically Disadvantaged  Yellow 31.2 points below standard Declined -12.6 points 46 students	Students with Disabilities  No Performance Color 127 points below standard Maintained 2.7 points 23 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  Blue 121.5 points above standard Increased 15.5 points 57 students	Filipino  No Performance Color 62.1 points above standard Declined -17.7 points 11 students
Hispanic  No Performance Color 25.8 points below standard Declined -46.1 points 34 students	Two or More Races  No Performance Color 14.1 points above standard 14 students	Pacific Islander  No Performance Color 0 Students	White  Blue 25.4 points above standard Increased 8.7 points 290 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 3 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 5 students	English Only 27.9 points above standard Maintained 2.1 points 353 students
--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

Conclusions based on this data:

- Overall, we maintained at 34.4 points above standard.
- Socioeconomically disadvantaged students declined 12.6 points. This represents 46 students and will be an area for growth and focus.
- Our students with disabilities continue to score 127 points below standard. This is a high priority focus for our math and special education teachers.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
	%	%		

Conclusions based on this data:

1. We have <11 EL students so information is not displayed on the dashboard.

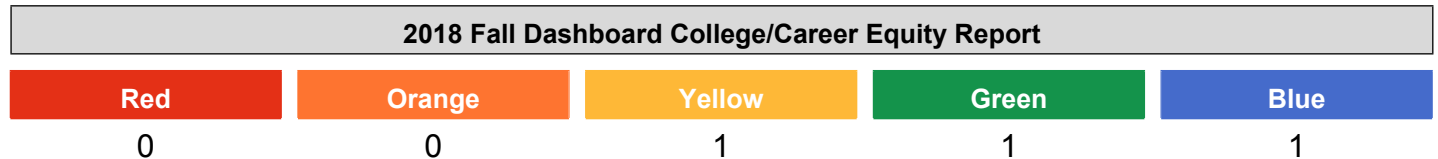
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Green 70.4% prepared Declined -4.6% 395 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 28.6% prepared 14 students	Socioeconomically Disadvantaged  Green 49.3% prepared Increased 7.4% 67 students	Students with Disabilities  No Performance Color 12.5% prepared Declined -2.5% 32 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  Blue 86.6% prepared Maintained -0.1% 67 students	Filipino  No Performance Color 92.3% prepared 13 students
Hispanic  No Performance Color 69.6% prepared Maintained 0.8% 23 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	Pacific Islander  No Performance Color 0 Students	White  Yellow 66.2% prepared Declined -6.4% 278 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
68.8% Prepared	74.9 Prepared	70.4 Prepared
17.1% Approaching Prepared	14.4 Approaching Prepared	14.4 Approaching Prepared
14.1% Not Prepared	10.7 Not Prepared	15.2 Not Prepared

Conclusions based on this data:

1. While we remain in the green, there was a slight decrease in the percentage of students who were prepared, from 74.9% to 70.4%.
2. The decrease was seen in the white subgroup, especially with students who are socioeconomically disadvantaged and students with disabilities.
3. Students who are socioeconomically disadvantaged scored 7.4% higher on our 2018 College Career Ready dashboard.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Overall chronic absenteeism remains low, decreasing from 4% to 3.6%.
2. Chronic absenteeism for socioeconomically disadvantaged students was higher than average.
3. Chronic absenteeism for students with disabilities was higher than average, which is not surprising considering some of the health issues our students with moderate to severe disabilities experience.

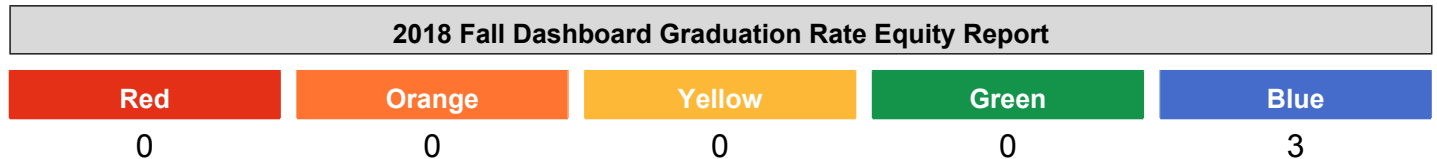
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 98.7% graduated Maintained +0.9% 395 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 100% graduated 14 students	Socioeconomically Disadvantaged  Blue 97% graduated Increased +4% 67 students	Students with Disabilities  No Performance Color 84.4% graduated Increased +9.4% 32 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  Blue 98.5% graduated Maintained +0.7% 67 students	Filipino  No Performance Color 100% graduated 13 students
Hispanic  No Performance Color 100% graduated Maintained 0% 23 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	Pacific Islander  No Performance Color 0 Students	White  Blue 98.6% graduated Increased +1.1% 278 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
97.9% graduated	98.7% graduated

Conclusions based on this data:

1. Our graduation rate increased slightly from 97.9% to 98.7%.
2. The graduation rate of socioeconomically disadvantaged increased by 4%.
3. While the graduation rate of students with disabilities increased by 9.4%, it still remains below the school average.

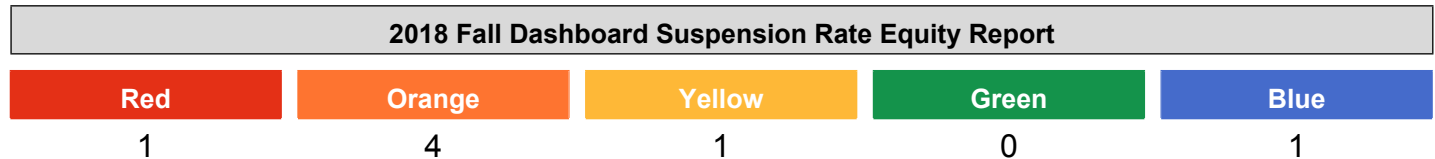
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 2.8% suspended at least once Increased 1.8% 1836 students	English Learners  No Performance Color 5.3% suspended at least once Increased 5.3% 19 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 3 students
Homeless  No Performance Color 7.7% suspended at least once Increased 7.7% 13 students	Socioeconomically Disadvantaged  Red 6.9% suspended at least once Increased 5% 245 students	Students with Disabilities  Orange 5.9% suspended at least once Increased 2.9% 135 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0% suspended at least once Maintained 0% 26 students	American Indian  No Performance Color Less than 11 Students - Data 9 students	Asian  Yellow 0.7% suspended at least once Increased 0.7% 289 students	Filipino  Orange 4.1% suspended at least once Increased 4.1% 49 students
Hispanic  Orange 5.5% suspended at least once Increased 4.2% 165 students	Two or More Races  Blue 0% suspended at least once Maintained 0% 56 students	Pacific Islander  No Performance Color Less than 11 Students - Data 2 students	White  Orange 3.1% suspended at least once Increased 1.9% 1240 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.3% suspended at least once	0.9% suspended at least once	2.8% suspended at least once

Conclusions based on this data:

1. Suspension rates increased by 1.8%. We attribute this to the increase in schoolwide vaping.
2. Suspension rates for students with disabilities increased 2.9%.
3. Suspension rates for students with disabilities , homeless and socioeconomically disadvantaged students remains higher than other subgroups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

Continue the development and implementation of a guaranteed and viable curriculum based on common units of instruction. Units will be built around common learning targets and formative and summative assessments measured by calibrated, shared rubrics in all synonymous courses.

Identified Need

There is a need to establish common formative assessments for each course in ALL content areas to provide usable data to inform instruction and provide targeted, prescribed interventions. This will ensure equal access to curriculum for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of scope and sequence for each course in each content area which includes essential standards, common learning targets, common formative and summative assessments, and success criteria.	Content area PLCs have established essential standards but all are in varied places in developing a shared scope and sequence that includes common learning targets, assessments and success criteria.	All ELA, Math, Science, Social Science and World Language courses will have common assessments aligned to LTs with defined, clear success criteria.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional development through Corwin PLC+ and release time to support the development of common, shared learning targets, assessments and success criteria.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
22,000	Other 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant--PLC+ Foundational Training and Evidence for Action
12,000	Other 1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant--Release time for PLC team to work with Corwin
3,000	Other 4000-4999: Books And Supplies Low Performing Student Block Grant for Book Study--Corwin PLC+ Playbook and workbook
4,000	Donations 5000-5999: Services And Other Operating Expenditures Professional Learning for Instructional Leadership-PLCs for Leaders

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

We made great strides this year toward common assessments in all content areas. Teachers received professional development in PLC implementation and grading reform which supported our efforts. We introduced teachers to Visible Teaching and Learning in August on the two professional development days. All teachers will continue their learning with two days of PLC+ Foundations training in October and two more content specific release days during the year. We will be working with Karen Flores, one of the authors of our book study, PLC+: Better Decisions and Greater Impact by Design. All teachers will have training on the first foundational day. All Math, Science, English, World Language and Social Science teachers will participate in a second day of training.

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

None

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.

We have slightly altered the goal to place more emphasis on the alignment of assessments to learning targets and essential standards.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

Improve school climate through improved student health and wellness and increased student engagement and success. Strategies will incorporate student, staff, and family voice and use collected data to drive efforts and initiatives.

Identified Need

Significant increase in student mental health issues, such as anxiety and depression, related to academic and social pressure and social media issues.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased attendance rates. Decrease in students referred to alternative ed and independent study.	3.6% chronic absenteeism.	Increased attendance rates
Student/parent/staff surveys; reduction in teacher concern reports.	Baseline pending surveys from Stanford Challenge Success.	Increase in parent/student/staff awareness of mental health issues that impact student engagement and school connectedness.
Advanced Placement Students Mental Health Surveys	Baseline pending survey results	Decrease in student stress and anxiety, with a particular focus on AP/Honor students. Increased focus on learning over achievement.
Digital Phone Use Survey.	Baseline pending survey results	Decrease in student access to mobile phones during classroom time. Surveys will indicate change in student attitude toward device dependency.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Partner with Challenge Success to improve students well-being and engagement with learning-- establish site team of parents, students and staff members.
Implement targeted online curriculum to support restorative justice and social emotional learning.
Survey AP students quarterly for stress levels and academic needs.
Increase parent education and outreach through workshops and newsletters.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	S3 Grant 5000-5999: Services And Other Operating Expenditures Stanford Challenge Success
13,000	S3 Grant 5000-5999: Services And Other Operating Expenditures BASE Education
1,000	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Support for MFTs and SUP Crew
1,900	Donations 1000-1999: Certificated Personnel Salaries Release days for Stanford Challenge Success training
1,000	General Fund 1000-1999: Certificated Personnel Salaries Saturday School Base online curriculum for restorative justice
5,000	General Fund 1000-1999: Certificated Personnel Salaries Release time for Student Wellness Survey development and implementation
2,000	Donations

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Stanford Challenge Success presented a well-attended workshop for parents in the spring of 2019. There has been a request for more training and support for teachers and students and increased parent education. We have contracted with Stanford Challenge Success for full services for the 2019-20 school year. There continues to be high levels of academic dishonesty and student stress and anxiety caused by overscheduling, overcommitments and lack of sleep and downtime.

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

There were no major differences.

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.

This goal is expanding this year to include support for over-scheduled, high-achieving AP students. Student response forms will provide us with data about student anxiety and depression related to the stress of AP courses.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study, including A-G, CTE, AP and STEM courses.

Goal 3

Increase College and Career Readiness dashboard rates by increasing UC/CSU a-g completion rates, student participation in CTE courses and pathways, and student access and success in AP courses.

Identified Need

While the majority of our students are prepared for college and careers, we need to increase the percentage of students who enroll and succeed in courses needed for a-g completion. We also need to ensure that students have adequate CTE pathway options.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase A-G completers by 3%	2017-18 63% of total 12th grade enrollment	2018-19, 66% or higher ; 2019-20, 69%
Increase student enrollment in CTE pathway by 2%	Current total, NOT unduplicated enrollment 1244	2018-19, 18% or higher; 2019-20, 20%
Increase student participation in AP courses by 2%	Current total, NOT unduplicated enrollment in AP courses: 2895	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers need more support and training in differentiating instruction for learners at a variety of levels within the same class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	General Fund 5000-5999: Services And Other Operating Expenditures Solution Tree Rtl and GLAD training for teachers
1,000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Release time for teachers to participate in ECBN
5,000	Other 1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant--teacher release for training

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Close analysis of a-g data for each graduation senior.

Teachers will review data and make program improvements to support a-g completer rates.

Advisors will be trained in the importance of college career readiness and different factors that support student success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	General Fund 1000-1999: Certificated Personnel Salaries Release time for training teachers
3,000	General Fund 5000-5999: Services And Other Operating Expenditures FlexTime
5,000	General Fund 5000-5999: Services And Other Operating Expenditures Development of lessons and activities for students and families

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

At the beginning of the year, our head counselor reviewed a-g data and shared examples of barriers to a-G completion. We do not have A-G data on 2018-19 school year at this time, so we cannot determine if we were successful in increasing A-G completers. We did increase the number of AP students taking the AP exam by 3%.

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

Goal 4

Implement and sustain a systematic and targeted intervention program during the school day to increase student achievement and success.

Identified Need

While the majority our students are achieving at high levels, we have a significant number of students who need tier 1 and tier 2 intervention each week. This system needs to be standardized so that all students who need intervention are identified and assigned to FlexTime, regardless of the teacher.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase overall ELA SBAC scores	2017-18 82% at or above standard	2018-19 86% at or above standard
Increase overall Math SBAC scores	2017-18 68% at or above standard	2018-19 70% at or above standard
Increase students with disabilities SBAC scores in both ELA and Math to 20%	2017-18 ELA 8.7% Math 8.7%	2018-19, both scores at least 20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Release Time for PLC teams to develop common formative assessments and a data analysis protocol that will drive learning and intervention efforts. Special Ed teachers will meet regularly with ELA, Math and Science teachers and participate in those PLC teams.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000	Other 1000-1999: Certificated Personnel Salaries Low-Performing Student Block Grant--Release time for collaboration and professional development, training for PLC Team leaders
5,000	Other 1000-1999: Certificated Personnel Salaries Low-Performing Student Block Grant--Intervention planning for ELA and Math Teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Professional Development and training in effective Response to Intervention strategies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000	General Fund 5000-5999: Services And Other Operating Expenditures Turnitin, 5-Star,
22,000	Other 5000-5999: Services And Other Operating Expenditures Low-Performing Student Block Grant--Professional development for ELA, Math and Science Teachers--Mike Mattos, Rtl Solution Tree
2,550	Title III Immigrant Education Program 5000-5999: Services And Other Operating Expenditures FlexiSchd software/program

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

We have successfully implemented a process for providing tier 1 intervention and support to students through FlexTime. As a result, we have decreased Ds/Fs significantly.

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

No major differences

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.

The goal remains the same, though it will be targeted more toward equity.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$150,450.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$1,000.00
Title III Immigrant Education Program	\$2,550.00

Subtotal of additional federal funds included for this school: \$3,550.00

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 (\$)
Donations	\$7,900.00
General Fund	\$28,000.00
Other	\$77,000.00
Parent-Teacher Association (PTA)	\$1,000.00
S3 Grant	\$33,000.00

Subtotal of state or local funds included for this school: \$146,900.00

Total of federal, state, and/or local funds for this school: \$150,450.00

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
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Lori Emmington, Principal	Principal
Jeanine Holton, Assistant Principal	Other School Staff
Miranda Ayad	Classroom Teacher
Phil Leonhardt	Classroom Teacher
Janice Johnson	Parent or Community Member
Marci Madore	Parent or Community Member
Alyssa Johnson	Secondary Student
Anna McHenry	Parent or Community Member
Cade Madore	Secondary Student

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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.	
Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.	
<ol style="list-style-type: none">1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)2. The ELAC shall assist the school in the development of:<ol style="list-style-type: none">a. The school's needs assessment.b. The school's annual language census.c. Ways to make parents aware of the importance of regular school attendance.	




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
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Departmental 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 August 28, 2019.

Attested:

	Principal, Lori Emmington on 8/28/19
	SSC Chairperson, Jeanine Holton on 8/28/19

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

PUBLIC MEETING

School Site Council

August 28th, 2019

Vista del Lago HS

Main Conference Room

3:30 PM

Posted on: August 16, 2019

Posted at: Vista del Lago HS - Front Office

Vista del Lago High School
Site Council Meeting
Main Conference Room: 3:30 PM
Wednesday, 8/28/19

Agenda

1. Safety Plan—Holton
2. Presentation of Single Plan for Student Achievement—Emmington
 - a. Linked on the HUB
3. Proposed Meeting Dates for 2019-2020
 - a. January 29, 2020 @3:15
 - b. May, 6, 2020 @3:15

Vista del Lago High School

Site Council Meeting

Main Conference Room: 3:30 PM

Wednesday, 8/28/19

Agenda

1. Safety Plan—Holton
2. Presentation of Single Plan for Student Achievement—Emmington
 - a. Linked on the HUB
3. Proposed Meeting Dates for 2019-2020
 - a. January 29, 2020 @3:15
 - b. May 6, 2020 @3:15

Vista del Lago High School

Site Council Meeting

Main Conference Room: 3:30 PM

Wednesday, 8/28/19

Meeting Minutes

Members Present: Lori Emmington, Jeanine Holton, Annamarie Williams, Anna McHenry, Miranda Ayad, Kristen Quinton, Janice Johnson, Alyssa Johnson, Marci Madore and Kaden Madore

Meeting opened at 3:15 PM

1. Safety Plan—Holton
 - a. Comprehensive Safety Plan Binder was presented to the team
 - b. Emergency Procedure Checklist was Reviewed
 - c. Lori moved to approve the plan; Anna seconded the motion. Vote was unanimous.
2. Presentation of Single Plan for Student Achievement—Emmington
 - a. Lori presented site goals and budgets
 - b. Janice moved to approve the plan; Anamarie seconded the motion. Vote was unanimous.
3. Proposed Meeting Dates for 2019-2020
 - a. January 29, 2020 @3:15
 - b. May 6, 2020 @3:15

Meeting adjourned at 3:38 PM

Sign - in

Vista: Site Council 2019-20

Date/Time/Location: Wednesday, 8/28/19 main conference room

Name	Sign-in
Miranda Ayad	Miranda
Kristen Quinton	Kristen C/H
Anna McHenry	anna McHenry
Marci Madore	Marci Madore
Janice Johnson	Janice Johnson
Janine Holton	Janine Holton
Annamarie Edwards	AEH
Kaden Madore	Kaden
Alyssa Johnson	Alyssa Johnson
Lori Emmington	L. Emmington