



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 26, 2020	October 22, 2020

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Purpose and Description.....	3
School Vision and Mission	3
School & Community Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program.....	4
Stakeholder Involvement	7
Resource Inequities	7
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results	15
Student Population	17
Overall Performance	18
Academic Performance	19
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	32
Goal 3.....	35
Goal 4.....	38
Budget Summary	41
Budget Summary	41
Other Federal, State, and Local Funds	41
School Site Council Membership	42
English Learner Advisory Committee (ELAC).....	43
Recommendations and Assurances	44

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 work toward ensuring equity in learning through professional learning communities that provide high quality instruction, common assessments and data driven intervention and support. We continue to focus our efforts on the academic, social, and emotional needs of our students through our Flextime Intervention program and our partnership with Stanford Challenge Success.

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 a median age of 40.9 years. Over 62.7% of its inhabitants are White, 16.2% are Asian, 7.06% are Hispanic, 4.12% are Black, and 4.93% identify as two or more races. According to the 2017 census data, the median household income is approximately \$107,000 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 over 1850. Because of this, we now send overflow students within our boundaries to the larger school in our community, Folsom High School.

The latest information from Ed-Data shows that 5.1% of our students are at the poverty level; less than 1% of our students are homeless and, we currently have <5 foster youth students; 0.7% of our students are English Learners (EL). Our unduplicated Free or Reduced Price Meals (FRPM)/EL/Foster youth is at 5.7%.

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 2019-2020 California Healthy Kids Survey (CHKS), our School Climate Index (SCI) improved from the previous year, 339 (2019) up to 357 (2020). In the School Climate Subscale section, overall supports and engagement improved from 344 (2019) to 346 (2020), and overall low violence and substance use improved from 323 (2019) to 353 (2020).

Along with the Stanford Challenge Success program being a main focus, our PBIS team and advisory program continue to focus on the subsection Caring Adult Relationships and Chronic Sadness/Hopelessness. In the Caring Adult Relationship sections, the data from the 2019-20 CHKS indicate an increase in 9th and 11th graders selecting agree or strongly agree at 65 (9th) and 70 (11th). The prior year these numbers were at 62 (9th) and 68 (11th). While these numbers have slightly improved and remain above county averages, the PBIS team and advisory classes continue to focus on ways to make connections for students to a caring adult. Support for improving happens in advisory through team building activities, student guidance and support, character lessons, and similar student focused activities.

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 (PLC) 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 i-Ready 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 Local Control and Accountability Plan (LCAP) and our site WASC and School Plan for Student Achievement (SPSA). Because of COVID-19, there will be no 2020 CAASPP score to utilize for the next school year.

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 74 teachers, 4 administrators, 3 FTE counselors and 60 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 the work of professional learning communities and now, best practices for distance learning.

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. During distance learning, staff are provided extra planning and collaboration time.

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 30 minutes of intervention within the school day, 3 times per week, during distance learning.

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 school wide. 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. During distance learning, these groups will continue to meet virtually.

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 del Lago 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 meetings, which are currently held virtually during the COVID school closure:

- 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 do not 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.

During distance learning, poor Internet access is a disadvantage for some students, though we have provided each student with a Chromebook and there are Internet hot spots available to any family who requests one.

Another inequity unique to our campus is the lack of adequate classrooms and facilities for teachers and students due to over-enrollment. This is not an issue during distance learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.50%	0.53%	0.48%	9	10	9
African American	1.28%	1.37%	1.18%	23	26	22
Asian	16.06%	17.72%	19.52%	289	336	363
Filipino	2.67%	2.43%	2.26%	48	46	42
Hispanic/Latino	9.11%	9.97%	10.65%	164	189	198
Pacific Islander	0.11%	0.21%	0.27%	2	4	5
White	67.39%	63.92%	61.4%	1213	1,212	1,142
Multiple/No Response	0.06%	%	4.25%	1		0
Total Enrollment				1800	1,896	1,860

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	459	520	445
Grade 10	502	460	498
Grade 11	430	475	446
Grade 12	408	441	471
Total Enrollment	1,800	1,896	1,860

Conclusions based on this data:

1. While our enrollment has remained steady, because of school closures and distance learning, we have lost some students to other school options. Consequently, our enrollment has decreased slightly.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	19	16	13	1.1%	0.8%	0.7%
Fluent English Proficient (FEP)	266	302	303	14.8%	15.9%	16.3%
Reclassified Fluent English Proficient (RFEP)	7	5	0	36.8%	26.3%	0.0%

Conclusions based on this data:

1. Our EL enrollment remains constant, at < 1%
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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	401	423	455	401	421	448	401	421	447	100	99.5	98.5
All	401	423	455	401	421	448	401	421	447	100	99.5	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2683.	2671.	2663.	58.85	51.78	49.66	27.43	29.22	30.20	10.72	13.06	12.08	2.99	5.94	8.05
All Grades	N/A	N/A	N/A	58.85	51.78	49.66	27.43	29.22	30.20	10.72	13.06	12.08	2.99	5.94	8.05

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	66.08	56.06	55.48	28.93	36.34	33.56	4.99	7.60	10.96
All Grades	66.08	56.06	55.48	28.93	36.34	33.56	4.99	7.60	10.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	63.84	60.33	55.48	30.92	31.12	36.02	5.24	8.55	8.50
All Grades	63.84	60.33	55.48	30.92	31.12	36.02	5.24	8.55	8.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	49.13	44.89	41.61	46.88	49.17	50.78	3.99	5.94	7.61
All Grades	49.13	44.89	41.61	46.88	49.17	50.78	3.99	5.94	7.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	63.59	57.96	55.26	33.17	36.82	35.35	3.24	5.23	9.40
All Grades	63.59	57.96	55.26	33.17	36.82	35.35	3.24	5.23	9.40

Conclusions based on this data:

1. While our overall ELA scores remained high, the percentage of students scoring at or above standard dropped 4% in 2018-19. Students were not assessed in 2019-20 due to school closure.
2. There was a slight drop in students scoring above standard in writing, listening and research/inquiry in 2019-20.
3. There was a slight drop in the number of students scoring above standard in reading in 2019-20.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	401	423	455	401	422	450	401	422	450	100	99.8	98.9
All	401	423	455	401	422	450	401	422	450	100	99.8	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2660.	2661.	2664.	32.92	32.70	29.56	28.43	30.81	39.33	23.69	21.56	18.67	14.96	14.93	12.44
All Grades	N/A	N/A	N/A	32.92	32.70	29.56	28.43	30.81	39.33	23.69	21.56	18.67	14.96	14.93	12.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	45.39	44.55	44.89	31.17	32.46	36.22	23.44	22.99	18.89
All Grades	45.39	44.55	44.89	31.17	32.46	36.22	23.44	22.99	18.89

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	40.40	41.23	43.56	44.39	46.45	44.89	15.21	12.32	11.56
All Grades	40.40	41.23	43.56	44.39	46.45	44.89	15.21	12.32	11.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	39.90	37.68	41.11	52.87	52.13	49.11	7.23	10.19	9.78
All Grades	39.90	37.68	41.11	52.87	52.13	49.11	7.23	10.19	9.78

Conclusions based on this data:

1. Students meeting or exceeding standards increased overall by almost 3% in 2018-19. Testing did not occur in the 2019-20 school year due to COVID-19 closure.
2. We decreased the number of students scoring below standard in Problem Solving and Modeling & Data Analysis by 3% in 2018-19

3. Unfortunately, students scoring below standard in Communicating Reasoning increased by 3% in 2018-19.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	*	*	*	*	*	*	8
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	4
All Grades							*	16

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*		*		*	*	*
11	*	*	*	*	*	*		*	*	*
All Grades	*	12.50	*	25.00	*	37.50		25.00	*	16

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*		*		*	*	*
All Grades	*	25.00	*	31.25		25.00		18.75	*	16

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	0.00	*	68.75		31.25	*	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	68.75		12.50		18.75	*	16

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
All Grades	*	6.25	*	43.75	*	50.00	*	16

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	6.25	*	68.75		25.00	*	16

Conclusions based on this data:

1. Overall performance levels in 2018-19: 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 in 2018-19.
3. Students did not score as well on listening, written and reading portions. 90% of students scored at levels 1 or 2 on reading. No testing occurred in 2019-20 due to COVID-19 school closures.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1896	10.0	0.8	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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	0.8
Foster Youth	2	0.1
Homeless	16	0.8
Socioeconomically Disadvantaged	189	10.0
Students with Disabilities	134	7.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	1.4
American Indian	10	0.5
Asian	336	17.7
Filipino	46	2.4
Hispanic	189	10.0
Two or More Races	73	3.9
Pacific Islander	4	0.2
White	1212	63.9






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%. In 2019-20, it decreased to 61%.
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%. In 2019-20, Asian student enrollment increased to 20% and Hispanic student enrollment remained steady.
3. The percentage of socioeconomically disadvantaged students decreased by half, from 10% in 2018-19 to 5% in 2019-20.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Blue		
College/Career  Blue		

Conclusions based on this data:

1. Due to our focus on restorative justice and alternative consequences, our suspension rates declined 1.5% and remains in the green at 1.3%
2. Our percentage of students that are placed in the "prepared" category for College/Career increased slightly from 70.4% to 71.2%. Unfortunately, only 50% of our 72 socioeconomically disadvantaged students were prepared. This is an area for growth.
3. Our graduation rate remains steady at 98.6%.

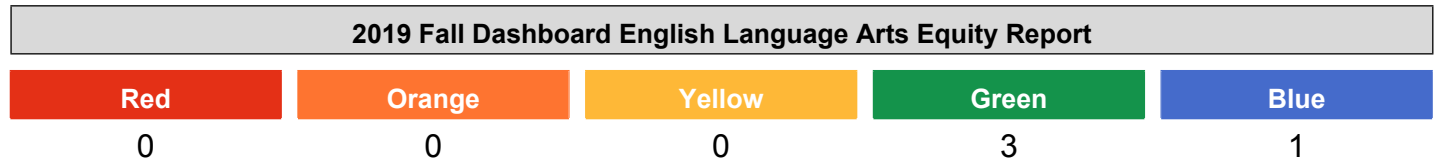
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 79.1 points above standard Declined -10.7 points 451	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 102.5 points above standard Increased Significantly ++72.1 points 36	Students with Disabilities  No Performance Color 45 points below standard Increased ++7.7 points 31

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  Green 122.5 points above standard Declined -14.4 points 82	Filipino  No Performance Color 97.1 points above standard Increased ++5.9 points 13
Hispanic  Green 64.7 points above standard Increased ++9.9 points 52	Two or More Races  No Performance Color 73.3 points above standard Declined -15 points 12	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Green 68.4 points above standard Declined Significantly -17.7 points 281

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 3	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 5	English Only 73.8 points above standard Declined -13.6 points 376
---	---	---

Conclusions based on this data:

1. Student results declined 10.7 points to 79.1.
2. While Hispanic student scores increased 9.9 points, White student scores declined 17.7 points and Asian student scores declined 14.4.
3. Socioeconomically disadvantaged student scores are now in the blue zone based on an increase of 72.1 points. Students with Disabilities scores also increased by 7.7 points, however, this score remains 45 points below standard.

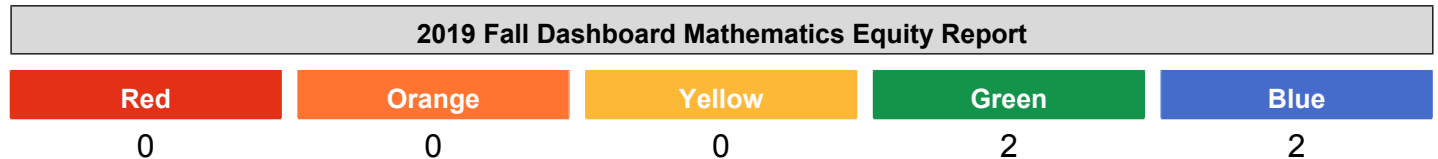
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 36.8 points above standard Maintained ++2.4 points 452	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged  Blue 42.4 points above standard Increased Significantly ++73.6 points 36	Students with Disabilities  No Performance Color 117.1 points below standard Increased ++9.9 points 31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  Green 104.9 points above standard Declined Significantly -16.6 points 81	Filipino  No Performance Color 48 points above standard Declined -14.1 points 13
Hispanic  Blue 11.8 points above standard Increased Significantly ++37.6 points 52	Two or More Races  No Performance Color 7.2 points above standard Declined -6.9 points 12	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Green 23.7 points above standard Maintained -1.7 points 283

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 3	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 5	English Only 28 points above standard Maintained ++0.1 points 378
---	---	---

Conclusions based on this data:

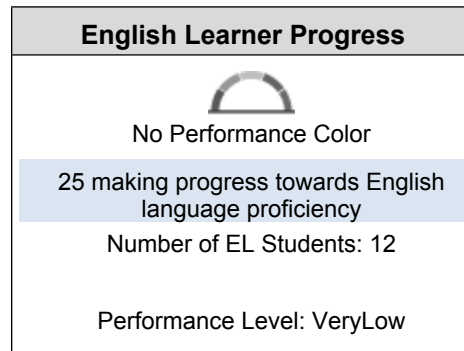
- Overall, we maintained at 36.8 points above standard.
- Asian students remained above standard, but declined 16.6 points. White students maintained at 23.7 points above standard.
- Hispanic student scores increased 37.6 points. Socioeconomically disadvantaged student scores increased 73.6 points. Scores of students with disabilities increased 9.9 points but remained significantly below standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	5	1	2

Conclusions based on this data:

- 16.6% of English Learners progressed at least one ELPI level.
- 41.6% of English Learners maintained ELPI levels 1, 2L, 2H, 3L, 3H.
- 33.3% of English Learners decreased at least one ELPI level.

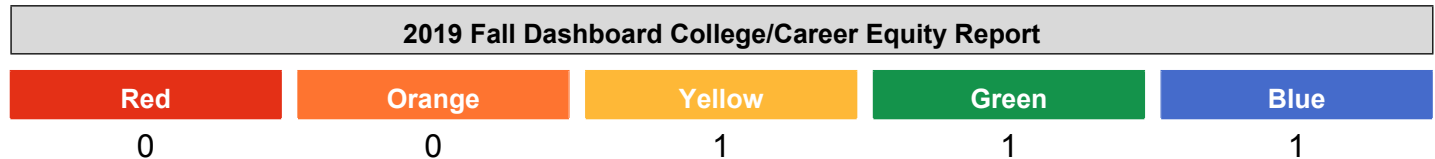
School and Student Performance Data

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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Blue 71.2 Maintained +0.8 431	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 60 Increased Significantly +31.4 15	Socioeconomically Disadvantaged  Yellow 50 Maintained +0.7 72	Students with Disabilities  No Performance Color 11.1 Maintained -1.4 27

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 82 Declined -4.6 61	 No Performance Color 81.8 Declined Significantly -10.5 11
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 51.3 Declined Significantly -18.3 39	 No Performance Color 58.8 17	 No Performance Color 0 Students	 Blue 72.4 Increased +6.2 293

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	70.4 Prepared	71.2 Prepared
Approaching Prepared	14.4 Approaching Prepared	15.5 Approaching Prepared
Not Prepared	15.2 Not Prepared	13.2 Not Prepared

Conclusions based on this data:

1. White student group scores increased 6.2% with 72.4% prepared.
2. Asian student scores declined 4.6% with 82% prepared.
3. Students who are socioeconomically disadvantaged maintained 0.7% with only 50% prepared.

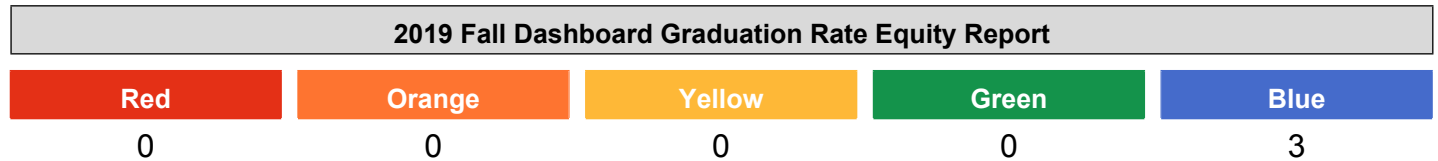
School and Student Performance Data

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 98.6 Maintained -0.1 432	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 100 Maintained 0 15	Socioeconomically Disadvantaged  Blue 97.2 Maintained +0.2 72	Students with Disabilities  No Performance Color 85.7 Increased +1.3 28

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 96.7 Declined -1.8 61	 No Performance Color 100 Maintained 0 11
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 94.9 Declined -5.1 39	 No Performance Color 94.1 17	 No Performance Color 0 Students	 Blue 99.7 Increased +1.1 294

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
98.7	98.6

Conclusions based on this data:

1. Our graduation rate remained steady at 98.6%.
2. Graduation rates of Asian students declined 1.8% to 96.7%.
3. Socioeconomically disadvantaged students maintained graduation rates at 97.2%; students with disabilities also increased 1.3% to 85.7%.

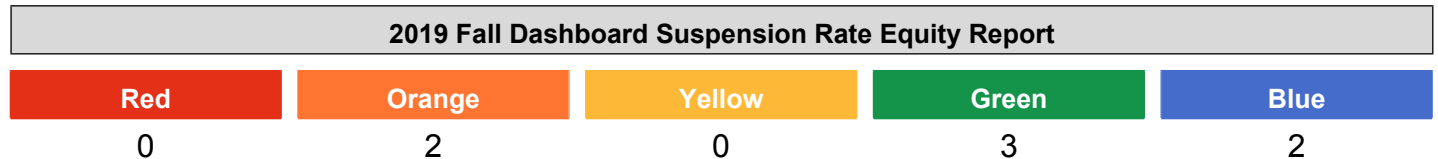
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.3 Declined -1.5 1927	English Learners  No Performance Color 0 Declined -5.3 19	Foster Youth  No Performance Color Less than 11 Students - Data Not 3
Homeless  No Performance Color 0 Declined -7.7 22	Socioeconomically Disadvantaged  Green 1.6 Declined Significantly -5.3 188	Students with Disabilities  Orange 6.8 Increased +0.8 148

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Maintained 0 27	American Indian  No Performance Color Less than 11 Students - Data 10	Asian  Green 0.9 Maintained +0.2 337	Filipino  Blue 0 Declined -4.1 46
Hispanic  Green 2.6 Declined Significantly -2.9 196	Two or More Races  Orange 5.1 Increased +5.1 78	Pacific Islander  No Performance Color Less than 11 Students - Data 4	White  Blue 1.1 Declined Significantly -2 1229

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.8	1.3

Conclusions based on this data:

1. Suspension rates declined 1.5% to 1.3%.
2. Suspension rates for students with disabilities increased 0.8% to 6.8%.
3. Suspension rates for students identifying as two or more races increased 5.1% to 5.1% suspended at least once.

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

100% of teachers in synonymous courses will align curriculum and assessments to ensure academic equity in distance, hybrid or traditional learning.

Identified Need

Common learning targets and formative and summative assessments measured by calibrated, shared rubrics in all synonymous courses will ensure equal access to high levels of learning 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 teams 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 learning and release time to support the development of common, shared learning targets, proficiency scales, 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)
15,000	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
8,000	General Fund 4000-4999: Books And Supplies Software and online programs to support distance learning
4,000	Site Based Gifts and Donations 5000-5999: Services And Other Operating Expenditures Professional development for distance learning

Annual Review

SPSA Year Reviewed: 2019-20

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 continued to make progress toward common assessments in all content areas. While our PLC and Better Decisions and Greater Impact by Design training was cancelled due to school closures, we hope to continue that training once schools reopen. Teacher teams have revised course structure to accommodate distance learning, and the immediate focus has been on integrating technology with curriculum and instruction.

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

We did not use the budgeted expenditures as the trainings were cancelled due to COVID-19.

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 aligning our curriculum and instruction with the needs of a distance learning environment.

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

Increase the percent of students who feel connected to, or valued by, one or more adults on campus by 10%

Identified Need

We are seeing a significant increase in student mental health issues, such as anxiety and depression, related to academic and social pressure and social media issues. Having a trusted adult on campus will support student's success academically, socially and emotionally.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased Advisory participation	Use beginning of the year Advisory survey as baseline	10% increase in positive views of Advisory
Increased student connectedness	Use beginning of the year Advisory survey as baseline	20% increase in students who feel connected to caring adult
Increased teacher awareness of culturally responsive teaching	Use beginning of the year survey as baseline	20% increase in teachers' understanding and use of culturally responsive teaching methods
		.

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.
 Parent education and outreach through newsletters and resources.
 Staff professional learning around culturally responsive teaching
 Staff professional learning around equity and access
 Staff professional learning around social emotional learning

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	Donations 5000-5999: Services And Other Operating Expenditures Stanford Challenge Success Partnership and Workshops
4,000	General Fund 5000-5999: Services And Other Operating Expenditures Challenge Success Workshops
1,000	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Support for Advisory and SUP Crew
3,000	General Fund 4000-4999: Books And Supplies Culturally Responsive Teaching Book Study
2,000	Site Based Gifts and Donations 4000-4999: Books And Supplies SEL Advisory activities

Annual Review

SPSA Year Reviewed: 2019-20

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.

This goal has been modified to have a different focus and outcome, so we will be using this year as a baseline year to collect data for effectiveness.

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

We have budgeted expenditures for SEL activities for Advisory and for Culturally Responsive Teaching resources for teachers.

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 has been adjusted to include teacher resources for culturally responsive teaching and resources to support SEL activities in Advisory.

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 from 71% to 80%.

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 are aware of CTE pathway options.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase A-G completers by 2%	2017-18 63% of total 12th grade enrollment	2019-20 was 70%; we hope 2020-21 will be 72%
Increase student enrollment in CTE pathway by 2%	Current total, NOT unduplicated enrollment 1244; need percentages from A. Caddell.	

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

Use FlexTime to support students and increase achievement in A-G courses. Intervention Coordinator will oversee FlexTime and quarterly whole-school data conversations with a focus on student progress in A-G courses. 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)
6,000	Other 5000-5999: Services And Other Operating Expenditures Low Performing Student Grant--Solution Tree Rtl
1,000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Release time for teachers to participate in ECBN
3,000	General Fund 5000-5999: Services And Other Operating Expenditures Flexisched

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

Market CTE pathways and increase student enrollment in these programs

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
1,000	Site Based Gifts and Donations 5000-5999: Services And Other Operating Expenditures Career Speaker Series through Advisory and FlexTime
1,000	General Fund 5900: Communications Promotional Materials for CTE

Annual Review

SPSA Year Reviewed: 2019-20

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 have succeeded in increasing our A-G completers by 3% each year. This is in large part due to our use of Flextime and Intervention. CTE enrollment continues to increase in Biomedical and Computer Science pathways. There has been a decrease in Photo and Animation pathway enrollment.

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

Increase the number of students achieving at or above grade level standards in ELA and Math by 5%.

Identified Need

While the majority our students are achieving at high levels, we still have approximately 15% of our students scoring below grade level in ELA and 27% of our students scoring below grade level in Math. All means 100%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase overall ELA SBAC scores by 5%	79.1% above standard	84%
Increase overall Math SBAC scores by 5%	68.9 % above standard	73%

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

Common formative assessments and a data analysis protocol 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

Intervention Coordinator and Professional Development and training in effective Response to Intervention strategies
Writing Labs and Flextime Writing Workshops
Administration of CAASPP practice tests

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,
10,000	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 FlexiSched software/program
20,000	Other 1000-1999: Certificated Personnel Salaries Low Performing Student Grant--Intervention Coordinator 33%

Annual Review

SPSA Year Reviewed: 2019-20

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 and Tier 2 intervention and support to students through FlexTime. As a result, we have decreased Ds/Fs significantly. However, while our overall ELA scores remained high, the percentage of students scoring at or above standard dropped slightly in 2018-19. Students meeting or exceeding math standards increased overall by almost 3% in 2018-19. Students were not assessed in 2019-20 due to school closure.

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

Due to budget cuts, we no longer have an intervention coordinator. Because this work is so vital to our intervention program, we will use our Low Performing Student Performing Grant funds to support this position for one block each day. Planned professional development was not completed due to COVID-19 school closures.

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

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	\$124,550.00

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	\$8,000.00
General Fund	\$29,000.00
Other	\$76,000.00
Parent-Teacher Association (PTA)	\$1,000.00
Site Based Gifts and Donations	\$7,000.00

Subtotal of state or local funds included for this school: \$121,000.00

Total of federal, state, and/or local funds for this school: \$124,550.00

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 8/26/20.

Attested:

	Principal, Lori Emmington on 8/26/20
	SSC Chairperson, Jeanine Holton on 8/26/20

Vista del Lago High School
Site Council Meeting
Virtual Meeting: Wednesday, 8/26/20

Agenda

1. Work Site Specific Plan/Safety Plan Information & Progress—Holton
2. Presentation of Single Plan for Student Achievement—Emmington
 - a. Linked on the HUB
3. Proposed Meeting Dates for 2020-2021, TBD

Timestamp	First Name	Last Name	Do you approve the SPSA	If you replied No above, please explain your answer here.
8/26/2020 15:00:30	Annamarie	Edwards	Yes	N/A
8/26/2020 15:01:04	Marci	Madore	Yes	*
8/26/2020 15:12:19	Kristen	Quinton	Yes	n/a
8/26/2020 15:12:35	Anna	McHenry	Yes	I approve
8/26/2020 15:14:30	Miranda	Ayad	Yes	Thank you Lori and Jeanine!
8/26/2020 15:17:57	Jeanine	Holton	Yes	N/A
8/26/2020 15:29:30	Lori	Emmington	Yes	NA
8/26/2020 18:31:19	Kaden	Madore	Yes	
8/26/2020 21:21:59	Alyssa	Johnson	Yes	
8/26/2020 21:27:29	Janice	Johnson	Yes	IMpressed with how thorough the COVID section is

Vista del Lago High School
Site Council Meeting Minutes
Virtual Meeting: Wednesday, 8/26/20

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

1. Work Site Specific Plan/Safety Plan Information & Progress—Holton
 - a. Work Site Specific Plan was presented to the team
 - b. Site specific needs chart was reviewed by the team
No additions or changes at this time
2. Presentation of School Plan for Student Achievement—Emmington
 - a. Lori presented site goals and budgets
 - b. Annamarie moved to approve the plan; Kristen seconded the motion. Vote was unanimous.
3. Proposed Meeting Dates for 2021-2022, TBD

Meeting adjourned at 3:28 PM