School Year: **2021-22**

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	September 1, 2021	October 21, 2021

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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 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 Advisory and Flextime Intervention program.

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 the 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 have led to 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 1800.

The latest information from Ed-Data shows that 5% 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-one 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 the 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 2020-21 CHKS indicated a decrease in 9th graders selecting "Very much true" or "Pretty much true" at 51% (9th grade) and 59% (11th grade). The prior year these numbers were at 65 (9th) and 70 (11th). These numbers have decreased and may be attributed to the school shutdowns and the global pandemic. The PBIS team and advisory classes continue to focus on ways to make connections for students to 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, and 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 schoolwide 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 are no 2020 or 2021 CAASPP scores to utilize for this 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 six 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. Three 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)

All teachers are qualified by credential, all teachers have access to professional development through GoSignMeUp (GSMU); all teachers participate in site professional development at Faculty Meetings and during Professional Learning Community designated time to support our Single plan for Student Achievement (SPSA) goals.

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 support school and district wide equity work.

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. Vista is 1:1 with all students having access to computing devices while they are on the campus with available Wi-Fi campus-wide.

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 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.

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, ensuring consistency in behavior expectations, interventions, and supports across the campus. 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 the 2021-2022 school year 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 six 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:
Monthly PTSO meetings
Monthly Athletic, Music, Art and Drama booster meetings
Three fall and three 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 the required curriculum since our English Learners (EL) numbers are too low for a separate class. Resources and EL instruction, therefore, occur within the regular classroom. However, we recognize there is a gap in the data at the district level.

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.53%	0.48%	0.3%	10	9	5
African American	1.37%	1.18%	1.4%	26	22	25
Asian	17.72%	19.52%	21.7%	336	363	392
Filipino	2.43%	2.26%	2.4%	46	42	43
Hispanic/Latino	9.97%	10.65%	10.1%	189	198	182
Pacific Islander	0.21%	0.27%	0.2%	4	5	3
White	63.92%	61.4%	59.2%	1,212	1,142	1,072
Multiple/No Response	3.85%	4.25%	4.9%	73	79	88
			Total Enrollment	1,896	1,860	1,810

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	520	445	448
Grade 10	460	498	433
Grade 11	475	446	469
Grade 12	441	471	460
Total Enrollment	1,896	1,860	1,810

Conclusions based on this data:

1. While our enrollment has remained relatively steady, because of school closures and distance learning, we have lost some students to other school options. Consequently, our enrollment has decreased slightly, particularly with the 9th freshman class. We are seeing some students return to our school for the 2021-2022 school year.
2. While the white subgroup is still the majority, there has been a slight increase in the diversity of our student population.
3. Vista is at capacity and limiting enrollment to only students living within our boundaries.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	16	13	10	0.8%	0.7%	0.6%
Fluent English Proficient (FEP)	302	303	313	15.9%	16.3%	17.3%
Reclassified Fluent English Proficient (RFEP)	5	0	1	26.3%	0.0%	7.7%

Conclusions based on this data:

1. Our EL enrollment remains constant, at < 1%
2. The percentage of Fluent English Proficient students continues to increase.
3. EL students continue to be provided additional language supports through Vista's English Foundations course.

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 2018-2019. Students were not assessed in 2019-2020 or 2020-2021 due to school closures and hybrid learning.
2. There was a slight drop in students scoring above standard in reading, writing, listening and research/inquiry in 2018-2019
3. There was a slight drop in the number of students scoring above standard in the overall achievement in ELA in 2018-2019.

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 2018-2019. Testing did not occur in the 2019-2020 or 2020-2021 school year due to COVID-19 closure and hybrid learning.
2. We decreased the number of students scoring below standard in Problem Solving and Modeling & Data Analysis by 3% in 2018-2019

3. Unfortunately, students scoring below standard in Communicating Reasoning increased by 3% in 2018-2019.

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 2018-2019: 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 2018-2019.
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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,860	**5.6**	**0.7**	**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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	13	0.7
Foster Youth	2	0.1
Homeless	11	0.6
Socioeconomically Disadvantaged	104	5.6
Students with Disabilities	139	7.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	22	1.2
American Indian	9	0.5
Asian	363	19.5
Filipino	42	2.3
Hispanic	198	10.6
Two or More Races	79	4.2
Pacific Islander	5	0.3
White	1,142	61.4

Conclusions based on this data:

1. In 2018-2019, the percentage of enrollment of the white student group decreased from 67.4% to 63.9%. In 2019-2020, it decreased to 61% and further dropped to 59% in the 2021-2020 school year.

2. In 2018-2019, the percentage of enrollment of Asian and Hispanic students increased from 16.1% to 17.6% and 9.1% to 9.9%. In 2019-2020, 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 2018-2019 to 5% in 2019-2020 and has remained steady for the 2021-2022 school year.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 rate declined to 1.3% for the 2018-2019 school year.
2. Our percentage of students that are placed in the "prepared" category for College/Career increased from 71.2% to 76.8%. Unfortunately, while our socioeconomically disadvantaged students that were prepared increased slightly, they are still below the school average. This continues to be an area for growth.
3. Our graduation rate decreased slightly from 98.6% in 2019 to 97.8% in 2020, but still remains above the state and district rates.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	1

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	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
79.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.7 points	8	1
451		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
0 Students	102.5 points above standard	45 points below standard
	Increased Significantly ++72.1 points	Increased ++7.7 points
	36	31

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	122.5 points above standard	97.1 points above standard
5	4	Declined -14.4 points	Increased ++5.9 points
		82	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
64.7 points above standard	73.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	68.4 points above standard
Increased ++9.9 points	Declined -15 points	2	Declined Significantly -17.7 points
52	12		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	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	73.8 points above standard
3	5	Declined -13.6 points
		376

Conclusions based on this data:

1. Student results declined 10.7 points to 79.1. No Smarter Balance Summative Assessment was given in 2020 or 2021 due to school closure and hybrid learning.
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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	2

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	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
36.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.4 points	8	1
452		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Blue	No Performance Color
	42.4 points above standard	117.1 points below standard
	Increased Significantly ++73.6 points	Increased ++9.9 points
	36	31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	104.9 points above standard	48 points above standard	
Declined Significantly -16.6 points	Declined -14.1 points		
5	4	81	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
11.8 points above standard	7.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	23.7 points above standard
Increased Significantly ++37.6 points	Declined -6.9 points	2	Maintained -1.7 points
52	12		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	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	28 points above standard
3	5	Maintained ++0.1 points
		378

Conclusions based on this data:

1. Overall, we maintained at 36.8 points above standard. No Smarter Balance Summative Assessment was given in 2020 or 2021 due to school closure and hybrid learning.
2. Asian students remained above standard, but declined 16.6 points. White students maintained at 23.7 points above standard.
3. 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

English Learner Progress
No Performance Color
25 making progress towards English language proficiency
Number of EL Students: 12
Performance Level: VeryLow

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
33.3	41.6	8.3	16.6

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
71.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.8	0 Students	0 Students
431		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

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 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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**
70.4 **Prepared**	70.4 **Prepared**	71.2 **Prepared**
14.4 **Approaching Prepared**	14.4 **Approaching Prepared**	15.5 **Approaching Prepared**
15.2 **Not Prepared**	15.2 **Not Prepared**	13.2 **Not Prepared**

Conclusions based on this data:

1. The college/career indicator increased to 76.8% for 2020.
2. Students with disability increased from 11% prepared in 2019 to 17.6% in 2020. This continues to be an area for need for our students with disabilities.
3. Students who are socioeconomically disadvantaged increased from 50% prepared in 2019 to 72.7% in 2020.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

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	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
98.6	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Maintained -0.1	7	
432		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
100	97.2	85.7
Maintained 0	Maintained +0.2	Increased +1.3
15	72	28

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	96.7	100
9	1	Declined -1.8	Maintained 0
		61	11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Blue
94.9	94.1	0 Students	99.7
Declined -5.1	17		Increased +1.1
39			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 decreased slightly form 98.6% in 2019 to 97.8% in 2020, but still remains well above district and state levels.
2. Students with disabilities graduation rates decreased from 85.7% in 2019 to 73.5% in 2020.
3. Socioeconomically disadvantaged students graduation rates decreased from 97.2% in 2019 to 93.9% in 2020.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	3	2

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	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
1.3	0	Less than 11 Students - Data Not [illegible] 3
Declined -1.5	Declined -5.3	
1927	19	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
0	1.6	6.8
Declined -7.7	Declined Significantly -5.3	Increased +0.8
22	188	148

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	Blue
0	Less than 11 Students - Data 10	0.9	0
Maintained 0		Maintained +0.2	Declined -4.1
27		337	46
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Blue
2.6	5.1	Less than 11 Students - Data 4	1.1
Declined Significantly -2.9	Increased +5.1		Declined Significantly -2
196	78		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 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

Goal 1 - All students will receive equitable instruction from highly-qualified teachers 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 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

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

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 learning targets 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

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

Professional learning and release time to support the development of intervention strategies to support high levels of learning for all students.

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 5800: Professional/Consulting Services And Operating Expenditures Low performing student block grant - Solution Tree Consultant
5,000	General Fund 4000-4999: Books And Supplies Software and online programs to support student learning
5,000	Site Based Gifts and Donations

	5000-5999: Services And Other Operating Expenditures Release time for PLC team work

Annual Review

SPSA Year Reviewed: 2020-21

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. PLC trainings and team support will continue with our Solution Tree PD and consultant activities.

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 revised the goal to place more emphasis on aligning our curriculum, instructions, assessments, and intervention as we return to full-day instruction.

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

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5 and 6).
2.1 - Increase student attendance rates and reduce chronic absences for all students.
2.2 - Increase the high school graduation rate and decrease the dropout rate.
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

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 continue to see a significant increase in student mental health issues, such as anxiety and depression, related to academic and social pressure and social media issues. As we return to full-day instruction, 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 2020 CHKS as baseline	10% 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
Increase parent participation	Use beginning of the year parent survey as a baseline	10% increase in parent participation

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

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)
25000	Other 5000-5999: Services And Other Operating Expenditures Low Performing Block Grant -- Solution Tree Beyond Conversations about Race Professional Development
4,000	Donations 1000-1999: Certificated Personnel Salaries Release days for PLC Leaders to support SEL and equity professional development
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

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

Continue the work of the Challenge Success team to improve students' well-being and engagement with learning.
Facilitate parent summits to solicit feedback and grow partnerships to improve Vista's SEL and equity work.
Parent education and outreach through newsletters and resources.

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)
3000	General Fund 1000-1999: Certificated Personnel Salaries Release time for staff to develop and implement parent summits and surveys to gather feedback.
3000	General Fund 5000-5999: Services And Other Operating Expenditures Challenge Success workshops/services.

Annual Review

SPSA Year Reviewed: 2020-21

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, including the involvement of more stakeholder input from students and families.

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 increased professional development and stakeholder involvement in our equity work.

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.

Last year we began work on culturally responsive teaching and the goal has been adjusted to continue this work and to increase stakeholder engagement in this work.

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

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4 and 7)
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP) and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

Increase College and Career Readiness dashboard rates by from 76.8% 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%	2017-2018 63% of total 12th grade enrollment	2020-2021 was 76.8%; we are aiming for 80% in 202120-22
Increase CTE pathway completers by 2%	2018-2019 21.1% of total 12th grade enrollment completed a pathway	2020-2021 was 30.4%; we are aiming for 32.5% in 2021-2022

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.
The 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 the 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 RtI
1,000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Release time for teachers to participate in ECBN

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
5,000	General Fund 2000-2999: Classified Personnel Salaries Classified staff support for college and career readiness

Annual Review

SPSA Year Reviewed: 2020-21

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 a large increase in our A-G completers from 72% to 76.8% last year. This is in large part due to a change in science course sequencing and our continued 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

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)
4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 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 grade level progress through access to grade level curriculum and quality first instruction.
4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.
4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.
4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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, RtI 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: 2020-21

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 2018-2019. Students meeting or exceeding math standards increased overall by almost 3% in 2018-2019. Students were not assessed in 2019-2020 or 2020-2021.

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 did not have an intervention coordinator for the 2020-2021 school year. 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, but we plan to provide this professional development for the 2021-2022 school year.

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	$174,550.00

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	$4,000.00
General Fund	$38,000.00
Other	$116,000.00
Parent-Teacher Association (PTA)	$1,000.00
Site Based Gifts and Donations	$12,000.00

Subtotal of state or local funds included for this school: $171,000.00

Total of federal, state, and/or local funds for this school: $174,550.00

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

4 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Kimberly Moore, Principal	Principal
Jeanine Holton, Assistant Principal	Other School Staff
Marci Madore	Other School Staff
Elicia Masztal	Classroom Teacher
Brian Schaubmayer	Classroom Teacher
Kiersten Crowley Brunt	Parent or Community Member
Gopi Kolli	Parent or Community Member
Anu Busani	Parent or Community Member
Sarah Galovan	Secondary Student
Camryn Rhodes	Secondary Student
Michelle Baldwin	Classroom Teacher
Brittany Shapley	Classroom Teacher

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.

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:
   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 9/1/2021.

Attested:

	Principal, Kimberly Moore on 9/1/2021
	SSC Chairperson, Jeanine Holton on 9/1/2021

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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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/guidanceuseseinvestment.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/guidanceuseseinvestment.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

Vista del Lago High School

Site Council Meeting

Virtual Meeting: Wednesday, 9/01/21

Agenda

1. Welcome & Introductions, Purpose of the SSC
    a. Attendance will be taken through Google Form, TBA

2. Presentation of Single Plan for Student Achievement—Moore
    a. Discussion
    b. Voting Link will be sent out after meeting

3. Proposed Meeting Dates for 2021-2022, TBD

Timestamp	First Name	Last Name	Role	would like reflected in the document?	SPSA plan to be moved	please share your
9/1/2021 16:38:01	Elicia	Masztal	Teacher	options should be available to	Yes	
9/1/2021 17:54:08	Brian	Schaubmayer	Teacher	alternative schooling options for	Yes	
9/1/2021 22:15:22	Gopi	Kolli	Parent	(and explained to us in the Site	Yes	
9/2/2021 7:56:30	Marci	Madore	Classified Staff	Looks good	Yes	
9/2/2021 8:49:57	Michelle	Baldwin	Teacher	No.	Yes	
9/2/2021 13:42:55	Jeanine	Holton	Administrator		Yes	
9/2/2021 14:02:31	Kimberly	Moore	Administrator		Yes	
9/2/2021 14:08:56	Brittany	Shapley	Teacher	No suggestions at this time.	Yes	
9/2/2021 14:40:19	Anupama (Anu)	Busani	Parent	No	Yes	
9/2/2021 17:25:27	Kiersten	Crowley Brunt	Parent	PTSO Allocation	Yes	
9/3/2021 11:39:11	Sarah	Galovan	Student		Yes	
9/3/2021 13:29:06	Camryn	Rhodes	Student	n/a	Yes	

Vista del Lago High School

Site Council Meeting Minutes

Virtual Meeting: Wednesday, 9/01/21

Members Present: Kim Moore, Jeanine Holton, Marci Madore, Elicia Masztal, Brian Schaubmayer, Kolli Gopi, Michelle Baldwin, Brittany Shapley, Anu Busani, Keirsten Crowley Brunt, Sarah Galovan, Camryn Rhodes

Start of meeting: 3:30 PM

Minutes

1. Welcome & Introductions, Purpose of the SSC
    a. Attendance will be taken through Google Form
        i. Jeanine Holton began with sharing the purpose of the Site Council and sharing the agenda for the meeting. The meeting was held virtually so a Google Form will be shared at the conclusion of the meeting via email for attendance and to take a vote to approve moving forward with the SPSA.

2. Presentation of Single Plan for Student Achievement—Moore
    a. Discussion
        i. Kim Moore shared an overview of the SPSA draft and then took a deeper dive with team by looking closely at each goal with discussion and feedback from team. All suggestions were documented on Google Form.
    b. Voting Link will be sent out after meeting
        i. Email link was sent immediately following the meeting and feedback from discussion was documented on the form.
        ii. Vote to approve the SPSA plan was unanimously in favor.

3. Proposed Meeting Dates for 2021-2022
    a. 8/30 (email)
    b. 9/1
    c. 11/3 (proposed email)
    d. 1/19
    e. 3/23
    f. 5/4 (proposed email)

Meeting adjourned at: 4:30 PM