



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	School Site Council (SSC) Approval Date	Local Board Approval Date
Vista del Lago High School	34673300113571	June 13, 2023	September 21, 2023

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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

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

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 Curriculum, 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 students, 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.

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).

Along with the California Healthy Kids Survey (CHKS), several other district and site surveys were utilized during the 2022-2023 school year to assess students' connection to school and mental health needs. Based on the CHKS indicators, School Connectedness and Caring Adult Relationships increased for both 9th and 11th graders compared to last year. These levels are continuing to rebound and more closely resemble pre-pandemic levels. These continue to be identified as areas for improvement.

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 2022-2023 CHKS held relatively stable when compared to the previous year with a 1% increase in both 9th & 11th graders selecting "Very much true" or "Pretty much true". The PBIS team and Advisory classes continue to focus on ways to make connections between students to caring adults. Support for improvement happens in Advisory through team-building activities, student guidance, and support, character lessons, our site developed student connectedness survey, 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. As a newly named Model PLC School, we continue the process of implementing Professional Learning Communities (PLC) with an emphasis on assessment for learning, an equitable and viable curriculum for all learners, and a sound, standards-based grading policy in every classroom.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Vista administration and teachers review the California Assessment of Student Performance and Progress (CAASPP), Advanced Placement (AP), Scholastic Assessment Test (SAT), A-G data, and Edmentum 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 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 department develops goals that support district, schoolwide, 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).

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. Edmentum diagnostic exams also support student placement in appropriate foundation courses. With the implementation of a PLC model, department teams are continuing to shift 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 75 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. Nearly 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 and one is in the Intern 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 and division leaders 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 essential standards, common learning targets, and assessments, as well as reviewing student and program data for intervention and 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 36 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 continuing our implementation of 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.

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.

Educational Partner 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 the review, update, and development of the SPSA.

We receive parent and community input through the following meetings:

Monthly PTSO meetings.
Monthly Athletic, Music, and Drama booster meetings
Three Fall and three Spring Site Council meetings

We receive student input from the following:

Monthly Student Advisory Board Meetings
Student Advisory surveys
Meetings with Associated Student Body Leaders and Student Senators
Monthly Principals Advisory meetings with all interested students

We receive staff input through the following:

Weekly Leadership Team meetings.
Weekly School Culture meetings

Bi-monthly Equity Team 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 some struggles supporting our English Learners. English Learners (EL) numbers are too low for a separate class but are supported through our English Foundations course. Resources and EL instruction occur within the regular classroom.

Another inequity unique to our campus is the lack of adequate classrooms and facilities for teachers and students due to over-enrollment. The district has put in place policies to limit the over-enrollment at Vista del Lago and our numbers continue to stabilize to best support our facilities.

School and Student Performance Data

Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.48%	0.3%	0.28%	9	5	5
African American	1.18%	1.4%	1.12%	22	25	20
Asian	19.52%	21.7%	24.71%	363	392	441
Filipino	2.26%	2.4%	2.58%	42	43	46
Hispanic/Latino	10.65%	10.1%	10.31%	198	182	184
Pacific Islander	0.27%	0.2%	0.28%	5	3	5
White	61.4%	59.2%	55.46%	1,142	1,072	990
Multiple/No Response	4.25%	4.9%	5.27%	79	88	94
Total Enrollment				1,860	1,810	1,785

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	445	448	414
Grade 10	498	433	457
Grade 11	446	469	429
Grade 12	471	460	485
Total Enrollment	1,860	1,810	1,785

Conclusions based on this data:

1. Our enrollment has declined slightly over the past few years. District has implemented changes to boundaries to limit Vistas enrollment and we are starting to see the effect of those changes.
2. While the white subgroup is still the majority, there continues to be increases in the diversity of our student population.
3. With the changes to Vista's boundaries and subsequent decreases in our enrollment, Vista is now able to accept students through school choice. We will continue to support school choice as long as space is available at the grade level and/or program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	13	10	16	0.7%	0.60%	0.9%
Fluent English Proficient (FEP)	303	313	346	16.3%	17.30%	19.4%
Reclassified Fluent English Proficient (RFEP)	0	1		0.0%	10.0%	

Conclusions based on this data:

1. Our EL enrollment remains constant, at < 1%
2. The percentage of Fluent English Proficient students continues to increase.
3. EL students continue to be provided additional language supports through all courses and Vista's English Foundations course (grades 10-12) and Beginning Composition (grade 9).

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	455	452	413	448	0	399	447	0	399	98.5	0.0	96.6
All Grades	455	452	413	448	0	399	447	0	399	98.5	0.0	96.6

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2663.		2658.	49.66		46.87	30.20		29.32	12.08		13.78	8.05		10.03
All Grades	N/A	N/A	N/A	49.66		46.87	30.20		29.32	12.08		13.78	8.05		10.03

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	55.48		42.71	33.56		50.50	10.96		6.78
All Grades	55.48		42.71	33.56		50.50	10.96		6.78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	55.48		47.99	36.02		40.45	8.50		11.56
All Grades	55.48		47.99	36.02		40.45	8.50		11.56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	41.61		23.37	50.78		71.36	7.61		5.28
All Grades	41.61		23.37	50.78		71.36	7.61		5.28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	55.26		39.20	35.35		53.52	9.40		7.29
All Grades	55.26		39.20	35.35		53.52	9.40		7.29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. State testing returned during the 2021-2022 school year. While our overall ELA scores remained relatively high, the percentage of students scoring at, or above standard dropped nearly 4% as compared to pre-pandemic (2018-2019) levels.
2. There was a substantial drop in the number of students scoring above standard in the listening and research/inquiry strands.
3. The number of students scoring below standard in all strands fell, except for writing.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	455	452	413	450	0	397	450	0	397	98.9	0.0	96.1
All Grades	455	452	413	450	0	397	450	0	397	98.9	0.0	96.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2664.		2643.	29.56		27.20	39.33		28.46	18.67		25.19	12.44		19.14
All Grades	N/A	N/A	N/A	29.56		27.20	39.33		28.46	18.67		25.19	12.44		19.14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	44.89		33.75	36.22		46.85	18.89		19.40
All Grades	44.89		33.75	36.22		46.85	18.89		19.40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	43.56		32.75	44.89		52.90	11.56		14.36
All Grades	43.56		32.75	44.89		52.90	11.56		14.36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	41.11		27.96	49.11		61.21	9.78		10.83
All Grades	41.11		27.96	49.11		61.21	9.78		10.83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students meeting or exceeding standards decreased substantially compared to pre-pandemic levels, from 68.89% in 2018-2019 to 55.66% in 2021-2022.
2. The greatest shift was in the number of students scoring above standard in all strands, with the largest decrease of 13.15% in Communicating Reasoning.
3. The number of students scoring below standard increased the most in the Problem Solving & Modeling/Data Analysis strand from 11.56% in 2018-19 to 14.36% in 2021-2022.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	8	*	6
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*	
12	*		*	*		*	*		*	4	*	*
All Grades										16	7	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*		*	*	
12	*		*	*		*	*		*	*		*	*		*
All Grades	12.50	*	9.09	25.00	*	72.73	37.50	*	18.18	25.00	*	0.00	16	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*		*	*	
12	*		*	*		*	*		*	*		*	*		*
All Grades	25.00	*	27.27	31.25	*	72.73	25.00	*	0.00	18.75	*	0.00	16	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*		*	*	
12	*		*	*		*	*		*	*		*	*		*
All Grades	6.25	*	0.00	12.50	*	45.45	43.75	*	45.45	37.50	*	9.09	16	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*	
12	*		*	*		*	*		*	*		*
All Grades	0.00	*	9.09	68.75	*	90.91	31.25	*	0.00	16	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*	
12	*		*	*		*	*		*	*		*
All Grades	68.75	*	72.73	12.50	*	27.27	18.75	*	0.00	16	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*	
12	*		*	*		*	*		*	*		*
All Grades	6.25	*	0.00	43.75	*	90.91	50.00	*	9.09	16	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*	
12	*		*	*		*	*		*	*		*
All Grades	6.25	*	18.18	68.75	*	72.73	25.00	*	9.09	16	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. While the number of students scoring at an Overall Language Level 4 decreased slightly from 12.5 to 9.09%, the number of students scoring at a Level 3 increased substantially from 25 to 72.73%.
2. The % of students in the Well-Developed range increased from 2018-2019 to 2021-2022 across the Listening, Speaking, and Writing Domains.
3. The % of students scoring Level 1 in all Performance levels and in the Beginning range across all domains decreased from 2018-2019 to 2021-2022.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,785	5.4	0.9	0.1
Total Number of Students enrolled in Vista del Lago High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	0.9
Foster Youth	2	0.1
Homeless	6	0.3
Socioeconomically Disadvantaged	96	5.4
Students with Disabilities	153	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	1.1
American Indian	5	0.3
Asian	441	24.7
Filipino	46	2.6
Hispanic	184	10.3
Two or More Races	94	5.3
Pacific Islander	5	0.3
White	990	55.5

Conclusions based on this data:

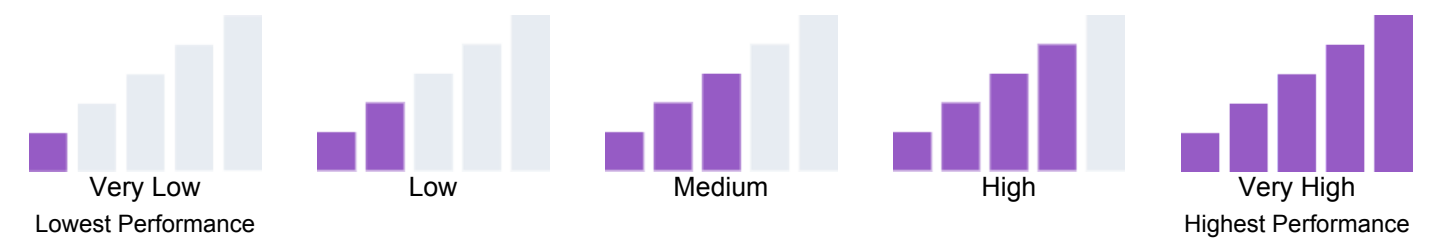
1. In 2018-2019, the percentage of enrollment of the white student group decreased from 67.4% to 63.9%. This trend has continued with the percentage of the white student group decreasing to 55.5% in the 2021-2022 school year.
2. The number of English Learners has remained relatively low and stable at @1%.
3. The percentage of socioeconomically disadvantaged students decreased by half, from 10% in 2018-2019 to 5% in 2019-2020 and has remained steady through the 2021-2022 and 2022-2023 school year.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very High</div>	<div>Graduation Rate</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>High</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

Conclusions based on this data:

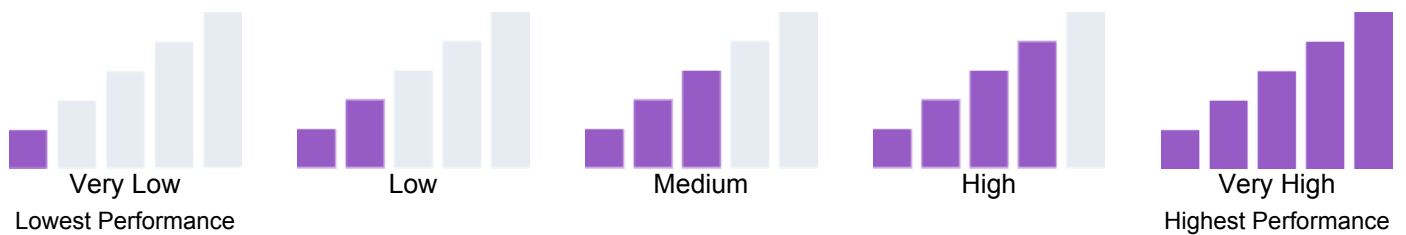
1. Prior to school closures in the spring of 2020, suspensions were declining. We saw an increase in suspensions during our return to full in-person instruction during the 2021-2022 school year. This continues to be an area of focus for our administrative and PBIS team.
2. Our academic performance indicators continue to be a strength, remaining very high for English Language Arts and high for Mathematics.
3. Our graduation rate remains high, with over 99% of students graduating.

School and Student Performance Data

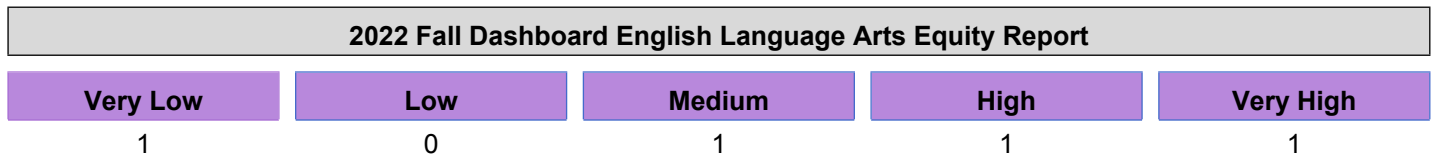
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

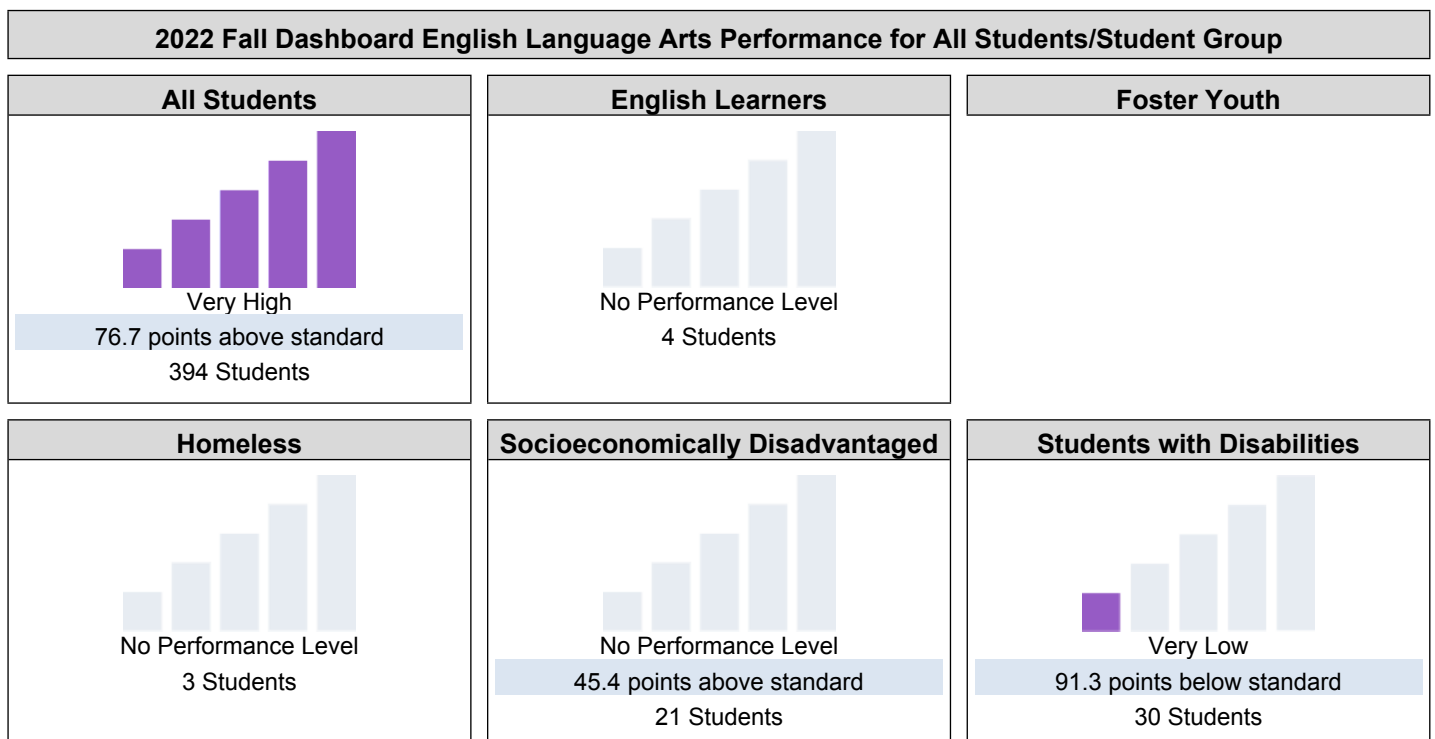
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



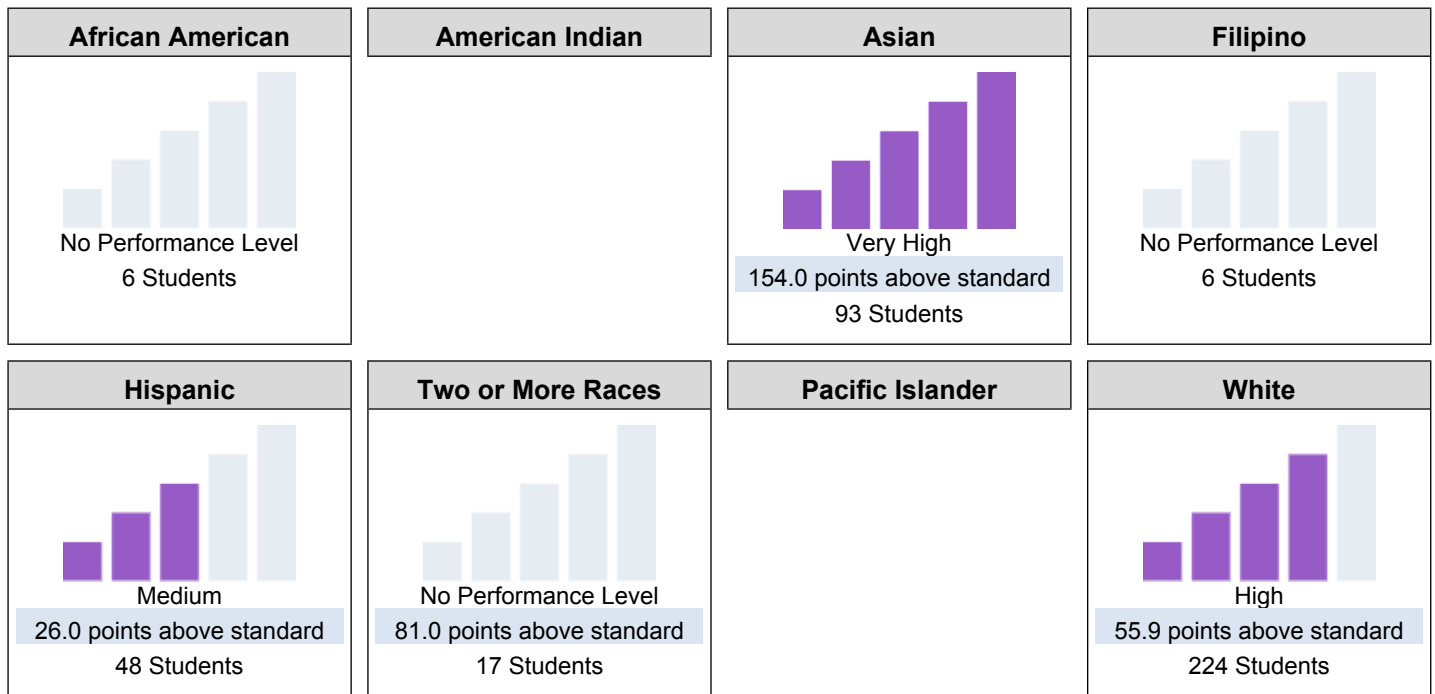
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
	4 Students	61.9 points above standard 320 Students

Conclusions based on this data:

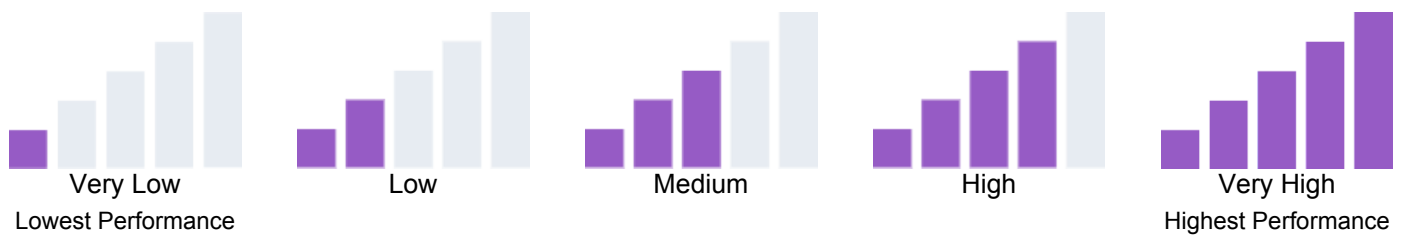
- Overall student results declined slightly when compared to pre-pandemic levels, but students continue to still perform significantly above the standard.
- All reported subgroups, except for the Asian student subgroup, experienced a decrease in scores compared to pre-pandemic levels.
- Students with Disabilities continue to score significantly below school levels, scoring 152.7 points below standard. This continues to be an area of focus for our team.

School and Student Performance Data

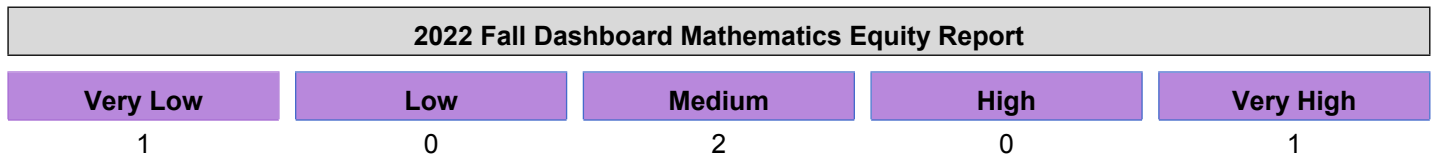
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

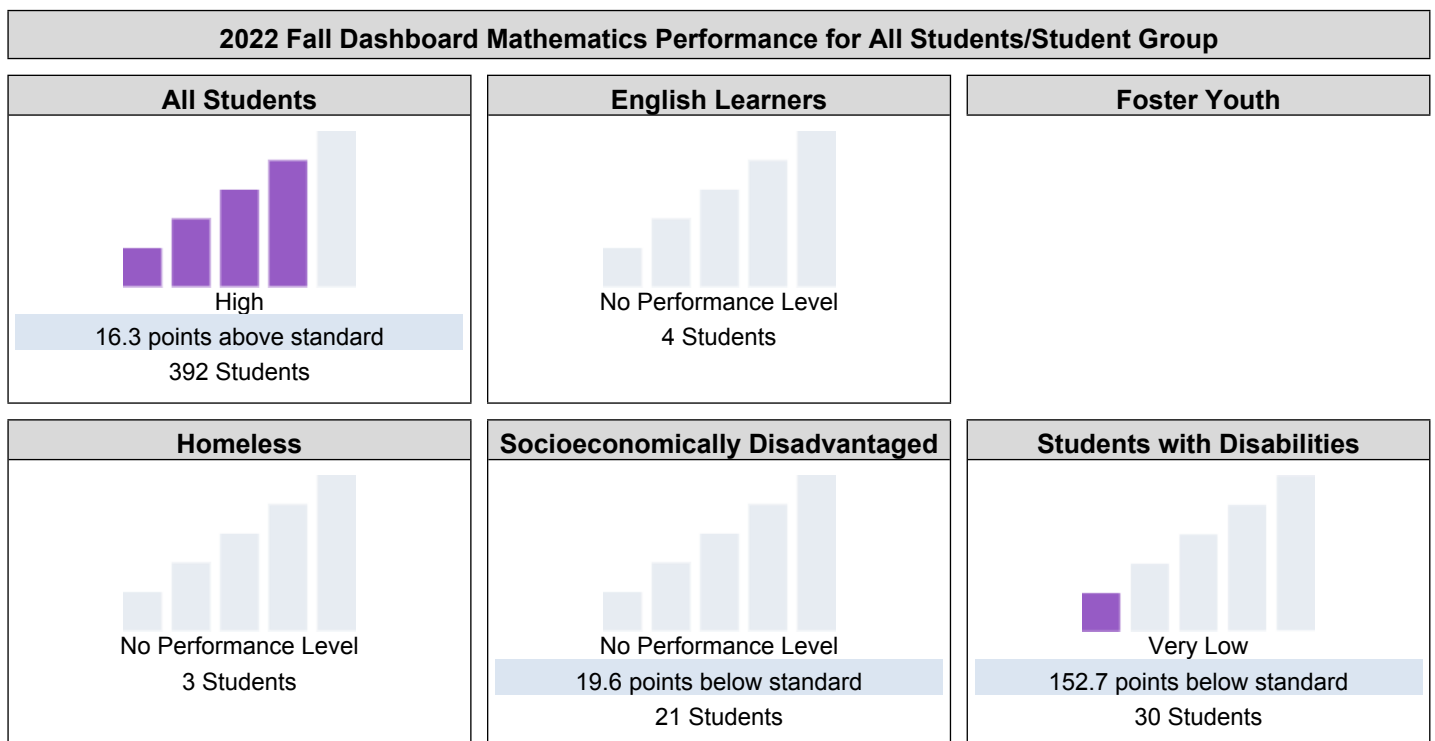
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



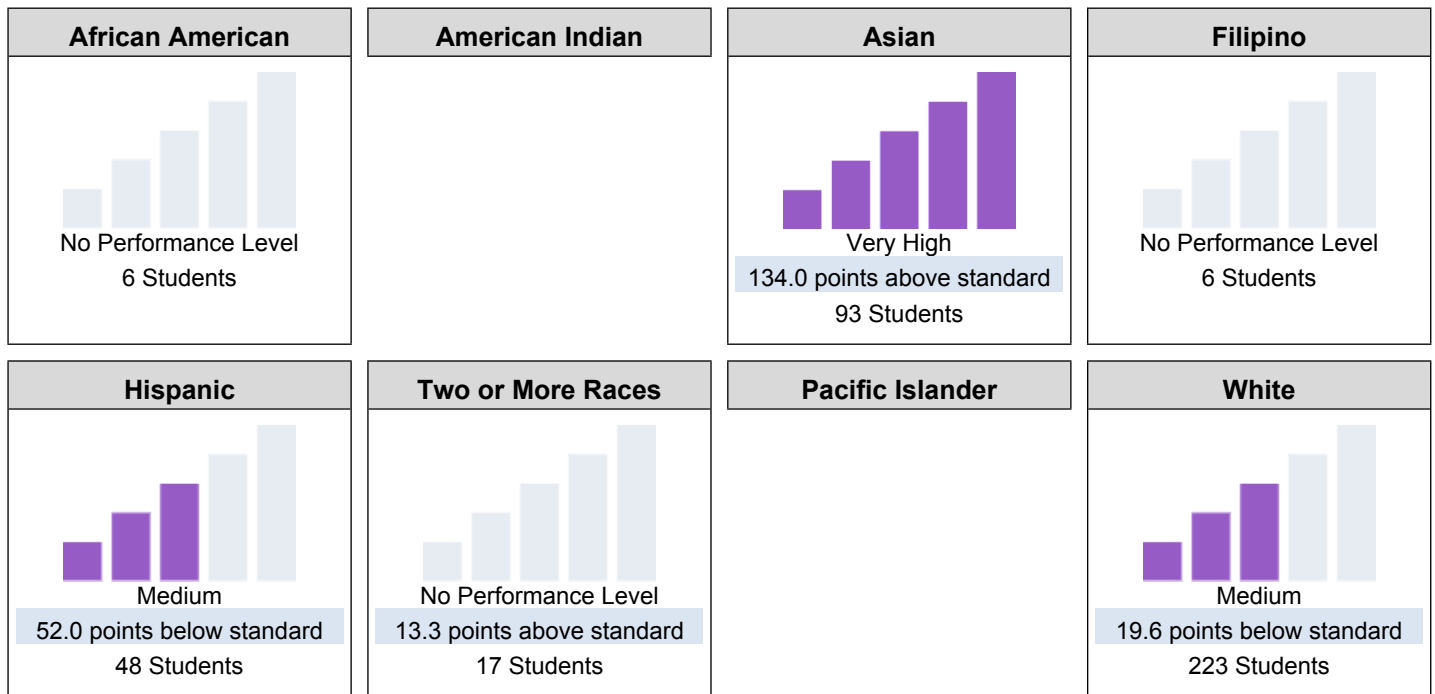
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
	4 Students	6.6 points below standard 318 Students

Conclusions based on this data:

- Overall student performance in mathematics remains high. However, results declined slightly when compared to pre-pandemic levels, 16.3 points above standard in 2022 compared to 36.8 points above the standard in 2019.
- The Asian student subgroup experienced an increase in performance compared to pre-pandemic levels, at 134.0 points above the standard compared to 104.9 points above the standard in 2019.
- The White student subgroup experienced a substantial decrease from 23.7 points above the standard in 2019 to 19.6 points below standard in 2022. Scores of students with disabilities continue to lag significantly compared to all students and be an area of focus for our team.

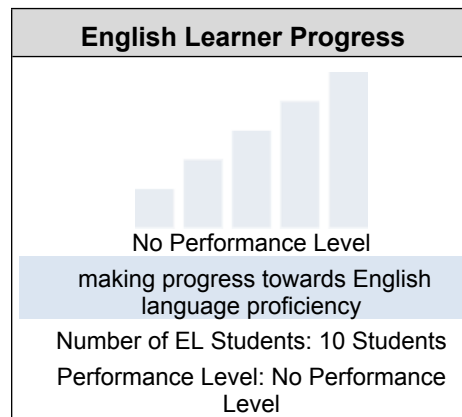
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Due to the low number of students tested (10), no detailed data has been provided to draw conclusions.
2. Although small in number, EL students continue to be a priority for our team to monitor and ensure necessary supports are provided.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

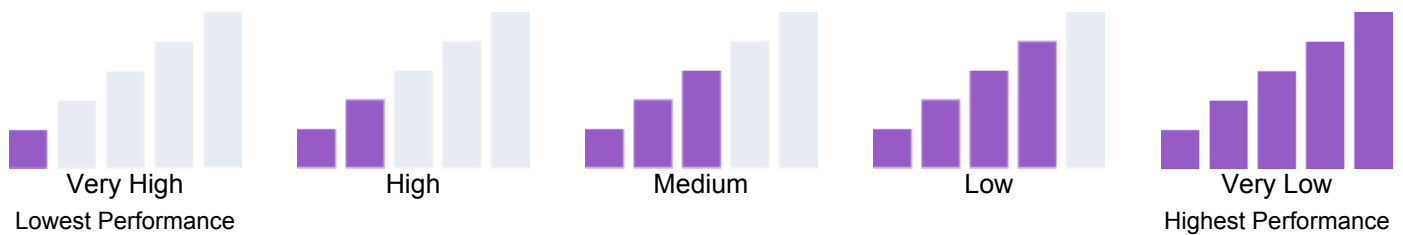
1. The % of students completing a-g requirements increased from 76.2% for 2020-2021 to 80% in 2021-2022.
2. Students with disabilities completing a-g requirements continue to be far less than the school average. This continues to be an area for need for our students with disabilities.
3. Students who are socioeconomically disadvantaged also lag behind in a-g completion rates compared to the school average.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High

High

Medium

Low

Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

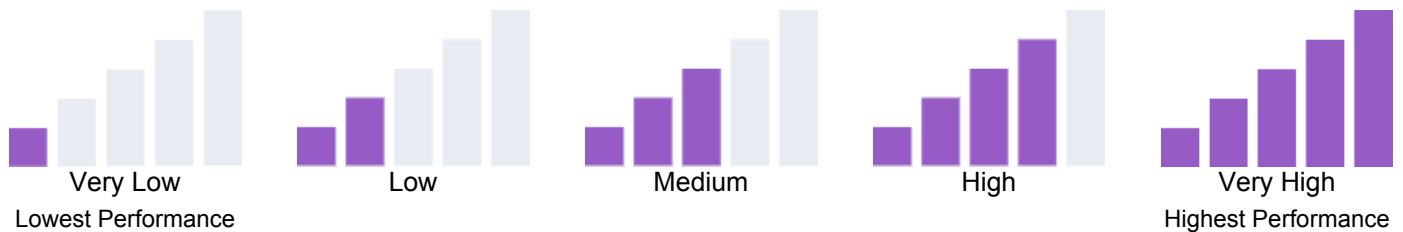
Conclusions based on this data:

1. No data on chronic absenteeism was provided for the 2021-2022 school year.
2. Attendance continues to be a major focus for both our school and district team.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



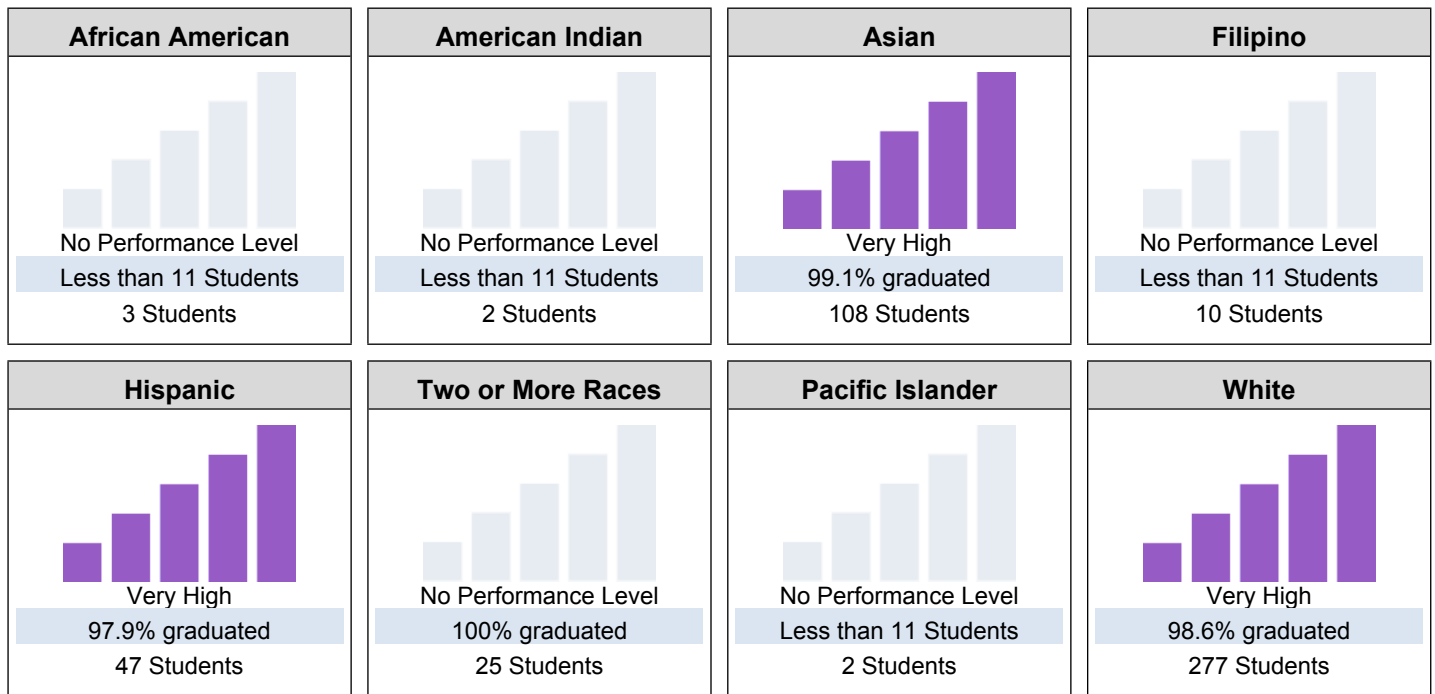
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	0	4

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High 98.7% graduated 474 Students</p>	<p>No Performance Level Less than 11 Students 6 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level Less than 11 Students 7 Students</p>	<p>Very High 100% graduated 50 Students</p>	<p>Medium 82.9% graduated 35 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

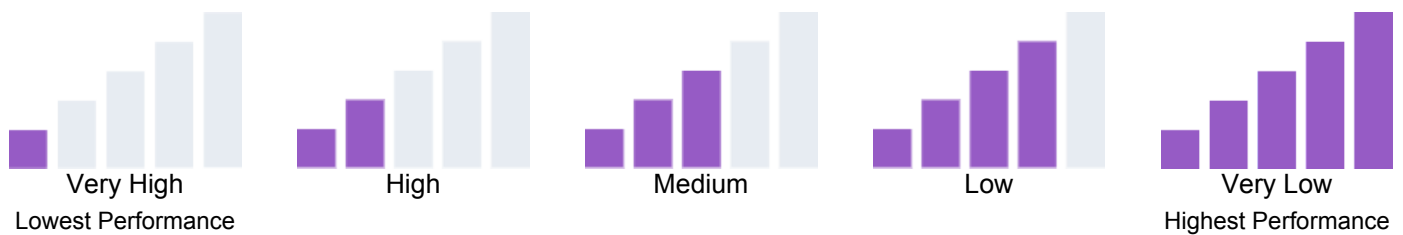
1. Our graduation rate continues to remain very high, with approximately 99% of students graduating.
2. Students with disabilities graduation rates continue to lag behind the school level at 83% and continue to be an area of focus for our team.
3. Socioeconomically disadvantaged students' graduation rates decreased from 97.2% in 2019 to 93.9% in 2020 but increased to 100% in 2021 and 2022.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



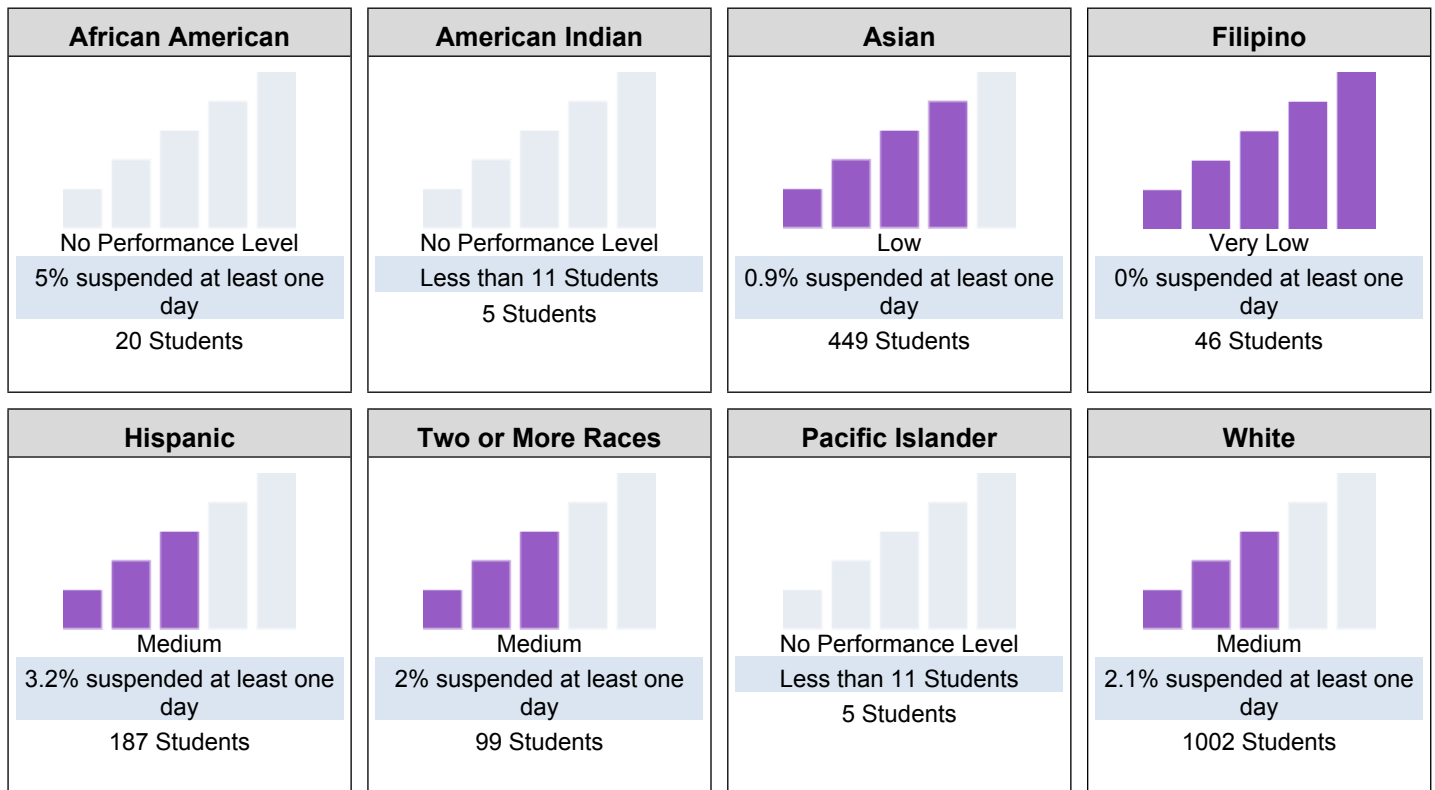
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	2	3	1	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
<p>Medium</p> <p>1.9% suspended at least one day</p> <p>1813 Students</p>		<p>No Performance Level</p> <p>9.5% suspended at least one day</p> <p>21 Students</p>		<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>8 Students</p>		<p>High</p> <p>7.5% suspended at least one day</p> <p>106 Students</p>		<p>High</p> <p>7% suspended at least one day</p> <p>158 Students</p>	

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rates increased slightly from 1.3% in 2019 to 1.9% in 2022. As we returned to full in-person instruction in the 2021-2022 school year, student behaviors increased and continue to be an area of focus for our administration and PBIS teams.
2. Suspension rates for students with disabilities remained high and relatively unchanged from pre-pandemic levels.
3. Suspension rates for students identifying as socioeconomically disadvantaged increased from 1.6% in 2019 to 7.5% suspended at least once in 2022. Evaluating data from all subgroups continues to be a focus for our school team.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

All students will have access to a curriculum aligned with state standards.

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 utilizing the Professional Learning Community (PLC) process. Units will be built around essential standards, common learning targets, and formative and summative assessments measured by calibrated, shared rubrics in all synonymous courses.

Identified Need

Essential standards, 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 proficiency scales/success criteria.	Content area teams have established essential standards, learning targets, and assessments, but continue to be in varied places in developing a shared scope and sequence that includes common assessments and success criteria.	All ELA, Math, Science, Social Science, and World Language courses will have common assessments aligned to essential standards 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 and refinement of essential standards, common assessments, proficiency scales, 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)
4000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional learning & development
1451	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for Release time for staff development
271	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for subs for release time to for staff development
466	LCFF - Supplemental 4000-4999: Books And Supplies Professional development books & supplies
4000	Other 1000-1999: Certificated Personnel Salaries Educators Effectiveness Grant - certificated staff extra hourly pay for PLC directed work

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

Additional credential staff to support the coordination of intervention during the school day as well as 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)
7860	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .33 Supplemental Intervention Teacher
3081	LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2022-23

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 alignment of our essential standards, common assessments, and grading in all content areas. PLC trainings and team support will continue with our Solution Tree and Marzano PD 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.

As progress continues to be made, we have updated the goal to place more emphasis on aligning our assessments, success criteria, and intervention as we continue to adjust based on student needs. The goal has continued to evolve to include a focus on Standards-Based learning and grading, including proficiency scales to more clearly articulate learning progressions and success criteria.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Implement school-wide policies and practices that increase academic engagement and well-being for students.

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. The data is indicating we continue to have a need to ensure all students are connected to a trusted adult on campus who will support their success academically, socially, and emotionally.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase caring adult relationships.	Use 2021-2022 CHKS as baseline (54% for 9th graders and 59% for 11th graders indicating a caring adult relationship at school)	10% increase in students who feel they have a caring adult relationship on campus
Increased student connectedness	Use 2021-2022 CHKS as baseline (61% of 9th graders and 60% of 11th graders feel connected)	10% increase in students who feel connected to school

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 social-emotional learning, equity, and diversity.

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	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures SEL/Equity focused professional development
500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for staff development
135	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for subs for staff development

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

Additional credential staff to support the coordination of intervention during the school day as well as development of intervention strategies to support academic, social, and emotional needs of 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)
7860	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .33 Intervention Teacher
3081	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for .33 Intervention Teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Additional classified staff to support the front office and increasing student needs.

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)
15696	LCFF - Supplemental 2000-2999: Classified Personnel Salaries .75 School Clerk
6449	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for .75 School Clerk
5839	LCFF - Supplemental 2000-2999: Classified Personnel Salaries .313 Health Assistant
2189	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for .313 Health Assistant

Annual Review

SPSA Year Reviewed: 2022-23

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.

While the goal remains the same to increase student's connectedness and have caring relationships with adults on campus, the strategies/activities and supports have been modified to ensure staff have the proper tools to support the social-emotional needs of students.

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 increased professional development in this area, as well as increased staffing to support this 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.

While Advisory continues to remain one vehicle for reaching this goal, we have adjusted the strategies/activities and expanded the supports to meet this goal. Students need this support across all facets of the school and the adjustments in this area indicate the increased need.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase the number of students who are college and career ready.

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 the percent of students completing A-G and CTE pathway/courses.

Identified Need

While we continue to experience growth in this area, there is a continued need to increase the percentage of students who enroll and succeed in courses needed for A-G completion and CTE courses/pathways.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase A-G completers by 2%	2017-2018 63% of total 12th grade enrollment	We met our goal with 76.2% of 2021 graduating students completing A-G requirements. 77.4% of 2022 graduating students completed A-G requirements. Our goal is to improve to over 80% of students meeting A-G requirements.
Increase CTE pathway completers by 2%	2018-2019 21.1% of total 12th grade enrollment completed a pathway and 2020 increased to 30.4%	We met our goal of 32.1% of 2021 graduating students completing a pathway. We exceeded our goal with 39.5% of 2022 graduating students completing a pathway. Our goal is to continue this increase, with greater than 41.5% of students completing a CTE pathway.

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

Certificated staff to manage FlexTime to support students and increase achievement in A-G courses. The certificated staff member (Intervention teacher) will oversee FlexTime and quarterly whole-school data conversations with a focus on student progress in A-G courses.

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)

7859

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
.33 Intervention teacher

3081

LCFF - Supplemental
3000-3999: Employee Benefits
Benefits for .33 Intervention teacher

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

Classified staff to support student needs, including registration and attendance and increase student enrollment and outcomes 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)

15695

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
.75 School Clerk

6448

LCFF - Supplemental
3000-3999: Employee Benefits
Benefits for .75 School Clerk

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional development and support to build CTE programs that may benefit the Vista community and 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)
1000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development for CTE teachers
500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Subs to support PD
135	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Certificated subs for PD

Annual Review

SPSA Year Reviewed: 2022-23

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 succeeded in continuing to increase our A-G completers 77.4% for students graduating in 2022. This is in large part due to a change in science course sequencing and our continued use of Flextime and Intervention. Our head counselor continues to review site A-G data to identify barriers and share this information with admin and staff. CTE enrollment continues to increase, particularly in Computer Science. Additionally, we have added a new pathway in Manufacturing and Product Development for the 2023-2024 school year.

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.

The site will continue to review enrollment in current CTE programs and adjust offerings that may better support the needs of the students and community. We will also continue to critically examine A-G data to identify barriers and work to ensure all students have access to completing the requirements.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Common assessments and targeted intervention will provide support toward content mastery.

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 of 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 2%	79.1% above standard in 2019. 202120-22 was the return of SBAC with 76% meeting or exceeding standards.	For 2022-2023, over 78% of students will meet or exceed standards in ELA
Increase overall Math SBAC scores by 4%	68.9 % above standard in 2019. 2021-2022 was the return of SBAC with 56% meeting or exceeding standards.	For 2022-2023, over 60% of students will meet or exceed standards in Math

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

Additional credential staff to support the coordination of intervention during the school day as well as development of intervention strategies to support high levels of learning for all students, with a focus in ELA and math. Common formative assessments and a data analysis protocol will drive learning and intervention efforts. Mild/Mod 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)

7859

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
.33 Intervention Teacher

3081

LCFF - Supplemental
3000-3999: Employee Benefits
Benefits for .33 Intervention Teacher

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

Before and after school math tutoring and support for 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)

2451

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Certificated extra hourly pay

541

LCFF - Supplemental
3000-3999: Employee Benefits
Benefits for certificated extra hourly pay

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Additional classified staff to support the front office and increasing student needs.

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)

5839

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
.313 Health Assistant

2189

LCFF - Supplemental
3000-3999: Employee Benefits
Benefits for .313 Health Assistant

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Professional Development for staff in the area of RTI to support students struggling, with a focus in ELA and math.

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)

1000

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
Professional Development for intervention
strategies in math and ELA

5000

Other
5000-5999: Services And Other Operating
Expenditures
Educators Effectiveness Grant - Solution Tree
RTI training

Annual Review

SPSA Year Reviewed: 2022-23

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. The return of SBAC in 2022 allows for an opportunity to establish a new baseline. In the 2021-2022 school year 76% of students met or exceeded standards in ELA and 56% met or exceeded standards in Math.

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.

The growth metric was adjusted to more closely align with the 2021-2022 SBAC results.

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	\$128,556.00

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 (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$119,556.00
Other	\$9,000.00

Subtotal of state or local funds included for this school: \$128,556.00

Total of federal, state, and/or local funds for this school: \$128,556.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	119,556	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	119,556.00
Other	9,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	56,035.00
2000-2999: Classified Personnel Salaries	27,374.00
3000-3999: Employee Benefits	30,681.00
4000-4999: Books And Supplies	466.00
5000-5999: Services And Other Operating Expenditures	14,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	52,035.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	27,374.00
3000-3999: Employee Benefits	LCFF - Supplemental	30,681.00
4000-4999: Books And Supplies	LCFF - Supplemental	466.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	9,000.00
1000-1999: Certificated Personnel Salaries	Other	4,000.00

5000-5999: Services And Other
Operating Expenditures

Other

5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,129.00
Goal 2	44,749.00
Goal 3	34,718.00
Goal 4	27,960.00

School Site Council Membership

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

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

Name of Members	Role
Kimberly Moore, Principal	Principal
Jeanine Holton, Assistant Principal, Alternate	Other School Staff
Kumari Rashmi	Parent or Community Member
Marci Madore	Other School Staff
Miranda McClurg	Classroom Teacher
Kendra Blake	Parent or Community Member
Anu Busani	Parent or Community Member
Sophia Perez	Secondary Student
Aleena Saji	Secondary Student
Elicia Masztal	Classroom Teacher
Brian Schaubmayer	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 ELAC Members	Role
Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.	
Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.	
<ol style="list-style-type: none">1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)2. The ELAC shall assist the school in the development of:<ol style="list-style-type: none">a. The school's needs assessment.b. The school's annual language census.c. Ways to make parents aware of the importance of regular school attendance.	


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/13/2023.

Attested:

	Principal, Kimberly Moore on 6/13/2023
	SSC Chairperson, Jeanine Holton on 6/13/2023

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.

[Educational Partner 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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner 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 (Educational Partner Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Vista del Lago High School
Virtual Site Council Meeting
Tuesday, 6/13/23 via Zoom

Agenda

1. Introductions
2. Previous Meeting Minutes—shared via email on 1/27/23

New Business:

3. Presentation of 2023-24 Single Plan for Student Achievement—Kimberly Moore
 - a. Discussion
 - b. Feedback
 - c. Vote
4. Other

Timestamp	First Name	Last Name	Do you have and suggestions that you would like reflected in the document?	Do you approve the SPSA plan to be moved forward to the next level?	If you replied No above, please share your additional comments with us.
6/13/2023 13:19:48	Elicia	Masztal	Booster Organizations: we do not have Art boosters (as stated on the current document). Music, drama, and athletics currently have booster programs. I believe our visual art program would benefit from a booster organization or additional financial support as they rely on site funds and suggested donations.	Yes	
6/13/2023 15:06:13	Marci	Madore		Yes	
6/13/2023 16:18:04	Aleena	Saji	n/a	Yes	
6/13/2023 20:35:18	Miranda	McClurg		Yes	
6/14/2023 6:08:01	Jeanine	Holton	Not at this time	Yes	
6/14/2023 10:03:39	Brian	Schaubmayer		Yes	

Vista del Lago High School
Virtual Site Council Meeting
Tuesday, 6/13/23 @3 PM via Zoom

Agenda

Members Present/Participating Electronically: Kim Moore, Jeanine Holton, Elicia Maszta, Miranda McClurg, Brian Schaubmayer, Aleena Saji

1. Introductions
 - a. Reminders about the purpose of the School Plan for Student Achievement (SPSA).
2. Previous Meeting Minutes—shared via email on 1/27/23

New Business:

3. Presentation of 2023-24 Single Plan for Student Achievement—Kimberly Moore
 - a. Draft 2023-24 SPSA was shared via email on 6/7/23. Specific attention was given to the site goals.
 - b. Feedback
 - i. Feedback was provided that the SPSA indicates support through at Art Booster organization. Vista does not have a specific Art Booster organization - only Music, Drama, & Athletics. Suggestion to possible add a visual art booster program should be explored.
 - c. Vote
 - i. Vote was unanimous by those attending the meeting/participating electronically –SPSA was approved by SSC
4. Other
 - a. We will be looking for SSC members for the 2023-24 school year when we return from summer break. Look for information in August regarding the process and participation for the next school year.

Meeting was adjourned at 3:23 PM