School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vista Charter Middle School	19 64733 0122739	5-6-21	6-18-21

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

The School Plan for Student Achievement (SPSA) identified and addresses the instructional needs of students and specified how the Title funds provided through the ConApp will be used to accomplish the goals outlined in the plan. This plan outlines a schoolwide program, including a description of resource inequities and the evidence-based strategies that will be used to address them. This plan is informed by our analysis of student and community needs through a comprehensive needs assessment.

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.

This School Plan for Student Achievement addresses the needs of the students at Vista Charter Middle School (VCMS) to effectively address the achievement gap. The goals outline our plan for addressing the achievement gap to effectively support the growth of our students. These goals and actions are planned and developed in conjunction with the LCAP to support the school's main goal to support the needs of our students at VCMS.

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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).

As part of the comprehensive needs assessment for the SPSA, there were multiple surveys conducted involving all stakeholders. Students were provided a School Climate survey and parents were also provided a Parent Survey assessing perceptions of progress toward current goals. Additionally, teachers and staff were provided with multiple opportunities to provide feedback through surveys and feedback during PD.

Survey results showed and overall satisfaction with the school, staff and programs. Below is a summary of the feedback provided by each stakeholder group:

Parents:
VCMS Parents recommended prioritizing interventions and support from learning recovery due to the pandemic. They also feel that continued support for English Learners to reclassify is beneficial. Additionally, they believe investing in more technology would be helpful.

Staff:
VCMS staff feels that our goals and actions and services support student achievement. They recommended further focus on SEL, PD on Workshop and Mastery-based learning as well as learning about Anti-Racism and equity.

Students:
VCMS students recommended prioritizing more teaching assistants, student activities and field trips.

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

Formal and informal observations are conducted regularly throughout the year by the principal and assistant principal. All teachers also participate in monthly observation and feedback coaching cycles in addition to the Teacher Growth Cycle which is a teacher-driven Cycle of Inquiry that teachers collaboratively go though in order to improve their ratings on indicators on the Daniel clusters rubrics. Classroom observations are used to inform professional development and training for teachers and support staff as well as effectiveness of pedagogy and instructional practices.

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)

VCMS has developed an assessment system to ensure student learning and achievement at an internal as well as state level. Teachers administer Common Formative Assessments on a routine basis to identify formative data for students. They also provide students with multiple opportunities to demonstrate learning through re-assessment.

Additionally students participate in CAASPP Interim assessments throughout the year. They take IABs every quarter and ICAs two times per year which allows data-driven instruction and data-informed practices.

All teachers engage in cycles of data analysis and using data to inform next steps while developing plans to meet needs of struggling students.

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

Data is used on a constant basis to monitor student progress throughout the year. Each grade level utilizes assessments provided to inform future instruction and identify which concepts need revisiting. In addition to grade level assessments. Students participate in the iReady Math Diagnostic assessments, running records, and GRADE for English Learners.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teacher staff are highly qualified, possess valid teaching credentials and are authorized to teach English Language Learners. All meet the applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the Individuals with Disabilities Education Act. Teachers are properly assigned to their positions.

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

Throughout the year, student assessment data will be analyzed to track student needs in English Language Arts, Mathematics, Social Studies, and Science. This data will be used to determine in what areas professional development should be given to help support teachers in helping their students in these areas. With a high number of English Learners enrolled at VCMS, professional development on strategies to help English Learners in all subject areas will be built in periodically throughout the year.

Teachers will also be provided a professional development survey every trimester, where they can give input on which areas they wish to see more professional development so they can better support their students' academic and social-emotional learning. In alignment with our PBIS program, teachers will receive training on behavior, interventions, how to implement positive behavioral supports, as well as social-emotional learning.

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

Staff professional development will align to content standards as student assessment data will be considered when organizing professional development. This allows the teachers and other staff to see where there is a need within the student population for additional support and growth. Providing teachers with professional development in these areas of need will support the teachers in helping the students learn. After the professional development meetings, teachers will be responsible for bringing the strategies learned back into the classroom to implement. Subsequent assessments will be given to students after implementation, and data will be analyzed once again to see the impact of the strategies implemented and to determine if any teachers need any additional support.

Professional needs will be met through the development sessions, as teacher input will be considered when deciding on topics. The teacher surveys will allow teachers to express the areas they feel they need more support and training in. In this way, the administrative staff and the teachers will be in communication throughout the year so that the professional development sessions will be beneficial and also relative to what the teachers are experiencing in the classroom at that time.

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

Staff professional development will align to content standards as student assessment data will be considered when organizing professional development. This allows the teachers and other staff to see where there is a need within the student population for additional support and growth. Providing teachers with professional development in these areas of need will support the teachers in helping the students learn. After the professional development meetings, teachers will be responsible for bringing the strategies learned back into the classroom to implement. Subsequent assessments will be given to students after implementation, and data will be analyzed once again to see the impact of the strategies implemented and to determine if any teachers need any additional support.

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

Teachers at VCMS have formed grade level and department Professional Learning Committees (PLCs). All teachers will be given common planning time multiple times each week during their conference period to meet with their partner teacher(s) to discuss student data and discuss planning for upcoming weeks. PLCs will use this time to analyze formative assessment data, plan instruction, and share ideas and strategies that will help meet the needs of the students. Teachers will also be using this time periodically throughout the year to plan vertically and discuss key points that should be covered in each grade level for maximum growth and success.

Teaching and Learning

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

All core curriculum and materials used at VCMS are approved by the State Board of Education to ensure alignment to the California Common Core State Standards and Frameworks. The curriculum team selected curriculum that aligns to the Common Core State Standards, and made a recommendation to the Board of Directors for approval. Teachers receive adequate training, so they can utilize the adopted curriculum to ensure students receive an education in alignment with the standards. In addition, teachers will receive detailed training on the Common Core State Standards, NGSS, and the Social Studies Framework so that they are fully equipped to design additional content, assignments, and assessments in alignment to meet the required standards.

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

VCMS adheres to all recommended instructional minutes for reading/language arts and mathematics. A typical day, except for Fridays, consists of 425 instructional minutes. Every Friday is a modified day, which consists of 300 instructional minutes. These minutes include lunch and passing periods.

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

The teachers at VCMS plan and pace lessons according to the lesson pacing schedules provided in the curriculum. Each grade level and department team will discuss their pacing when they meet in their PLCs and make any changes if necessary.

VCMS also has a master schedule that ensures all classes are balanced providing students with schedule flexibility, electives that interest and engage them, a comprehensive academic course schedule, and academic and social emotional push-in support from staff. This master schedule also contains an Advisory period where students can receive the intervention or enrichment they need to be successful.

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

Appropriate standards-based instructional materials and curriculum is provided to all grade levels at VCMS. All of these materials are accessible to all student groups, including hard copies and digital copies of curriculum and instructional materials are available for students to utilize.

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

Standards-based instructional materials are utilized by teachers in their daily lessons to teach core content standards. Additional instructional materials are used by the classroom teacher and the education specialist to support students throughout the instructional day. All teachers receive adequate training on all these materials as the beginning of the year to ensure they are successful in using the curriculum and the additional intervention materials in their lessons.

Opportunity and Equal Educational Access

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

The needs of underperforming students are addressed throughout the instructional day through whole group lessons with differentiated activities, small group instruction, and intervention groups. VCMS allows time during the school day for teachers, the education specialist, and instructional aides to work with the identified underperforming students in a small group setting, both inside the classroom and through pull-out groups. These groups target specific skills in both English language arts and mathematics, and the students who need extra support in those areas using Tier 2 and Tier 3 interventions, as necessary.

Evidence-based educational practices to raise student achievement

Teachers use scaffolds to support student learning during whole class lessons and differentiate activities to enhance student learning, including both extension activities and reteaching of lessons. Small group instruction is also utilized so the teacher can reach underperforming students on a more individualized level to raise student achievement. The education specialist as well as other support staff are pushed into the classroom to support student learning through small groups, or on a 1:1 basis. Most teachers also utilize the workshop model of instruction adapted from Lucy Calkins' Reader's and Writer's Workshop.

Parental Engagement

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

VCMS makes various resources available to the family and community to assist underachieving students. All parents and family members are invited to school events and meetings where information is available, such as Summer Orientations, Back to School Night, Open House, parent conferences, School Site Council meetings, Coffee with the Principal, and other school events. All of these events and meetings provide an opportunity for family members to communicate with their child's teacher to discuss ways to support their child at home. VCMS also offers parent education classes that discuss how parents can help their students not only academically, but social-emotionally, at home. Parents are also encouraged to get involved in their child's education by volunteering in the classroom or school and connecting to our digital platforms for information and communication.

The school staff also organize meetings for students with 504 plans and IEPs, and the special education teacher provides various resources and supports for students in special education and their families. The staff also partake in Student Success Team (SST) meetings for students who are referred for additional supports and interventions to help them become successful in their learning.

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)

All stakeholders, including parents, community representatives, and school staff, are involved in the planning, implementation, and evaluation of ConApp Programs. Stakeholders are encouraged to participate in opportunities presented to provide input on the programs implemented at VCMS. At these meetings, stakeholders will be given the opportunity to provide suggestions to help guide the direction of school programs, as well as help evaluate the efficacy of these programs. Committees such as SSC/SELAC also provide opportunities for parents to be involved and organize events and programs for the students.

Funding

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

The services that are provided by categorical funds can be found in the Goals section of this document. The goals explain how the supports will be implemented to help underperforming students to meet standards, as well as how the supports will be funded.

Fiscal support (EPC)

Fiscal support is provided through LCFF and other federal Title Funds, such as Title I, Title II, Title III, and Title IV. Additional fiscal support will be obtained through donations and schoolwide fundraisers.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents and Community Educational Stakeholders receive monthly updates on the implementation of our SPSA at our SSC/SELAC meetings and are able to vote on decisions to move forward. Representatives then present the information at our monthly Coffee with the Principal where stakeholders have an opportunity to ask questions and provide feedback.

School Site Council and School English Learners Advisory Committee is facilitated by the school administrator in conjunction with its elected representative members. SSC/SELAC is held once a month based on the meeting agendas agreed upon by the committee. SSC/SELAC members agreed on a common day and time for the 2020-21 school year. This time has always been voted on and approved by the SSC/SELAC adopted procedures. The SSC/SELAC are always open to the public about their discussions. However, only the members of the SSC/SELAC can votes on issues, but all stakeholder voices are heard during the meeting.

All VCMS staff were given to chance to give input on the SPSA as well as participate in discussions regarding the annual update through multiple avenues, including weekly professional development meetings each Friday afternoon, committee meetings, Instructional Leadership Team meetings and through the Staff Survey.

VCMS student input is received through Fall and Spring annual School Climate surveys.

Resource Inequities

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

To identify resource inequities, CAASPP scores from previous years, the CA School Dashboard data, and other local benchmark data were analyzed. Surveys were also sent to staff and families, and these results were analyzed as well. Upon conducting this needs assessment and analysis, it was found that:
- In the 2018-19 CAASPP (most recent CAASPP data), 59.74% of students were performing below grade level in English Language Arts and 73.5% of students in Mathematics, and so resources need to be allocated towards supports that help students in both areas, including additional intervention programs and curriculum, professional development for teachers, additional instructional aides, data tracking and analysis for students, etc.
- In the 2018-19 CAASPP, 95.52% of English Learners performed below grade level in English Language Arts, and 88.89% of English Learners performed below grade level in Math. As a result, increased resources need to be allocated to the development and enhancement of programs and services designed to support English Learners, including a designated English Learner curriculum, English Learner-specific instructional aides, professional development for teachers around supporting English Learners, EL shadowing, and EL data analysis and tracking.
- More resources must be allocated towards supporting students with IEPs in core content of English Language Arts and Mathematics through additional intervention programs, professional development for teachers, additional staffing/paraprofessionals, etc.

- There is a need for increased counseling services to support students' SEL needs, needs specific to the community, etc.
- Despite the impact of the pandemic, chronic absenteeism was above 10% during the 2020-21 school year, and so more resources must be allocated to increase attendance, including parent education, student incentives, etc.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.23%	2.05%	2.3%	5	8	8
Asian	%	0.26%	%		1	
Filipino	4.43%	3.85%	4.9%	18	15	17
Hispanic/Latino	93.35%	93.08%	90.5%	379	363	315
Pacific Islander	%	0%	%		0	
White	%	0%	0.9%		0	3
Two or More Responses	%	0.51%	0.6%		2	2
Not Reported	0.99%	0.26%	0.9%	4	1	3
			Total Enrollment	406	390	348

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	123	105	106
Grade 7	142	137	113
Grade 8	141	148	129
Total Enrollment	406	390	348

Conclusions based on this data:

1. We have a large majority of students that are Hispanic/Latino, based on this we need to ensure that our instructional practices and pedagogy reflects the culture and needs of our demographics

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Number of Students 18-19	Number of Students			Number of Students		
	18-19	18-19	18-19	18-19	18-19	18-19
94	94	94	94	94	94	94
244	244	244	244	244	244	244
49	49	49	49	49	49	49

Conclusions based on this data:

1. Vista has a large number of ELs. Based on this we need to ensure our instructional practices must target these students and meet their needs in order for them to reclassify.

2. RFEP students saw a decline during the pandemic. Additional supports and services will be needed to support learning recovery in language acquisition.

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	124		108	121		0	121		0	97.6		0.0
Grade 7	142		115	139		0	139		0	97.9		0.0
Grade 8	139		129	135		0	135		0	97.1		0.0
All	405		352	395		0	395		0	97.5		0.0

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

Overall Achievement for All Students																
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	2484.			4.96			24.79			29.75			40.50		
Grade 7	2542.			15.11			33.09			24.46			27.34		
Grade 8	2542.			7.41			34.07			34.81			23.70		
All Grades	N/A	N/A	N/A	9.37			30.89			29.62			30.13		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	11.57			33.88			54.55		
Grade 7	19.42			40.29			40.29		
Grade 8	16.30			45.93			37.78		
All Grades	15.95			40.25			43.80		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	7.44			64.46			28.10		
Grade 7	20.86			58.99			20.14		
Grade 8	13.33			60.74			25.93		
All Grades	14.18			61.27			24.56		

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
Grade 6	7.44			58.68			33.88		
Grade 7	7.91			73.38			18.71		
Grade 8	5.93			72.59			21.48		
All Grades	7.09			68.61			24.30		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
Grade 6	10.74			52.07			37.19		
Grade 7	28.06			47.48			24.46		
Grade 8	17.04			54.81			28.15		
All Grades	18.99			51.39			29.62		

Conclusions based on this data:

1.

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	124		108	123		0	123		0	99.2		0.0
Grade 7	142		115	140		0	140		0	98.6		0.0
Grade 8	139		129	137		0	137		0	98.6		0.0
All	405		352	400		0	400		0	98.8		0.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	2498.			4.88			24.39			35.77			34.96		
Grade 7	2512.			7.14			13.57			44.29			35.00		
Grade 8	2522.			13.87			16.06			27.01			43.07		
All Grades	N/A	N/A	N/A	8.75			17.75			35.75			37.75		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	17.89			39.02			43.09		
Grade 7	12.14			39.29			48.57		
Grade 8	22.63			28.47			48.91		
All Grades	17.50			35.50			47.00		

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	4.07			49.59			46.34		
Grade 7	7.14			46.43			46.43		
Grade 8	11.68			34.31			54.01		
All Grades	7.75			43.25			49.00		

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	8.13			50.41			41.46		
Grade 7	6.43			64.29			29.29		
Grade 8	13.87			51.09			35.04		
All Grades	9.50			55.50			35.00		

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1514.9	1493.0	1525.4	1519.9	1483.4	1513.6	1509.4	1502.3	1536.8	36	25	30
7	1519.0	1531.6	1498.4	1513.9	1526.4	1478.4	1523.5	1536.6	1517.9	33	31	28
8	1510.6	1524.9	1515.9	1498.6	1519.3	1501.6	1522.3	1529.9	1529.6	17	18	25
All Grades										86	74	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.

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	8.00	13.33	41.67	8.00	43.33	33.33	52.00	33.33	*	32.00	10.00	36	25	30
7	*	12.90	7.14	39.39	45.16	21.43	*	32.26	42.86	*	9.68	28.57	33	31	28
8	*	11.11	4.00	*	27.78	24.00	*	33.33	48.00	*	27.78	24.00	17	18	25
All Grades	16.28	10.81	8.43	43.02	28.38	30.12	25.58	39.19	40.96	15.12	21.62	20.48	86	74	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.

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	41.67	16.00	20.00	36.11	28.00	53.33	*	28.00	13.33	*	28.00	13.33	36	25	30
7	42.42	29.03	10.71	36.36	41.94	25.00	*	19.35	39.29	*	9.68	25.00	33	31	28
8	*	27.78	16.00	*	27.78	24.00	*	16.67	44.00	*	27.78	16.00	17	18	25
All Grades	40.70	24.32	15.66	36.05	33.78	34.94	*	21.62	31.33	12.79	20.27	18.07	86	74	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.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	0.00	6.67	*	8.00	26.67	33.33	52.00	60.00	55.56	40.00	6.67	36	25	30
7	*	0.00	7.14	*	35.48	7.14	51.52	45.16	46.43	*	19.35	39.29	33	31	28
8		5.56	0.00	*	5.56	24.00	*	44.44	44.00	*	44.44	32.00	17	18	25
All Grades	*	1.35	4.82	16.28	18.92	19.28	40.70	47.30	50.60	39.53	32.43	25.30	86	74	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.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	16.00	23.33	75.00	48.00	66.67	*	36.00	10.00	36	25	30
7	*	35.48	21.43	60.61	45.16	46.43	*	19.35	32.14	33	31	28
8	*	11.11	4.00	64.71	55.56	76.00	*	33.33	20.00	17	18	25
All Grades	20.93	22.97	16.87	67.44	48.65	62.65	*	28.38	20.48	86	74	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.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	52.78	20.00	46.67	33.33	48.00	40.00	*	32.00	13.33	36	25	30
7	66.67	41.94	21.43	*	48.39	46.43	*	9.68	32.14	33	31	28
8	70.59	38.89	24.00	*	33.33	60.00	*	27.78	16.00	17	18	25
All Grades	61.63	33.78	31.33	23.26	44.59	48.19	15.12	21.62	20.48	86	74	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.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	4.00	10.00	*	12.00	33.33	83.33	84.00	56.67	36	25	30
7	*	3.23	7.14	*	58.06	28.57	81.82	38.71	64.29	33	31	28
8	*	5.56	8.00	*	33.33	40.00	64.71	61.11	52.00	17	18	25
All Grades	*	4.05	8.43	17.44	36.49	33.73	79.07	59.46	57.83	86	74	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.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	0.00	23.33	80.56	80.00	73.33	*	20.00	3.33	36	25	30
7	*	0.00	7.14	81.82	90.32	60.71	*	9.68	32.14	33	31	28
8	*	0.00	0.00	76.47	94.44	88.00	*	5.56	12.00	17	18	25
All Grades	*	0.00	10.84	80.23	87.84	73.49	*	12.16	15.66	86	74	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. Vista has a large number of ELs. Based on this we need to ensure our instructional practices must target these students and meet their needs in order for them to reclassify.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
348	**94.5**	**24.7**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	86	24.7
Foster Youth		
Homeless	2	0.6
Socioeconomically Disadvantaged	329	94.5
Students with Disabilities	26	7.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	2.3
American Indian or Alaska Native		
Asian		
Filipino	17	4.9
Hispanic	315	90.5
Two or More Races	2	0.6
Native Hawaiian or Pacific Islander		
White	3	0.9

Conclusions based on this data:

1. Vista serves a large population of Socioeconomically Disadvantaged students. Services need to align to supporting this large demographic.

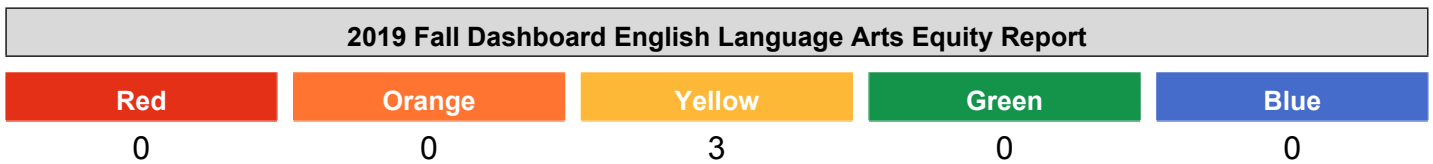# School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Yellow		

Conclusions based on this data:

1. VCMS needs to focus on student engagement to reduce the Chronic Absenteeism rate.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
25.7 points below standard	65.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15.4 points	Increased ++5 points	
387	197	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
0 Students	26.2 points below standard	73.4 points below standard
	Increased Significantly ++16.9 points	Increased Significantly ++34.2 points
	379	27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	25 points above standard
			Increased Significantly ++31.5 points
5			13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
27.6 points below standard	0 Students	0 Students	0 Students
Increased ++14.6 points			
366			

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
120.6 points below standard	40.2 points below standard	1.7 points below standard
Increased ++8.7 points	Maintained ++0.5 points	Increased Significantly ++37 points
63	134	63

Conclusions based on this data:

1.

School and Student Performance Data
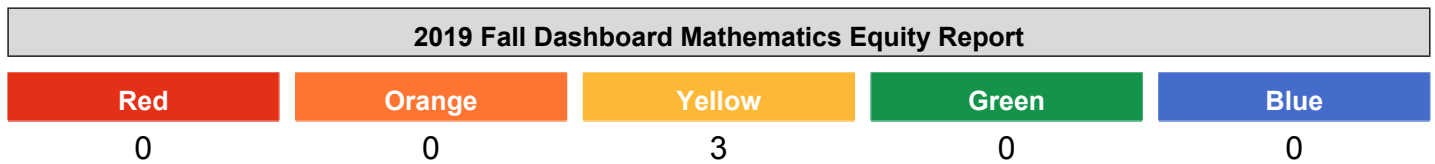
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
56.7 points below standard	89.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++35 points	Increased Significantly ++27.4 points	1
387	197	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	No Performance Color
	57.3 points below standard	63.1 points below standard
	Increased Significantly ++35.8 points	Increased Significantly ++91.9 points
	379	27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5			No Performance Color 25.8 points below standard Increased Significantly ++36.1 points 13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 58.6 points below standard Increased Significantly ++33.6 points 366			

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
119.5 points below standard Increased Significantly ++37.6 points 63	74.7 points below standard Increased Significantly ++20.6 points 134	37.4 points below standard Increased Significantly ++52.2 points 63

Conclusions based on this data:

1.

# School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
38.2 making progress towards English language proficiency
Number of EL Students: 68
Performance Level: Low
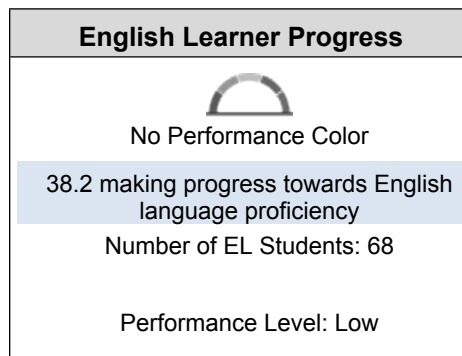
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	36.7	4.4	33.8

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
13.5	15.2	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.8	Increased +4.2	
416	99	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	13.6	20
	Increased +2.3	Increased +10.6
0	405	30

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	15.8
			Increased +8.6
5	0	0	19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
12.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.3			
388	4	0	0

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
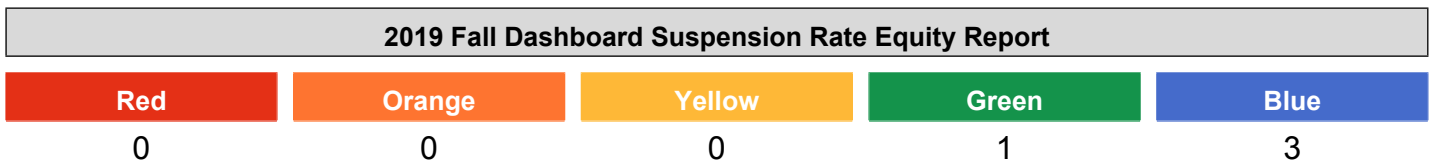## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.5	0	Less than 11 Students - Data Not
Declined -0.7	Declined -2.3	2
419	100	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Blue	Green
	0.5	3.3
	Declined -0.7	Declined -2.9
	407	30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color			No Performance Color
Less than 11 Students - Data 5			0
			Maintained 0
			19

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color		
0.5	Less than 11 Students - Data 4		
Declined -0.7			
391			

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	0.5

Conclusions based on this data:

1. Suspension rate continues to decline.

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

Instruction

LEA/LCAP Goal

All students have access to an instructional program that promotes engagement through rigor and relevance.

Goal 1

All students have access to an instructional program that promotes engagement through rigor and relevance.

Identified Need

VCMS will provide high-quality, rigorous instruction that deeply engages students in the learning experience to cultivate a lifelong love of learning. Instruction will be standards-based and support student engagement at all levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data will indicate how many teachers are participating in Data- Driven instruction cycles and reflection on a regular basis.	100% returning teachers participate in data-driven instruction cycles and reflection on a regular basis	VCMS will maintain 100% of teachers participating in data-driven instruction cycles and reflection on a regular basis.
Data that will indicate the percentage of students who are demonstrating mastery in academic core subject.	76% of all students demonstrate mastery in academic core subjects.	80% of all students will demonstrate mastery in academic core subjects
Data that shows 2% improvement on CASSPP Performance Bands.	VCMS will increase and align tiered support resources for its students as evidenced by a 2% improvement on CASSPP Performance Bands.In 2019 VCMS had a 6% increase in ELA and an 11% increase in Math.	VCMS students will show a minimum of a 5% improvement in CAASPP performance bands on an annual basis.
Data that will indicate how many teachers are implementing strategies to differentiate instruction on a regular basis.	Teachers implement strategies to increase engagement at inconsistent levels.	100% of VCMS teachers will implement strategies to increase engagement on a regular basis.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Evidence of a standards-based instructional materials.	VCMS will ensure that all students have access to 100% standards-based instructional materials	100% of VHGA students have access to standards-based instructional materials.
Data will indicate engagement through attendance	Current ADA rate is at 97%	VCMS will maintain an ADA rate of at least 96%

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)

High-Quality Instruction

Strategy/Activity

Hiring of highly qualified teachers and and admin and continued professional development for staff on school-wide focus areas

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)
1248733	LCFF 1000-1999: Certificated Personnel Salaries
504492	LCFF 3000-3999: Employee Benefits

Strategy/Activity 2
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 3
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire and train teacher assistants to provide structured intervention for struggling students. Provide students with effective, personalized academic intervention programs in ELA, Math, and ELD supported by school staff.

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)
173598	Title I 2000-2999: Classified Personnel Salaries
18243	Title I 3000-3999: Employee Benefits
35935	LCFF 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Learning Environment

LEA/LCAP Goal

Provide a learning environment and resources that are equitable for all subgroups we serve.

Goal 2

Provide a learning environment and resources that are equitable for all subgroups we serve.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Performance on CAASPP	VCMS will align resources for its ELL students as evidenced by a 2% improvement on CAASPP. In 2019 VCMS ELs performed at 4% met/exceeded in ELA and 25% met/exceeded in Math.	At least 20% of ELs will meet or exceed on the CAASPP in Math and ELA
EL Reclassification Rate	VCMS will align support resources for its EL students as evidenced by a 20% EL Reclassification Rate. VCMS reclassified 25% of English Learners in 2019.	VCMS will have at least a 25% EL Reclassification rate
EL Growth	VCMS will align support resources for its EL students as evidenced by EL growth moving up at least one level on ELPAC	At least 75% of ELs will move up at least one level on the ELPAC or reclassify.
SPED Performance on CAASPP	VCMS will align support resources for its students with special needs as evidence by a 1% improvement on CAASPP performance bands. In 2019 VCMS ELs performed at 19%	At least 20% of students with special needs will meet or exceed standard on the CAASPP in Math and ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	met/exceeded in ELA and 26% met/exceeded in Math.	
% of students demonstrating progress on their IEP goals	VCMS will align support resources for its' SPED students as evidenced by 80% of students meeting IEP goals. In 2020, 70% of students are meeting their IEP goals.	At least 80% of VCMS SPED students will demonstrate progress on their IEP goals
Suspension Rate	VCMS will align support resources for its EL, Foster Youth, SPED students as evidenced by a 0.5% suspension rate. Current suspension rate is 0%.	VCMS will have no greater than a 0.5% suspension rate for its EL, Foster Youth and SPEd Students.
School Attendance Rate	VCMS will align support resources for its EL, Foster Youth, SPED students as evidenced by a 96% attendance rate. Current ADA is 97%.	VCMS will have at least 96% attendance rate

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)

ELD Instruction

Strategy/Activity

Implement standards-based curriculum, materials and services for ELD instruction

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)
5000	LCFF 4000-4999: Books And Supplies
2852	Title III 2000-2999: Classified Personnel Salaries
19606	LCFF

	2000-2999: Classified Personnel Salaries
13239	LCFF 3000-3999: Employee Benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Professional Development

Strategy/Activity

Provide professional development on a regular basis to support identified needs and implementation of academic and social-emotional interventions for school subgroups.

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)
33630	LCFF 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Multi-Tiered Systems of Support

Strategy/Activity

Identified staff to facilitate MTSS based on student needs, and provide accommodated assessment plans and supports for identified 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)
162187	Special Education 1000-1999: Certificated Personnel Salaries
50468	LCFF 1000-1999: Certificated Personnel Salaries

50506	Special Education 3000-3999: Employee Benefits

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

SPED Providers

Strategy/Activity

VCMS will contract special educations providers to offer services and resources necessary to support students with special needs and accommodations.

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)
35000	Special Education 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Professional Development

LEA/LCAP Goal

Staff are supported in an equitable way to grow in their development

Goal 3

Staff are supported in an equitable way to grow in their development

Identified Need

It is important that staff continue to grow to maximize their effectiveness and that they receive necessary support to impact student achievement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of teachers that participate in a professional growth model to set goals, monitor and reflect on progress aligned to the Danielson framework	Teachers will participate in a professional growth model to set goals, monitor and reflect on progress aligned to the Danielson Framework. 100% of teachers participated in 20-21.	100% of VCMS teachers participate in a professional growth model aligned to the Danielson Framework and at least 90% of teachers demonstrate growth in their focus areas using the Danielson clusters rubric and indicators
Staff collaborate in PLCs to address school-wide focus areas aligned to school vision and mission.	Staff will collaborate in PLCs to address school-wide focus areas aligned to school's mission and vision. 100% teachers participate in grade level PLCs, committees and content collaboration.	100% of VCMS staff collaborate to address school-wide focus areas aligned to school's mission and vision
Instructional Leadership Team to monitor goal data and address school-wide needs	An Instructional Leadership Team is developed to foster a culture of distributive and collaborative decision-making. ILT has been established and meets weekly to support PLC facilitation.	The VCMS Instructional Leadership Team effectively facilitates professional learning and growth opportunities leading to enhanced teaching and learning as evidenced by progress on a SMART goal.
Administrators will participate in professional learning to	Administrators will participate in professional learning to	100% of VCMS administrators participate in leadership

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
support teachers in an equitable way	support teachers in an equitable way	professional development aimed at providing teachers with enhanced support
Number of teachers that are appropriately assigned and fully credentials for the pupils they are teaching	100% of VCMS teachers will be fully credentialed and assigned to teach the courses within their credentialed areas and applicable grade level. 70% of teachers are fully credentialed in 20-21.	!00% of VCMS teachers will be fully credentialed and assigned to teach the courses within their credentialed area and applicable grade level

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

VCMS will establish an Instructional Leadership Team to foster a culture of distributive and collaborative decision-making, and facilitate professional learning and growth opportunities leading to enhanced teaching and learning. Weekly professional collaboration time between staff (Teachers, Teacher Assistants, SPED, etc) for learning, data-driven decision making and instructional planning. Monitor implementation of professional growth model that includes goal setting, progress monitoring and reflection. Professional development and other professional learning opportunities and resources. Provide teachers with focused one-on-one coaching sessions that focus on goal-setting and progress monitoring of focus areas. Consultants will provide group and individual professional development related to VCMS's mission and vision. Costs captured in salaries in Goal 1

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 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers the opportunity to attend a conference to assist with improving instruction and educational pedagogy

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)
21214	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures
7286	LCFF 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Social Emotional Learning

LEA/LCAP Goal

Students receive social-emotional supports that allow them to feel safe and successful at school

Goal 4

Students receive social-emotional supports that allow them to feel safe and successful at school

Identified Need

It is important that students receive social-emotional supports in order for them to feel safe and be ready to learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data will indicate the percentage of students who have been suspended.	VCMS single student suspension rate will not exceed 0.5%. 0% in the 20-21 school year.	VCMS single student suspension rate will not exceed 0.4%
Data will indicate percentage of students who have been expelled.	VCMS student expulsion rate will not exceed 0.2%. In 2019 VCMS ELs performed at 4% met/exceeded in ELA and 25% met/exceeded in Math.	VCMS expulsion rate will not exceed 0.2%
Evidence of implementation of PBIS model focusing on core values and events to support	School-wide implementation of PBIS model (GEAR)	VCMS behavior referrals will decrease by 5%
Data will show evidence of student self-reflection and monitoring processes used	progress monitoring on a regular basis	participate in self- reflection and progress monitoring
Implementation of social-emotional programs, resources and services for students	Provide social emotional programs, resources and services for students	100% of VCMS students will participate in Way of Council on a weekly basis, at a minimum

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)

Counseling

Strategy/Activity

Counseling services to meet the social emotional and mental health needs of VCMS 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)
10000	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures
10000	LCFF 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Uniforms for low- income students

Strategy/Activity

Promote a culture of safety and belonging with uniforms for a welcoming school culture

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)
20000	LCFF 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

School Meals

Strategy/Activity

Provide nutritious school meals that maintain and support student health and wellness

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)
7781	LCFF 4000-4999: Books And Supplies
348400	Other 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Parent Engagement

LEA/LCAP Goal

Parents are actively engaged partners

Goal 5

Parents are actively engaged partners

Identified Need

It is essential to engage parents in their child's education to ensure a cohesive and strong home-school communication, as well as social and academic supports for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Active School Site Council/School	VCMS will continue to have regular SSC/SELAC held meetings on a monthly basis	The VCMS SSC/SELAC will meet at least monthly during the school year
Parent usage of monitoring tools to track student progress and home-school communication	Establish parent usage of monitoring tools to track student progress and home-school communication	Frequent home-school communication through Class Dojo/School Messenger applications
Evidence of engagement/educational events for families	Hold engagements/educational events for families	At least 90% of VCMS parens will report feeling actively engaged as partners in the school as evidenced by the Annual LCAP survey
Way of Council is used on a regular basis to build more meaningful home- school relationships	Way of Council will be used on a regular basis to build more meaningful home- school relationships	Council, in addition to students
Use of parent feedback to address identified needs	VCMS will provide evidence of using parent feedback to address identified needs	VCMS will demonstrate growth in areas identified by parents and will continue to use parent feedback to address further identified needs

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

Personnel, services, and supplies to provide parent meetings. Create opportunities to engage parents through summer orientation, home visits, family nights, festivals. Phone and text communication with embedded translation services to provide opportunities to communicate with parents. Conducting classes for parents to encourage continued education and support in the home environment. Conference attendance for parents to attend to further learning and nurture parent leadership.

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	Title I 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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	$226907
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,779,170.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$192,841.00
Title II Part A: Improving Teacher Quality	$21,214.00
Title III	$2,852.00
Title IV Part A: Student Support and Academic Enrichment	$10,000.00

Subtotal of additional federal funds included for this school: $226,907.00

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

State or Local Programs	Allocation ($)
LCFF	$1,956,170.00
Other	$348,400.00
Special Education	$247,693.00

Subtotal of state or local funds included for this school: $2,552,263.00

Total of federal, state, and/or local funds for this school: $2,779,170.00

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

Expenditures by Funding Source

Funding Source	Amount
LCFF	1,956,170.00
Other	348,400.00
Special Education	247,693.00
Title I	192,841.00
Title II Part A: Improving Teacher Quality	21,214.00
Title III	2,852.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,461,388.00
2000-2999: Classified Personnel Salaries	196,056.00
3000-3999: Employee Benefits	622,415.00
4000-4999: Books And Supplies	381,181.00
5000-5999: Services And Other Operating Expenditures	118,130.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	1,299,201.00
2000-2999: Classified Personnel Salaries	LCFF	19,606.00

3000-3999: Employee Benefits	LCFF	553,666.00
4000-4999: Books And Supplies	LCFF	32,781.00
5000-5999: Services And Other Operating Expenditures	LCFF	50,916.00
4000-4999: Books And Supplies	Other	348,400.00
1000-1999: Certificated Personnel Salaries	Special Education	162,187.00
3000-3999: Employee Benefits	Special Education	50,506.00
5000-5999: Services And Other Operating Expenditures	Special Education	35,000.00
2000-2999: Classified Personnel Salaries	Title I	173,598.00
3000-3999: Employee Benefits	Title I	18,243.00
5000-5999: Services And Other Operating Expenditures	Title I	1,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	21,214.00
2000-2999: Classified Personnel Salaries	Title III	2,852.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,981,001.00
Goal 2	372,488.00
Goal 3	28,500.00
Goal 4	396,181.00
Goal 5	1,000.00

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

2 Classroom Teachers

3 Other School Staff

3 Parent or Community Members

Name of Members	**Role**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Daniel Sommer on 5/6/21
	SSC Chairperson, Jesus Bojorquez on 5/6/21

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019