



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 Heritage Global Academy	30-10306-0132613	5/19/21	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 Heritage Global Academy (VHGA) 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 VHGA.

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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. All students were provided a School Climate Survey that assessed student attitudes towards the school community, social-emotional components, and the community environment. Parents were also given a similar Parent Survey that assessed their view of the school and community environment. Teachers were provided a survey regarding the school environment, school programs, and comfort with curriculum and technology.

Survey results showed that overall students, parents, and teachers were all happy with the school environment. Teachers and parents generally felt safe around the campus and expressed comfort with the school programs, curriculum, and technology, except for English Learner supports and differentiation being an area of need for teachers. Students reported a slightly lower sense of safety due to peer relations/pressure. These survey results were considered when creating the goals outlined in this SPSA.

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 classroom observations are conducted regularly throughout the year by the principal and assistant principal. All teachers also participate in a monthly observation and feedback coaching cycle, in addition to a formal evaluation process that involves classroom observations. These classroom observations will be used to inform future professional development and training for teachers, as well as inform classroom pedagogy.

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)

At VHGA, all teachers use formative and informative assessments throughout the school year. Unit assessments from our curriculum are utilized by teachers in all grade levels, as well as additional informative assessments teachers see fit for the topic. Assessments at VHGA are not limited to formal tests and quizzes, but include other forms to showcase mastery, such as presentations, projects, and experiments. These local assessments are used consistently to inform the teaching that occurs in the classrooms. These assessment results help teachers design future lessons, differentiate lessons according to different levels of achievement, and create intervention groups.

VHGA uses a Response to Intervention (RtI) model to assess, support, and monitor student progress in mastering the Common Core State Standards. In addition to the in-class assessments described above, all students are tested every quarter using Renaissance STAR 360, iReady Math and Reading, and running records. This data is analyzed by teachers at grade level PLCs and staff meetings, where teachers can effectively target certain skills and identify at-risk students who are performing under grade level.

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 school year. Each grade level will be utilizing the assessments that are provided through the adopted curriculum, as well as any other informal assessments they see fit for their classroom. These informal and formal curriculum assessments will inform future instruction as each teacher can identify what concepts must be revisited.

In addition to the grade level assessments, the whole school will participate in Renaissance STAR 360, iReady Math and Reading, and running records assessments four times a year, at the end of each quarter. This will allow the school to track progress and support both students and teachers.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff are highly qualified, possess valid teaching credentials, and are authorized to teach English Language Learners. All teachers 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 (20U.S.C. 1412(a)(14)(C)). 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 VHGA, 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)

Ongoing instructional assistance and support for teachers will be provided through professional development meetings, as well as in-class demonstrations of new strategies to be implemented. These will be conducted by our Instructional Leadership Team (ILT), whose focus will be on attending trainings and educating teachers on new strategies that can be implemented in the classroom. Our main focus this year will be on developing competency in EL strategies, therefore our ILT will be meeting with teachers during planning time and during professional development sessions to discuss and support the implementation of these strategies in all content areas.

There will also be on-going support through teacher evaluations, conferencing after observations, the use of Professional Learning Communities (PLCs) meetings during weekly staff training. Effective use of PLCs will allow teachers to collaborate within each grade level, as well as with other grade levels to provide support and opportunities for vertical planning, while receiving support from the ILT and administrators.

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

Teachers at VHGA 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 VHGA 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 the meet the required standards.

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

VHGA adheres to all recommended instructional minutes for reading/language arts and mathematics. A typical day, except for Fridays, consists of 450 instructional minutes. Every Friday is a modified day, which consists of 350 instructional minutes. These minutes include lunch and passing periods. All Math and ELA classes are "double blocked" meaning each student has 2 periods of math and 2 periods of ELA and have each of those classes for 90 minutes everyday.

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

The teachers at VHGA 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.

VHGA 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 intervention blocks for all students called "Flex 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 VHGA. 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. VHGA 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)

VHGA 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, student-led conferences, parent teacher organization (PTO) 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. VHGA 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 participating in the PTO. The administrative and office staff also send home a weekly newsletter to inform parents of upcoming events and opportunities of involvement and education.

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 VHGA. 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. Parent committees, such as the Parent Teacher Organization (PTO) 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

All stakeholders were encouraged to participate in the opportunities they were given to provide input on the SPSA planning process. The development and planning of the SPSA was discussed in the meetings outlined below.

SSC Meetings

Members: Collin Felch/Principal, Brian Bailey/Assistant Principal, Megan Mackey/Teacher, Richard Jimenez/Teacher, Alma Ramos/Teacher, Cristina Flores/Parent, Donna Sanchez/Parent, Berenice Varela/Parent, Genesis Cisneros De La Mora/Student, Max Cota/Student, Arianna Fuentes/Student

Meeting dates:

September 23rd, 2020

October 21st, 2020

December 16th, 2020

January 20th, 2021

February 17th, 2021

March 17th, 2021

April 21st, 2021

May 19th, 2021

Instructional Leadership Team Meetings

Members: Collin Felch/Principal, Brian Bailey/Assistant Principal, Amy McKahan/Teacher, Nicole Douglas/Teacher, Erin Huff/Teacher

Meeting dates:

August 11th, 2020

September 1st, 2020

September 15th, 2020

October 13th, 2020

October 27th, 2020

November 10th, 2020

December 1st, 2020

December 8th, 2020

December 15th, 2020

January 19th, 2021

February 2nd, 2021

February 16th, 2021

March 2nd, 2021

March 16th, 2021

March 23rd, 2021

April 6th, 2021

April 20th, 2021

May 11th, 2021

May 18th, 2021

Coffee with the Principal – Parent Meetings

Members: Collin Felch/Principal, Ruth Valdin/Office Clerk, VHGA Parents

Meeting dates:

September 24th, 2020

November 5th, 2020

December 3rd, 2020

January 14th, 2021

February 4th, 2021

March 4th, 2021

March 25th, 2021

April 8th, 2021

May 20th, 2021

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), 64.61% of students were performing below grade level in English Language Arts and 82.27% 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, 91.49% of English Learners performed below grade level in English Language Arts, and 92.93% 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 at 10.99% 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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	%	0%	%		0	
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	100%	100%	100.0%	275	281	273
Pacific Islander	%	0%	%		0	
White	%	0%	%		0	
Two or More Responses	%	0%	%		0	
Not Reported	%	0%	%		0	
Total Enrollment				275	281	273

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	86	94	71
Grade 7	98	92	108
Grade 8	91	95	94
Total Enrollment	275	281	273

Conclusions based on this data:

1. This data shows consistent enrollment over the past three years.

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
111	111	111	111	111	111	111
140	140	140	140	140	140	140
24	24	24	24	24	24	24

Conclusions based on this data:

1.

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	83		72	80		0	80		0	96.4		0.0
Grade 7	93		107	89		0	89		0	95.7		0.0
Grade 8	92		98	91		0	91		0	98.9		0.0
All	268		277	260		0	260		0	97		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	2493.			8.75			23.75			33.75			33.75		
Grade 7	2523.			6.74			28.09			39.33			25.84		
Grade 8	2537.			6.59			31.87			30.77			30.77		
All Grades	N/A	N/A	N/A	7.31			28.08			34.62			30.00		

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	7.50			46.25			46.25			
Grade 7	14.61			44.94			40.45			
Grade 8	19.78			38.46			41.76			
All Grades	14.23			43.08			42.69			

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	13.75			53.75			32.50		
Grade 7	15.73			57.30			26.97		
Grade 8	7.69			63.74			28.57		
All Grades	12.31			58.46			29.23		

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	6.25			66.25			27.50		
Grade 7	5.62			76.40			17.98		
Grade 8	6.59			65.93			27.47		
All Grades	6.15			69.62			24.23		

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	22.50			47.50			30.00		
Grade 7	15.73			59.55			24.72		
Grade 8	19.78			54.95			25.27		
All Grades	19.23			54.23			26.54		

Conclusions based on this data:

1. This data shows that more time should be dedicated towards targeted intervention groups.
2. There is a high percentage of students who are underperforming in the listening portion. Listening standards and teaching strategies must be discussed with all teaching staff.

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	83		72	83		0	83		0	100		0.0
Grade 7	93		107	90		0	90		0	96.8		0.0
Grade 8	92		98	92		0	92		0	100		0.0
All	268		277	265		0	265		0	98.9		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	2476.			13.25			9.64			30.12			46.99		
Grade 7	2475.			3.33			10.00			35.56			51.11		
Grade 8	2491.			4.35			13.04			22.83			59.78		
All Grades	N/A	N/A	N/A	6.79			10.94			29.43			52.83		

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	16.87			25.30			57.83			
Grade 7	6.67			26.67			66.67			
Grade 8	7.61			23.91			68.48			
All Grades	10.19			25.28			64.53			

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	7.23			39.76			53.01		
Grade 7	5.56			38.89			55.56		
Grade 8	7.61			42.39			50.00		
All Grades	6.79			40.38			52.83		

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	13.25			36.14			50.60		
Grade 7	6.67			61.11			32.22		
Grade 8	5.43			58.70			35.87		
All Grades	8.30			52.45			39.25		

Conclusions based on this data:

1. This data shows there is a need for growth in the application of mathematical concepts in real world problems. More real-world applications are to be explored in math lessons, and professional development in teaching strategies is necessary.
2. Overall, there is a large percentage of students performing below grade level, and so both students and teachers require support in mathematical practices.

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	1498.6	1517.3	1515.6	1486.6	1516.0	1521.0	1510.4	1518.0	1509.6	25	44	20
7	1493.5	1519.6	1538.1	1481.7	1510.5	1543.7	1504.8	1528.3	1532.1	21	35	17
8	1508.7	1518.2	*	1506.0	1495.2	*	1510.6	1540.7	*	11	22	11
All Grades										57	101	48

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	*	15.91	5.00	*	27.27	50.00	48.00	43.18	30.00	*	13.64	15.00	25	44	20
7		11.43	11.76	*	34.29	41.18	61.90	37.14	47.06	*	17.14	0.00	21	35	17
8		0.00	*	*	45.45	*	*	45.45	*	*	9.09	*	11	22	*
All Grades	*	10.89	10.64	29.82	33.66	38.30	52.63	41.58	36.17	*	13.86	14.89	57	101	47

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	*	31.82	25.00	44.00	50.00	50.00	*	6.82	15.00	*	11.36	10.00	25	44	20
7	*	25.71	29.41	61.90	37.14	47.06	*	25.71	23.53	*	11.43	0.00	21	35	17
8	*	4.55	*	*	36.36	*		50.00	*	*	9.09	*	11	22	*
All Grades	*	23.76	27.66	52.63	42.57	42.55	24.56	22.77	23.40	*	10.89	6.38	57	101	47

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	*	6.82	5.00	*	13.64	5.00	*	56.82	50.00	48.00	22.73	40.00	25	44	20
7		2.86	5.88	*	20.00	23.53	*	54.29	41.18	*	22.86	29.41	21	35	17
8		0.00	*		22.73	*	*	54.55	*	*	22.73	*	11	22	*
All Grades	*	3.96	4.26	*	17.82	14.89	47.37	55.45	42.55	43.86	22.77	38.30	57	101	47

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	*	36.36	20.00	60.00	50.00	65.00	*	13.64	15.00	25	44	20	
7	*	17.14	29.41	71.43	54.29	52.94	*	28.57	17.65	21	35	17	
8	*	4.55	*	*	77.27	*	*	18.18	*	11	22	*	
All Grades	*	22.77	21.28	64.91	57.43	61.70	19.30	19.80	17.02	57	101	47	

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	*	29.55	64.71	60.00	59.09	35.29	*	11.36	0.00	25	44	17	
7	*	37.14	70.59	61.90	48.57	29.41	*	14.29	0.00	21	35	17	
8	*	4.55	*	*	81.82	*	*	13.64	*	11	22	*	
All Grades	38.60	26.73	59.09	54.39	60.40	38.64	*	12.87	2.27	57	101	44	

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	*	6.82	10.00	*	22.73	30.00	80.00	70.45	60.00	25	44	20
7		8.57	11.76	*	34.29	41.18	90.48	57.14	47.06	21	35	17
8		0.00	*		59.09	*	100.00	40.91	*	11	22	*
All Grades	*	5.94	12.77	*	34.65	29.79	87.72	59.41	57.45	57	101	47

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	*	18.18	0.00	88.00	72.73	85.00	*	9.09	15.00	25	44	20
7	*	5.71	11.76	90.48	88.57	88.24	*	5.71	0.00	21	35	17
8		9.09	*	*	90.91	*	*	0.00	*	11	22	*
All Grades	*	11.88	4.26	89.47	82.18	87.23	*	5.94	8.51	57	101	47

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. There are a high number of students at the beginning level in the reading and writing domains. These must be addressed during Reader's and Writer's Workshop as well as through the Fountas and Pinnell Leveled Literacy Intervention (LLI) groups during the school day.

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
273	100.0	48.7	1.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	133	48.7
Foster Youth	4	1.5
Homeless	3	1.1
Socioeconomically Disadvantaged	273	100.0
Students with Disabilities	35	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	273	100.0
Two or More Races		
Native Hawaiian or Pacific Islander		
White		

Conclusions based on this data:

- 40.4% of our student population are English Language learners. This implies the high need for an English Language Development focus in the classroom.

2. English learner strategies, such as GLAD, SDAIE, and Thinking Maps, should be used throughout the day in each subject to support English learners.





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
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="293 747 373 779">Yellow</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="784 747 834 779">Red</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1260 747 1317 779">Blue</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="293 947 373 978">Yellow</p>		

Conclusions based on this data:

1. There is a need for improvement in both English Language Arts and Mathematics. In collaboration with the administrators, teachers shall continue to target skills based on student needs.
2. There must be a greater emphasis and greater follow through with at-risk students to reduce the chronic absenteeism rate.

School and Student Performance Data

Academic Performance English Language Arts

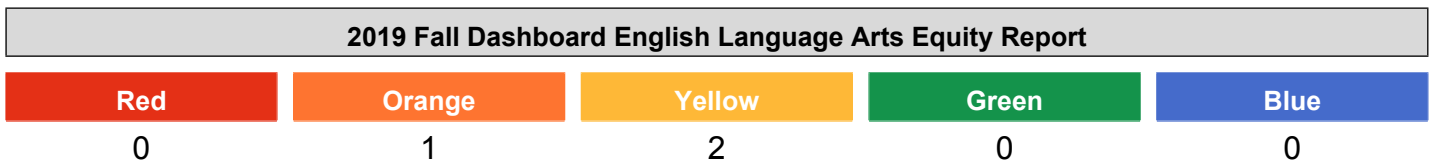
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 31.4 points below standard Increased ++5.7 points 253	<p>English Learners</p> Orange 65.9 points below standard Declined -3.6 points 148	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Yellow 31.4 points below standard Increased ++5.9 points 253	<p>Students with Disabilities</p> No Performance Color 101.6 points below standard Declined -6.1 points 23

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31.4 points below standard Increased ++5.7 points 253	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.8 points below standard Increased Significantly ++17.7 points 91	24.5 points below standard Increased ++12.8 points 57	15.2 points below standard Increased Significantly ++22.2 points 24

Conclusions based on this data:

- English Learners performed considerably lower than Reclassified English Learners and English Only students. This gap should be addressed with enhanced English learner strategies being implemented throughout the school day in every class.
- Continued intervention is necessary based on skills that students need support in.
- Intervention applications should be implemented effectively throughout the instructional day and during Flex Period.

School and Student Performance Data

Academic Performance Mathematics

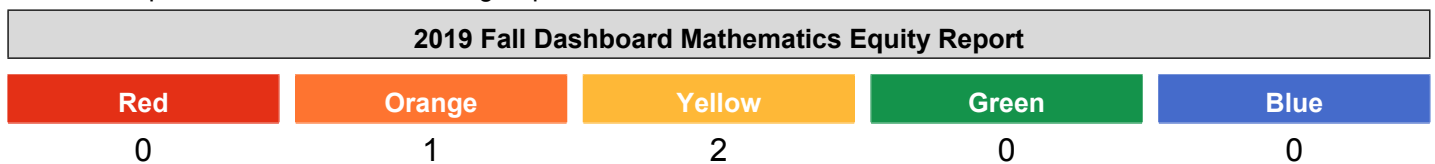
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:



This section provides number of student groups in each color.




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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>85.3 points below standard</p> <p>Increased ++6.6 points</p> <p>252</p>	<p>English Learners</p> <p>Orange</p> <p>113.6 points below standard</p> <p>Increased ++3.6 points</p> <p>147</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>85.3 points below standard</p> <p>Increased ++6.8 points</p> <p>252</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>166.5 points below standard</p> <p>Declined Significantly -28.3 points</p> <p>22</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White



Yellow

85.3 points below standard

Increased ++6.9 points

252

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
135.1 points below standard	79.5 points below standard	73.4 points below standard
Increased Significantly ++21.1 points	Increased ++10.4 points	Increased Significantly ++20.8 points
90	57	24

Conclusions based on this data:

1. There should be a focus on math practices to address this major learning gap, and teachers shall continue to utilize instructional time during the "double blocked" math classes to provide targeted support.
2. Teachers should continue to introduce CGI strategies during math lessons to build both foundational and practical skills. Additional professional development should be provided to teachers to further support their teaching.

School and Student Performance Data

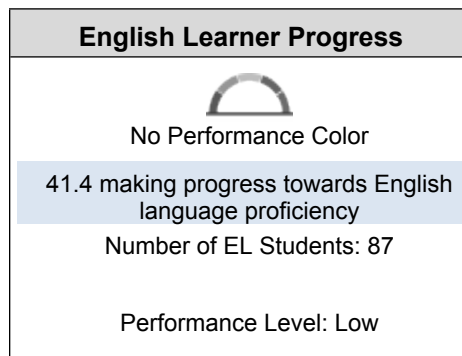
Academic Performance English Learner Progress

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



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
31.0	27.5	5.7	35.6

Conclusions based on this data:

- To support the needs of English learner students, teachers will be utilizing EL strategies (GLAD, SDAIE, Thinking Maps) in all content areas. Professional development will be provided in the classrooms by the instructional specialist to provide ongoing support.
- In English Language Arts, there will be a focus on developing reading skills, which will be tracked through running records data.

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

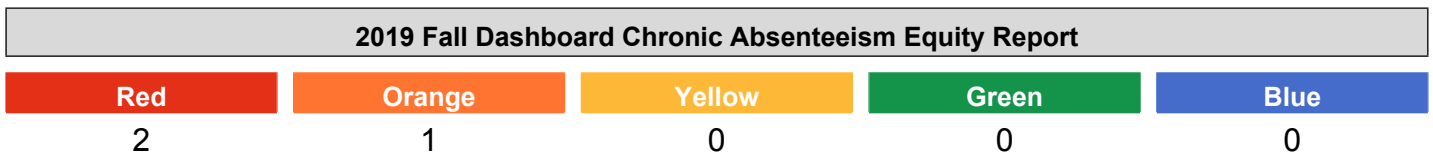
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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		
<p>All Students</p> Red 11.6 Increased Significantly +4.4 284	<p>English Learners</p> Orange 14 Increased +7.1 114	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Red 11.6 Increased Significantly +4.3 284	<p>Students with Disabilities</p> No Performance Color 26.7 Increased +18.3 30

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.3 Increased Significantly +4.4 282	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0

Conclusions based on this data:

1. Parents need to be educated on the importance of attendance and the school's attendance procedures during monthly parent meetings and parent education programs.
2. Incentives will be provided to students for perfect attendance.
3. Attendance reminders will be sent out as part of the monthly school newsletter.

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

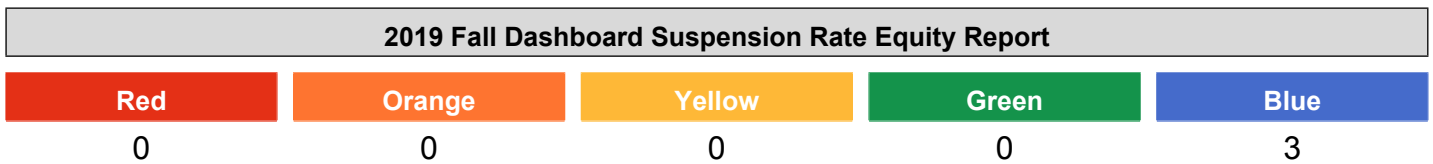
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:





This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0</p> <p>Declined -0.7</p> <p>289</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Declined -1.1</p> <p>118</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Declined -0.7</p> <p>287</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>30</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -0.7 286	 No Performance Color Less than 11 Students - Data 3		

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0

Conclusions based on this data:

1. PBIS and the restorative behavior plan will continue to be implemented in all areas of the school campus.
2. Behavior interventions will be provided on an on-going basis inside of the classroom before office referrals are used.

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

LEA/LCAP Goal

Goal 1

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

Identified Need

It is important that VHGA provides high-quality, rigorous instruction that deeply engages students in the learning experience to cultivate a lifelong love of learning.

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% of VHGA teachers are participating in data-driven instruction cycles and reflection on a regular basis.	100% of VHGA teachers will participate 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 subjects.	75% of all VHGA students are demonstrating mastery in academic core subjects.	80% of all students will demonstrate mastery in academic core subjects.
Data that shows improvement on CASSPP Performance Bands.	35.39% of VHGA students scored meets or exceeds in ELA and 17.73% of VHGA students scored meets or exceeds in math on the CAASPP in 2018-19.	At least 50% of VHGA students will meet or exceed standards in CAASPP in Math and ELA.
Data that will indicate how many teachers are implementing strategies to differentiate instruction on a regular basis.	90% of VHGA teachers are implementing strategies to increase engagement on a regular basis.	100% of VHGA teachers will implement strategies to increase engagement on a regular basis.
Evidence of a standards-based instructional materials.	100% of VHGA students have access to standards-based instructional materials.	100% of VHGA students have access to standards-based instructional materials.

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

Hiring of highly qualified teachers 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)
1141969	LCFF 1000-1999: Certificated Personnel Salaries
428813	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)

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)
89830	Title I 2000-2999: Classified Personnel Salaries
17059	Title I 3000-3999: Employee Benefits

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

Provide all students 1-1 Chromebook access, as well as teachers with the technology necessary to facilitate rigorous, effective 21st century teaching and learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

32795

12205

Source(s)

Title I
4000-4999: Books And Supplies

LCFF
4000-4999: Books And Supplies

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

LEA/LCAP Goal

Goal 2

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

Identified Need

It is essential that VHGA provides a high quality, supportive educational environment that allows all students to feel comfortable and to thrive, regardless of their background, language status, disability, or any other factors.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL performance on CAASPP	8.51% of VHGA EL students scored meets or exceeds in ELA and 7.07% of VHGA EL students scored meets or exceeds in math on the CAASPP in 2018-19.	At least 15% of VHGA ELs will meet or exceed standard on the CAASPP in Math and ELA.
SPED performance on CAASPP	9.52% of VHGA SPED students scored meets or exceeds in ELA and 0% of VHGA SPED students scored meets or exceeds in math on the CAASPP in 2018-19.	At least 15% of VHGA students with special needs will meet or exceed standard on the CAASPP in Math and ELA.
EL Reclassification Rate	VHGA had a 30% EL Reclassification Rate during the 2018-19 school year through the ELPAC Assessment.	VHGA will have at least a 35% EL Reclassification Rate.
EL Growth on ELPAC	41.4% of VHGA EL students moved up at least one level on the ELPAC and/or reclassified, according to 2019 Fall Dashboard data.	At least 70% of VHGA ELs will move up at least one level on the ELPAC and/or reclassify.
Suspension Rate	0% of VHGA students were suspended during the 2019-20	VHGA will have no greater than a 0.5% suspension rate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	school year for its EL, Foster Youth, and SPED students.	for its EL, Foster Youth, and SPED students.
% of students demonstrating progress on their IEP goals	85% of VHGA students demonstrated progress on the IEP goals.	At least 90% of VHGA SPED students will demonstrate progress on their IEP goals.
School Attendance Rate	VHGA had a 96.66% attendance rate during the 2019-20 school year.	VHGA will have at least a 97% attendance rate.
Chronic Absenteeism Rate	VHGA had a 6.7% chronic absenteeism rate during the 2019-20 school year.	VHGA will have no greater than a 6% chronic 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)

English Learners

Strategy/Activity

Implement standards-based curriculum, materials, and service for designated 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)

5000

Source(s)

LCFF
4000-4999: Books And Supplies

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 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)
12460	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures
2345	LCFF 5000-5999: Services And Other Operating Expenditures
4564	Title IV Part A: Student Support and Academic Enrichment 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)

All Students

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)
150758	Special Education 1000-1999: Certificated Personnel Salaries
36769	Special Education 3000-3999: Employee Benefits
18133	LCFF 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Special Needs

Strategy/Activity

VHGA will contract will specific special education providers to offer services and resources necessary to support students with special 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)

15000

Source(s)

Special Education
5000-5999: Services And Other Operating
Expenditures

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

LEA/LCAP Goal

Goal 3

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

Identified Need

It is important that staff continued to grow to maximize their effectiveness and must be supported as such.

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.	100% of VHGA teachers participated in a professional growth model to set goals, monitor and reflect on progress aligned to the Danielson Framework.	100% of VHGA teachers participate in a professional growth model aligned to the Danielson Framework, and at least 90% of teachers demonstrate growth in one or more focus areas in the Danielson Framework
Staff collaborate to address school-wide focus areas aligned to the mission and vision.	75% of VHGA staff collaborated to address school-wide focus areas aligned to the mission and vision.	100% of VHGA staff collaborate to address school-wide focus areas aligned to the mission and vision.
Instructional Leadership Team is established.	A 3-Member Instructional Leadership Team was established to foster a culture of distributive and collaborative decision-making.	A 5-Member VCGA Instructional Leadership Team effectively facilitates professional learning and growth opportunities leading to enhanced teaching and learning.
Administrators will participate in professional learning to support teachers in an equitable way.	100% of VHGA administrators participated in professional learning to support teachers in an equitable way.	100% of VHGA Administrators participate in leadership professional development aimed at providing teachers with enhanced support.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of teachers that are appropriately assigned and fully credentialed for the pupils they are teaching.	100% of VHGA teachers are fully credentialed and assigned to the teach courses within their credentialed area and applicable grade level.	100% of VHGA teachers will be fully credentialed and assigned to the teach 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

VHGA 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 VHGA'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)

3500

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

1500

LCFF
5000-5999: Services And Other Operating
Expenditures

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

LEA/LCAP Goal

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The data will indicate the percentage of students who have been suspended.	0% of VHGA students were suspended in 2019-20.	VHGA's single student suspension rate will not exceed 0.4%.
The data will indicate the percentage of students who have been expelled.	0% of VHGA students were expelled in 2019-20.	VHGA's student expulsion rate will not exceed 0.2%.
Evidence of the implementation of the PBIS model and events on campus.	75% of VHGA staff implemented a PBIS model.	100% of VHGA staff will implement a PBIS model.
The data will show evidence of use of the student self-reflection and monitoring process that are used.	80% of VHGA students participate in self-reflection and progress monitoring on a regular basis.	100% of VHGA students will participate in self-reflection and progress monitoring on a regular basis.
Implementation of social emotional programs, resources and services for students.	95% of VHGA students will participate in Way of Council on a weekly basis, at a minimum.	100% of VHGA students will participate in Way of Council on a weekly basis, at a minimum.
Evidence of students, teachers, and parents feeling safe and connected to the school.	92% of VHGA students, teachers, and parents report feeling safe and connected to the school as evidenced by the annual LCAP Survey.	At least 95% of VHGA students, teachers, and parents will report feeling safe and connected to the school as evidenced by the annual LCAP Survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Display the school building is in good condition, using the Facilitates Inspection Tool.	"Good Status" on the Facilities Inspection Tool and through local inspections by maintenance staff.	"Good Status" on the Facilities Inspection Tool and through local inspections by maintenance staff.

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

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)

5436

Source(s)

Title IV Part A: Student Support and Academic Enrichment
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)

Low Income and Foster Youth

Strategy/Activity

VHGA students will wear school uniforms to support a safe and 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)

15000

Source(s)

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)

All Students

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)

132

Source(s)

LCFF

4000-4999: Books And Supplies

277412

Other

4000-4999: Books And Supplies

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

LEA/LCAP Goal

Goal 5

Parents are actively engaged partners.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Active SSC/SELAC.	VHGA has a 66.67% attendance rate for its elected SSC/SELAC members during the 2019-20 school year.	VHGA will have a 90% attendance rate for its elected SSC/SELAC members.
Parent usage of monitoring tools to track student progress and home-school communication.	VHGA staff sent a total of 100,000 (200 per student on average) messages to parents on TalkingPoints during the 2019-20 school year.	The number of annual messages between VHGA and each family will increase by 2% on average.
Evidence of engagement/educational events for families.	96% of VHGA parents report feeling actively engaged as partners in the school through the 2019-20 Annual LCAP Survey.	100% of VHGA parents will report feeling actively engaged as partners in the school as evidenced by the annual Annual LCAP Survey.
Participation in parent classes.	8% of VHGA parents participated in parent classes during the 2018-19 school year.	At least 15% VHGA parents participated in parent classes.
Parent feedback to address identified needs.	10% of VHGA parents responded to the LCAP Parent Survey in 2019-20.	At least 50% of VHGA parents will respond to the LCAP Parent Survey.

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)

500

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures

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	\$166144
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	\$2,271,180.00

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	\$140,184.00
Title II Part A: Improving Teacher Quality	\$15,960.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$166,144.00

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	\$1,625,097.00
Other	\$277,412.00
Special Education	\$202,527.00

Subtotal of state or local funds included for this school: \$2,105,036.00

Total of federal, state, and/or local funds for this school: \$2,271,180.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF	1,625,097.00
Other	277,412.00
Special Education	202,527.00
Title I	140,184.00
Title II Part A: Improving Teacher Quality	15,960.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,310,860.00
2000-2999: Classified Personnel Salaries	89,830.00
3000-3999: Employee Benefits	482,641.00
4000-4999: Books And Supplies	342,544.00
5000-5999: Services And Other Operating Expenditures	45,305.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	1,160,102.00
3000-3999: Employee Benefits	LCFF	428,813.00
4000-4999: Books And Supplies	LCFF	32,337.00

5000-5999: Services And Other Operating Expenditures	LCFF	3,845.00
4000-4999: Books And Supplies	Other	277,412.00
1000-1999: Certificated Personnel Salaries	Special Education	150,758.00
3000-3999: Employee Benefits	Special Education	36,769.00
5000-5999: Services And Other Operating Expenditures	Special Education	15,000.00
2000-2999: Classified Personnel Salaries	Title I	89,830.00
3000-3999: Employee Benefits	Title I	17,059.00
4000-4999: Books And Supplies	Title I	32,795.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	15,960.00
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	1,722,671.00
Goal 2	245,029.00
Goal 3	5,000.00
Goal 4	297,980.00
Goal 5	500.00

School Site Council Membership

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

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

Name of Members	Role
Collin Felch	Principal
Megan Mackey	Classroom Teacher
Richard Jimenez	Classroom Teacher
Alma Ramos	Classroom Teacher
Brian Bailey	Other School Staff
Cristina Flores	Parent or Community Member
Donna Sanchez	Parent or Community Member
Berenice Varela	
Genesis Cisneros De La Mora	Secondary Student
Max Cota	Secondary Student
Arianna Fuentes	Secondary Student

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

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

Max Cota

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 May 19, 2021.

Attested:



Principal, Roxanne Alessandro on June 17, 2021

Max Cota

SSC Chairperson, Max Cota on June 17, 2021

Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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