School Year: **2024-25**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nueva Vista Continuation High School	33 67090 3334687	May 14, 2024	June 24, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Nueva Vista Continuation High School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed very low state college/career indicator status levels, as only 2.7% of all students were considered prepared for college and career. The status levels for the following student groups were: all students (2.7%), English learners (5.9%), socioeconomically disadvantaged (2.8%), students with disabilities (1.9%), and Hispanic students (2.9%). Percentages for these subgroups were considered very low. The English Learner Progress Indicator (ELPI) also revealed that only 12.3% of students were making progress towards English language proficiency, an 8.2% decline from the previous year.
In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.
To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of Extended Learning Opportunities (ELO) to support credit recovery efforts and provide tutoring targeting students with the most significant needs. To further enhance our instructional approaches, the Every Student Succeeds Act (ESSA) funds are designated for professional development focused on research-based strategies for teaching to socioeconomically disadvantaged students and English learners. Recognizing the importance of family engagement, we are also utilizing local funds to provide translation services for parent workshops, empowering families to support their students' academic success.
We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.
This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

How, when, and with whom did your Nueva Vista Continuation High 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

The principal and the site-based team evaluate the implementation of the SPSA each year. The annual review was presented to SSC in April 2024, and the members' feedback was considered. Input from staff was gathered in Spring 2024 to determine focus goals and expenditures for 2024-25. The Nueva Vista 2024-25 SPSA and 2024-25 tentative budget were presented to the School Site Council in May. Throughout the 2023-2024 school year, the SPSA and LCAP have been reviewed and modified as necessary based on site needs. Any areas of emphasis that require changes are updated throughout the annual review of this document and taken to SSC with each update. The Parent Engagement policy, updated budget, program modifications, and needs have been outlined and modified with SSC review and approval. The plan for 2024-2025 was approved by the SSC on May 14, 2024. The focus of the plan continues to be on strengthening the academic programs in all core subject areas and improving student engagement and school culture, which support our three goals of improving 1) college & career readiness, 2) school safety, and 3) parent engagement.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

In reviewing the California School Dashboard for the 2023/2023 school year, the college/career indicator was the only one showing "Red" or "Orange" in overall performance.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

2022-23 state indicators for which performance was two or more performance levels (red or orange) include the English Learner Progress Indicator (ELPI) and the college/career indicator for the following groups: all socioeconomically disadvantaged, English learners, students with disabilities, and Hispanic. Both the ELPI and CCI were in the red. Suspension rates for English learners and students with disabilities were in the orange.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In response to the data analysis, two focus goals have been determined to address the needs of English Learners (ELs) and improving CTE pathway completion rates. Proposed actions include supplemental bilingual language tutor (BLT) support, professional development (PD) and training (i.e., conferences, workshops), additional supplies, materials, and resources to support instruction and the library, equipment and technology to support instruction, engagement, and students' social emotional needs, online programs and resources to support engagement and instruction, incentives to improve student engagement (academic achievement, attendance, behavior, & participation), Extended Learning Opportunities (ELO), additional field trips to support academic learning, and promote college & career and career technical education (CTE), and sub coverage to support PD, conference attendance, and release time for teachers/staff to plan and collaborate.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Nueva Vista Continuation High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	%	0%	1		0
African American	1.6%	1.65%	0.87%	3	3	2
Asian	0.5%	%	0.43%	1		1
Filipino	%	0.55%	0%		1	0
Hispanic/Latino	93.3%	91.21%	93.04%	180	166	214
Pacific Islander	0.5%	%	0%	1		0
White	3.6%	4.95%	3.91%	7	9	9
Multiple/No Response	%	%	0.43%			1
			Total Enrollment	193	182	230

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 11	6	3	19
Grade 12	187	179	211
Total Enrollment	193	182	230

Conclusions based on this data:

1. The majority of students are Hispanic/Latino (average 92.5%).
2. All students are enrolled in either 11th or 12th grade.
3. The majority of students are in 12th grade.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	68	58	80	35.2%	31.9%	34.8%
Fluent English Proficient (FEP)	73	67	80	37.80%	36.8%	34.8%
Reclassified Fluent English Proficient (RFEP)	0	1	4	0%	2%	5%

Conclusions based on this data:

1. There has been an increase in the number of English Learners enrolled from 20-21 to 22-23.
2. There has been a slight decrease in the percentages of English Learners enrolled from 20-21 to 22-23.
3. The number of reclassifications have increased 3% from 22-22 to 22-23.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	63	151	152	0	143	149	0	143	149	0.0	94.7	98.0
All Grades	63	151	152	0	143	149	0	143	149	0.0	94.7	98.0

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2417.	2396.		0.70	0.00		4.20	0.67		9.09	12.08		86.01	87.25
All Grades	N/A	N/A	N/A		0.70	0.00		4.20	0.67		9.09	12.08		86.01	87.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	2.10	0.67	NA	37.76	33.56	NA	60.14	65.77
All Grades		2.10	0.67		37.76	33.56		60.14	65.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	1.40	0.00	NA	11.89	10.74	NA	86.71	89.26
All Grades		1.40	0.00		11.89	10.74		86.71	89.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	2.80	0.00	NA	56.64	56.38	NA	40.56	43.62
All Grades		2.80	0.00		56.64	56.38		40.56	43.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	0.70	0.00		53.15	48.99		46.15	51.01
All Grades		0.70	0.00		53.15	48.99		46.15	51.01

Conclusions based on this data:

1. There has been an increase in CAASPP participation from the academic school year 21-22 to 22-23.
2. Nearly all students (99.33%) in the academic school year 22-23 continue to score below standard.
3. In 22-23, a greater percentage of students scored below standard in the area of Writing (89.26%) compared to Reading (65.77%), Listening (43.62%) and Research/Inquiry (51.01%).

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	63	151	152	0	145	150	0	145	150	0.0	96.0	98.7
All Grades	63	151	152	0	145	150	0	145	150	0.0	96.0	98.7

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2403.	2395.		0.00	0.00		0.00	0.00		4.83	2.67		95.17	97.33
All Grades	N/A	N/A	N/A		0.00	0.00		0.00	0.00		4.83	2.67		95.17	97.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		4.14	6.00		95.86	94.00
All Grades		0.00	0.00		4.14	6.00		95.86	94.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		44.14	40.00		55.86	60.00
All Grades		0.00	0.00		44.14	40.00		55.86	60.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		47.59	50.67		52.41	49.33
All Grades		0.00	0.00		47.59	50.67		52.41	49.33

Conclusions based on this data:

1. There has been an increase in participation from 21-22 to 22-23.
2. In 22-23, all students (100%) scored at or below standard.
3. In 22-23, a greater percentage of students scored below standard in the area of Concepts and Procedures (94%) compared to Problem Solving & Modeling/Data Analysis (60%) and Communicating Reasoning (49.33%).

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	1548.2	1531.6	*	1553.1	1528.7	*	1542.7	1534.0	11	27	26
12	1560.6	1526.9	1504.6	1553.3	1519.0	1496.1	1567.3	1534.4	1512.6	53	40	41
All Grades										64	67	68

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	7.41	3.85	*	14.81	23.08	*	74.07	50.00	*	3.70	23.08	*	27	26
12	13.64	7.69	2.56	40.91	12.82	12.82	36.36	46.15	35.90	9.09	33.33	48.72	44	39	39
All Grades	13.46	7.58	3.03	40.38	13.64	18.18	36.54	57.58	40.91	9.62	21.21	37.88	52	66	66

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	18.52	11.54	*	59.26	53.85	*	22.22	26.92	*	0.00	7.69	*	27	26
12	31.82	7.69	5.13	47.73	51.28	38.46	15.91	23.08	33.33	4.55	17.95	23.08	44	39	39
All Grades	28.85	12.12	7.58	48.08	54.55	45.45	19.23	22.73	30.30	3.85	10.61	16.67	52	66	66

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	3.70	0.00	*	11.11	15.38	*	44.44	38.46	*	40.74	46.15	*	27	26
12	4.55	2.56	0.00	20.45	10.26	7.69	52.27	35.90	23.08	22.73	51.28	69.23	44	39	39
All Grades	3.85	3.03	1.52	21.15	10.61	10.61	53.85	39.39	28.79	21.15	46.97	59.09	52	66	66

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	0.00	0.00	*	74.07	69.23	*	25.93	30.77	*	27	26
12	6.98	0.00	0.00	81.40	56.41	52.63	11.63	43.59	47.37	43	39	38
All Grades	5.88	0.00	0.00	82.35	63.64	60.00	11.76	36.36	40.00	51	66	65

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	74.07	73.08	*	25.93	19.23	*	0.00	7.69	*	27	26
12	55.56	61.54	68.57	40.74	25.64	20.00	3.70	12.82	11.43	27	39	35
All Grades	54.84	66.67	70.97	41.94	25.76	19.35	3.23	7.58	9.68	31	66	62

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	7.41	7.69	*	40.74	23.08	*	51.85	69.23	*	27	26
12	7.69	5.13	0.00	58.97	30.77	15.38	33.33	64.10	84.62	39	39	39
All Grades	6.52	6.06	4.55	60.87	34.85	18.18	32.61	59.09	77.27	46	66	66

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	7.41	0.00	*	74.07	80.77	*	18.52	19.23	*	27	26
12	15.91	5.13	5.13	79.55	66.67	43.59	4.55	28.21	51.28	44	39	39
All Grades	15.69	6.06	3.03	80.39	69.70	59.09	3.92	24.24	37.88	51	66	66

Conclusions based on this data:

1. There has been a 28.26% increase of Level 1 students from 20-21 to 22-23.
2. In 22-23, a greater percentage of students performed at a Level 1 in the area of Written Language (59.09%) over the area of Oral Language (16.67%).
3. In 22-23, a greater percentage of students displayed well-developed speaking skills (70.97%) over well-developed reading skills (4.55%) and well-developed writing skills (3.03%).

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
230	**81.3**	**34.8**	**0.4**
Total Number of Students enrolled in Nueva Vista Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	80	34.8
Foster Youth	1	0.4
Homeless		
Socioeconomically Disadvantaged	187	81.3
Students with Disabilities	30	13

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.9
Asian	1	0.4
Hispanic	214	93
Two or More Races	1	0.4
White	9	3.9

Conclusions based on this data:

1. The majority of the student population (81.3%) are socioeconomically disadvantaged.
2. The majority of the student population (93%) are Hispanic.
3. Over a third of the student population (34.8%) are English Learners.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Learner Progress Red	**Graduation Rate** Green	**Suspension Rate** Yellow
College/Career Very Low	**Chronic Absenteeism** No Performance Color	

Conclusions based on this data:

1. The graduation rate is an area of strength.
2. English Learner progress is an area that needs improvement.
3. The suspension rate is an area that needs improvement.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
202.2 points below standard	Less than 11 Students	Less than 11 Students
18 Students	9 Students	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	194.7 points below standard	
0 Students	16 Students	No Performance Color
		0 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
212.5 points below standard 15 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 9 Students	Less than 11 Students 0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. Due to fewer than 30 students completing the assessment, the performance levels are not included, however the performance level of all students was 202.2 points below standard.
2. 50% of all students participating in the assessment were English Learners.
3. 88.8% of all students participating in the assessment were socioeconomically disadvantaged.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
218.8 points below standard 18 Students	Less than 11 Students 9 Students	Less than 11 Students 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 0 Students	233.7 points below standard 16 Students	 No Performance Color 0 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
224.7 points below standard 15 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 9 Students	Less than 11 Students 0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. Due to fewer than 30 students completing the assessment, the performance levels are not included, however the performance level of all students is 218.8 points below standard.
2. Of the students who completed the mathematics assessment, 89% are socioeconomically disadvantaged.
3. Of the students who completed the mathematics assessment, 50% are English Learners.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
12.3% making progress towards English language proficiency
Number of EL Students: 81 Students
Performance Level: 1

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.

2023 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
37	17	1	9

Conclusions based on this data:

1. English Learner progress continues to be an area for improvement with fewer students progressing at least one ELPI Level (14.1%) from the previous year (23.7%).
2. A greater number of students decreased one ELPI Level (57.8%) in comparison to the previous year (35.6%).
3. Fewer students maintained their ELPI Level (28.2%) in comparison to the previous year (40.7%).

School and Student Performance Data

Academic Performance

College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Lowest Performance — Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	0	0	0	0

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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
2.7 Prepared	5.9 Prepared	Less than 11 Students
297 Students	102 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
7.1 Prepared	2.8 Prepared	1.9 Prepared
14 Students	284 Students	54 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	0 Students
3 Students	1 Student	2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
2.9 Prepared	Less than 11 Students	0 Students	0 Prepared
273 Students	4 Students		13 Students

Conclusions based on this data:

1. In total, 2.7% of students meet the criteria for being College/Career ready.
2. 7.1% of the homeless population meet the criteria for being College/Career ready.
3. 5.9% of English Learners meet the criteria for being College/Career ready.

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	1

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	Less than 11 Students
93.9% graduated	96.4% graduated	2 Students
Increased 2.7	Increased Significantly 8.7	
310 Students	110 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
92.9% graduated	Green	84.7% graduated
Increased Significantly 9.5	93.9% graduated	Decreased -1.5
14 Students	Increased 3.1	59 Students
	296 Students	

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 94% graduated Increased 2.9 285 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	92.9% graduated Maintained 0.5 14 Students

Conclusions based on this data:

1. The overall graduation rate increased from 91.2% in 21-22 to 93.9% in 22-23.
2. The graduation rate for English Learners increased from 87.7% in 21-22 to 96.4% in 22-23.
3. The graduation rate for Hispanic students increased from 91.1% in 21-22 to 94% in 22-23.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
3.4% suspended at least one day	4.2% suspended at least one day	5 Students
Maintained 0	Increased 0.6	
501 Students	167 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
8 Students	3.2% suspended at least one day	1.6% suspended at least one day
	Maintained -0.2	Increased 1.6
	440 Students	64 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 9 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 3.7% suspended at least one day Maintained 0.1 458 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 21 Students

Conclusions based on this data:

1. The percentage of English Learners who have been suspended for at least one day has risen by 0.6%.
2. The suspension rate for the entire student body has remained at 3.4%.
3. The percentage of students with disabilities who have been suspended for at least one day has risen by 1.6%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will be college and career ready.
The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In reviewing the California School Dashboard for the 2022/2023 school year, state indicators for which performance was two or more performance levels (red or orange) below the overall rates include the English Learner Progress Indicator (ELPI), and the college/career indicator for the following groups: all, socioeconomically disadvantaged, English learners, students with disabilities, and Hispanic. Both the ELPI & CCI were in the red. English learners and students with disabilities were in the orange. 2023 College/Career indicators show very low-status levels of college/career preparedness for the following student groups: all students (2.7%), English Learners (5.9%), Socioeconomically Disadvantaged (2.8%), students with disabilities (1.9%) and Hispanic (2.9%). The 2023 English Language Learner Indicator shows that only 12.3% of ELs are making progress towards English language proficiency, a decline of 8.2% compared to the previous year. As a result, we've identified two focus goals to address the needs of English Learners (ELs) and improve CTE pathway completion rates. Proposed actions include supplemental bilingual language tutor (BLT) support, professional development (PD) and training (i.e., conferences, workshops), additional supplies, materials, and resources to support instruction and the library, equipment and technology to support instruction, engagement, and students' social-emotional needs, online programs and resources to support engagement and instruction, incentives to improve student engagement (academic achievement, attendance, behavior, & participation), Extended Learning Opportunities (ELO), additional field trips to support academic learning, and promote college & career and career technical education (CTE), and sub coverage to support PD, conference attendance, and release time for teachers/staff to plan and collaborate.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students: -202.2 Socioeconomically Disadvantaged:-194.7 English Learners: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic:-212.5 Pacific Islander: NA Two or More Races: NA White: NA	All Students: -100 Socioeconomically Disadvantaged: -100 English Learners: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: Pacific Islander: NA Two or More Races: NA White: NA
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: -218.8 Socioeconomically Disadvantaged: -233.7 English Learners: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino:N NA Hispanic: -224.7 Pacific Islander: NA Two or More Races: NA White: NA	All Students: -100 Socioeconomically Disadvantaged: -100 English Learners: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -100 Pacific Islander: NA Two or More Races: NA White: NA
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Percentage of English Learners making progress: 12.3% Status Level: Very Low	Percentage of English Learners making progress: 15% Status Level: Low
P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 10.14%	Percentage of English Learners Reclassified: 15%
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	Percentage of students: All: 0.67% African American: NA Asian: NA Hispanic: NA White: NA English Learners: NA Socioeconomically Disadvantaged: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA	Percentage of students: All: 3% African American: NA Asian: NA Hispanic: NA White: NA English Learners: NA Socioeconomically Disadvantaged: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA
P4: Percentage of pupils who participate in, and demonstrate college	Percentage of students: All: 0% African American: NA	Percentage of students: All: 5% African American: NA

preparedness pursuant to the Early Assessment Program (EAP) in Math	Asian: NA Hispanic: NA White: NA English Learners: NA Socioeconomically Disadvantaged: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA	Asian: NA Hispanic: NA White: NA English Learners: NA Socioeconomically Disadvantaged: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA
P4: Completion Rate of CTE Course Pathways (CASDB)	Percentage of students: All: 0% African American: NA Asian: NA Hispanic: 0% White: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0% Foster Youth: NA Students experiencing Homelessness: 0%	Percentage of students: All: 5% African American: NA Asian: NA Hispanic: 5% White: 5% English Learners: 5% Socioeconomically Disadvantaged: 5% Students with Disabilities: 3% Foster Youth: NA Students experiencing Homelessness: 3%
LCFF Priority 4: Percentage of students who met CCI "Prepared" criteria via a score of 3 or higher on two Advanced Placement (AP) exams	Percentage of students: All: NA African American: NA Asian: NA Hispanic: NA White: NA English Learners: NA Socioeconomically Disadvantaged: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA	Percentage of students: All: NA African American: NA Asian: NA Hispanic: NA White: NA English Learners: NA Socioeconomically Disadvantaged: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA
P4: Percent of students who have met UC/CSU Requirements and CTE Pathway Completion (California Dashboard Additional Reports)	Percentage of students: All: 0% African American: NA Asian: NA Hispanic: 0% White: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0% Foster Youth: NA Students experiencing Homelessness: 0%	Percentage of students: All: 5% African American: NA Asian: NA Hispanic: 5% White: 5% English Learners: 5% Socioeconomically Disadvantaged: 5% Students with Disabilities: 5% Foster Youth: NA Students experiencing Homelessness: 5%
P5: Graduation Rate	All Students: 93.9% Socioeconomically Disadvantaged: 93.9% English Learners: 96.4% Students with Disabilities: 84.7% Foster Youth: NA Students experiencing Homelessness: 92.9% African American: NA American Indian: NA Asian: NA	All Students: 95% Socioeconomically Disadvantaged: 95% English Learners: 98% Students with Disabilities: 90% Foster Youth: NA Students experiencing Homelessness: 95% African American: NA American Indian: NA Asian: NA

	Filipino: NA Hispanic: 94% Pacific Islander: NA Two or More Races: NA White: 92.9%	Filipino: NA Hispanic: 98% Pacific Islander: NA Two or More Races: NA White: 95%
LCFF Priority 8: Other Student Outcomes - Quarter Grades	Average percentage of students passing with a C or better for quarters 1 & 2 report card: ELA: 62% Math: 72% Social Science: 63% Science: 68%	Average percentage of students passing with a C or better for quarters 1 & 2 report card: ELA: 67% Math: 77% Social Science: 68% Science: 73%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Supports for Classroom Instruction & Student Engagement • Professional Development (PD)- to support instruction and increase student engagement in the classroom. This includes training, workshops, conferences, etc. • Release time for attending PD, teacher planning, collaboration, shadowing, peer observations, support state testing, etc. • Materials & supplies to support instruction (including tools, resources, technology, etc.)	All students	10000 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Substitute Teacher Coverage 8000 Title I Basic -- 3010 4000-4999: Books And Supplies Materials, supplies, tools, technology to support instruction 6800 LCFF District -- 500 0707 4000-4999: Books And Supplies Materials, supplies, tools, technology to support instruction 1500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Maintenance agreement for Copy Machine supporting instruction 1000 LCFF District -- 500 0707 5000-5999: Services And Other Operating Expenditures Print shop order to support instruction 1100 LCFF Suppl/Conc -- 0707

			4000-4999: Books And Supplies Food & Beverages to support PD
1.2	Suplemental Support for core subjects, elective courses, and CTE pathways. Supplemental materials, supplies, tools, technology, and equipment are needed to support classroom instruction, core courses, electives, and CTE pathways. • Supplemental software/licenses to support content standards in core courses, electives, and/or CTE pathways. • Professional Development for teachers to support subject areas, electives, & CTE Pathways. • Promote and increase enrollment in elective courses and CTE pathways • Field trips/events to support core, elective, and CTE courses (includes transportation, subs, entry fees, etc.). • ELO/Tutoring support for students. • EMCC to support the library.	All students	65664 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries EMCC 10652 LCFF District -- 500 0707 4000-4999: Books And Supplies Software Licenses to support instruction 16000 LCFF District -- 500 0707 5800: Professional/Consulting Services And Operating Expenditures Support for staff PD (Conferences, workshops, etc.) 8000 LCFF District -- 500 0707 4000-4999: Books And Supplies Materials, supplies, tools, technology to support instruction 7000 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Extended Learning Opportunities/Tutoring/Credit Recovery
1.3	Student post-secondary education preparation, planning, and support • Provide field trips, workshops, and presentations including, but not limited to, financial literacy, college enrollment, career pathways, etc. (transportation, subs, entry fees, etc.) • Support students in obtaining work permits, completing FAFSA, college applications, etc. • Materials to promote career center activities/events • Provide incentives and refreshments to support College and Career Kickoff events and promote FAFSA & Dream Act completion, college workshops & presentations, etc.	All students	89995 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Career Center Clerk Salary 500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials & incentives to promote college & career (senior awards & gifts) 1000 Title I Basic -- 3010 4000-4999: Books And Supplies Materials & supplies to support college & career

			500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Open PO for snacks/beverages supporting college & career events for students/parents 300 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Print shop orders to support college & career 9599 LCFF District -- 500 0707 5000-5999: Services And Other Operating Expenditures Field trips to support core, elective, CTE instruction, & college career (includes bussing)
1.4	Supports for English Language Learners • Core and elective subject support for EL students • Provide supplemental materials to support integrated ELD • Provide professional development to support ELD • Provide incentives to support student engagement on ELPAC testing (addressed in 3.2) • Provide refreshments for ELAC and parent events to support EL student achievement • 2 Bilingual language Tutors (BLTs) • Additional BLT support	English learners	28575 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries (2) Bilingual Language Tutors (BLTs) 500 Title I Basic -- 3010 4000-4999: Books And Supplies Materials, supplies, technology, resources for EL instruction 4200 LCFF District -- 500 0707 5800: Professional/Consulting Services And Operating Expenditures EL PD & conferences (parents & staff) 945 Title III LEP -- 4203 5800: Professional/Consulting Services And Operating Expenditures EL PD & conferences (parents & staff) 300 Title III LEP -- 4203 4000-4999: Books And Supplies

			Snacks & beverages for ELAC meetings & EL workshops 16000 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Hours for additional BLT Support 1720 Title I Basic -- 3010 5800: Professional/Consulting Services And Operating Expenditures To Support EL PD (parents & staff)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The Information & Computer Technology CTE pathway continues to evolve and emphasize computer repair. A new Introduction to Computer Support course will replace the original Introduction to Computer Science course beginning in August 2024. Dell tech certification was heavily promoted, and the first students completed training and earned certification in January 2024. Dell Tech certification qualifies students to repair damaged Chromebooks submitted across the school district and supports immediate entry into this career field and the workforce upon graduation. The CTE pathway on Distribution and Logistics emphasized OSHA certification addressing health & safety protocols to support students gaining entry into the workforce upon graduation. The Academic Success course expanded from one to two sections each quarter. This course targets academic and SEL support for tier 3 students. VAPA funding enabled the offering of 1 section of art during the 4th quarter. FAFSA and Dream Act application support continue to be offered throughout the school year, including school-wide College & Career Kickoff Days in October and January, which were held and included guest presenters, college & career fairs, and financial aid & college application workshops. Individual meetings were held to discuss post-secondary plans and/or assist with FAFSA/CADAA as well as the completion of college applications. Field trips to local colleges were coordinated throughout the school year. Several college presentations led by representatives of local colleges were coordinated and held through our college & career center. Instructional Aides and BLTs continue to support students. Other supports included tutoring support from resident-certificated substitutes when available, and Aleks and Odysseyware programs were provided. They offered the ability to translate to multiple languages, and Quality Teaching for English Language (QTEL) professional development was provided to teachers to address the instructional needs of ELs.

Staff meet to address attendance, behavior, progress toward graduation, post-secondary outcomes, and student engagement. Pertinent data is analyzed for each area, and recommendations and/or actions are implemented to support these focus areas. Overall, students received more recognition and incentives this year to improve in these various areas. For some quarters, the number of Fs increased. Equitable Grading and Practices training was provided to support teachers. Assembly Bill 104 reduced graduation requirements over the past three years, allowing seniors to graduate with fewer credits based on state minimum requirements. Since 2023-24, the district graduation requirements have been in place. This will benefit Nueva Vista students in many ways, including increased enrollment in our CTE pathways and improved stability rates as students will be at Nueva Vista for a longer period, which contributes to students' sense of belonging. In addition, seniors will need elective credit under the district graduation requirements, magnifying the need for students to value, attend, and pass their advisory classes and other electives.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Nueva Vista is set to receive state Equity Multiplier funding. This funding aims to provide additional resources for schools with high concentrations of students from historically underserved groups. Qualifying schools must have prior-year non-stability (NS) rates greater than 25% and prior-year socioeconomically disadvantaged (SED) rates greater than 70%. Nueva Vista meets both conditions with 86% NS and 81.3% SED rates. 2023 College/Career indicators show very low-status levels of college/Career preparedness for the following student groups: all students (2.7%), English Learners (5.9%), Socioeconomically Disadvantaged (2.8%), students with disabilities (1.9%) and Hispanic (2.9%). The 2023 English Language Learner Indicator shows that only 12.3% of ELs are making progress towards English language proficiency, a decline of 8.2% compared to the previous year. As a result, we've identified two focus goals to address the needs of English Learners (ELs) and improve CTE pathway completion rates. Actions in our plan include supplemental bilingual language tutor (BLT) support, professional development (PD) and training (i.e., conferences, workshops), additional supplies, materials, and resources to support instruction and the library, equipment, and technology to support instruction, engagement, and students' social-emotional needs, online programs and resources to support engagement and instruction, incentives to improve student engagement (academic achievement, attendance, behavior, & participation), Extended Learning Opportunities (ELO), additional field trips to support academic learning, and promote college & career and career technical education (CTE), and sub coverage to support PD, conference attendance, and release time for teachers/staff to plan and collaborate.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will have a safe, orderly, and inviting learning environment.
Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2022-23 state indicators for suspension rates for English learners (4.2%) and students with disabilities (1.6%) were in the orange. The overall attendance rate was 69.30%, which was considerably below the district average. The Spring 2024 Student Survey results showed that 70% of students responded favorably to feeling safe at Nueva Vista, while only 39% responded favorably to feeling a sense of belonging at Nueva Vista. To address these areas of need, proposed actions include professional development (PD) and training (i.e., conferences, workshops) to support student engagement, behavior and social-emotional needs (SEL), additional supplies, materials, and resources to support instruction and the library, equipment, and technology to support instruction, engagement, and students' SEL needs, online programs and resources to support engagement and instruction, incentives to improve student engagement (academic achievement, attendance, behavior, & participation), and sub coverage to support PD, conference attendance, and release time for teachers/staff to plan and collaborate.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 97% "Good" Source: 2022-23 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Good Source: 2023-24 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	All: 69.30% Grade 9: NA Grade 10: 85.71% Garde 11: 74.69% Grade 12: 67.86% English Learners: 70.52% Foster: 81.40% McKinney-Vento: 77.29% Special Education: 60.32% Source: Student Information System P-2 report	All: 73% Grade 9: NA Grade 10: 88% Garde 11: 77% Grade 12: 70% English Learners: 73% Foster: 83% McKinney-Vento: 80% Special Education: 62% Source: Student Information System P-2 report

LCFF Priority 6: Pupil Suspension Rate	All Students: 3.4% Socioeconomically Disadvantaged: 3.2% English Learners: 4.2% Students with Disabilities: 1.6% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 3.7% Pacific Islander: NA Two or More Races: NA White: 0%	All Students: 2% Socioeconomically Disadvantaged: 2% English Learners: 3% Students with Disabilities: 1% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 2% Pacific Islander: NA Two or More Races: NA White: 0%
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0.4% Socioeconomically Disadvantaged: NA English Learners: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: NA Pacific Islander: NA Two or More Races: NA White: NA	All Students: 0.2% Socioeconomically Disadvantaged: NA English Learners: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: NA Pacific Islander: NA Two or More Races: NA White: NA
LCFF Priority 6: School Climate Survey: School Safety	How safe do you feel when you are at school? Grade 9: • No, never: NA • Yes, some of the time: NA • Yes, most of the time: NA • Yes, all of the time: NA Grade 11: • No, never: 0% • Yes, some of the time: 27% • Yes, most of the time: 42% • Yes, all of the time: 31% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	How safe do you feel when you are at school? Grade 9: • No, never: NA • Yes, some of the time: NA • Yes, most of the time: NA • Yes, all of the time: NA Grade 11: • No, never: 0% • Yes, some of the time: 22% • Yes, most of the time: 45% • Yes, all of the time: 33% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024
LCFF Priority 6: School Climate Survey: School Connectedness	Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 9: NA Grade 11: 50% Source: California Healthy Kids Survey, California School Climate	Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 9: NA Grade 11: 60% Source: California Healthy Kids Survey, California School Climate

	Health and Learning Surveys (CalSCHLS) Spring 2024	Health and Learning Surveys (CalSCHLS) Spring 2024
LCFF Priority 6: School Climate Survey: Caring Relationships	Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 9: NA Grade 11: 51% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 9: NA Grade 11: 55% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024
LCFF Priority 5: High School Dropout Rate	Dropout rate: 1.7% (Source 22-23 School Accountability Report Card)	Dropout rate: 1.0% (Source 23-24 School Accountability Report Card)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Multi-Tiered System of Supports • Support social-emotional needs (SEL) and the well-being of students, including providing access to meet basic needs. • Care closet materials/supplies (addressed in Goal 3) • Behavior Social Emotional Learning (BSEL) coordinator supports schoolwide SEL implementation. • Student engagement supports, materials, and incentives for weekly perfect attendance raffles, Fun Friday, quarterly awards, 5-Star Students incentives, etc. • Mental Health supports (mental health counselor & PICO) • Ensure all students need support to/from school, including bus passes. • Support staff in accessing/attending PD & conferences (equity, SEL, behavior, leadership development, etc.).	All students	150 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Bus passes 6000 LCFF District -- 500 0707 5800: Professional/Consulting Services And Operating Expenditures PD/Conferences to support behavior, SEL, multi-tiered supports, student leadership development.
2.2	Safe Schools Plan • Safe Schools Plan Implementation • Update/replace emergency supplies and equipment • Support anti-drug & bully prevention campaigns • Pictures for student IDs	All students	400 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Safe Schools Plan Implementation (Update supplies & equipment) 56705 LCFF District -- 500 0707

			2000-2999: Classified Personnel Salaries Health Care Aide Salary - 6 hrs 1300 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Pictures/Student IDs

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

A multi-tiered system of support was put in place to provide academic and behavioral strategies for students with various needs. A team of staff members was available to provide academic and behavioral support for all students in need, including an SST Coordinator, a Guidance Coordinator, a Mental Health Counselor, and an Assistant Principal. A referral process with MFI Recovery was in place for students needing substance use and/or mental health treatment. A School Safety Coordinator updated the Safe School Plan and met with representatives from Cal Fire, the local police department, and city board members to stay current on important safety information. Our safety Coordinator was responsible for updating safety packets, which included a list of roles and responsibilities for staff members, the evacuation map, and injured/missing status report forms for teachers. The safety coordinator also provides guidance on purchasing emergency supplies as needed and plans and conducts emergency drills throughout the year to help ensure the safety of all students and staff. Mental health support was available through various means, including a full-time Mental Health Counselor who provided behavioral counseling for students on an as-needed basis, a full-time Guidance Coordinator who provided emotional support for students as needed, a referral process with MFI Recovery for students needing substance use and/or mental health treatment, and JUSD's Parent Involvement Community Outreach program (P.I.C.O.) was available to provide families with resources and link them with services within the community. An Assistant Principal supported improving student behavioral outcomes by implementing progressive interventions such as counseling, following up with families, and making appropriate referrals for needed services. To support student transportation needs, the bell schedule was adjusted by shortening the school day and eliminating late start on Thursdays. Staff promoted bus passes and referred students to the office to get assistance with applications and guidance on navigating MyPaymnets Plus. As needed, they used site funds to purchase bus passes for students. Administration was available to pick up passes directly from the transportation office, reducing the time for students to receive their passes.

The suspension rate remained at 3.4% compared to the previous year. Student attendance continues to be a challenge. Nueva will continue to monitor and work to improve attendance rates. The Five Star Student Awards and Incentives program promotes and incentivizes attendance. The Spring 2024 Student Survey results showed that 70% of students responded favorably to feeling safe at Nueva Vista, while only 39% responded favorably to feeling a sense of belonging at Nueva Vista. These results are not an accurate reflection since many students were new to Nueva Vista when the survey was administered. Nonetheless, improving the school culture will remain a focus for our site.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed expenditures to support mental health supports were funded through local grants, district resources, and Medi-Cal billing. The daily bell schedule was adjusted to a shorter day, and the late start day was eliminated, ensuring all instructional days were consistent and supported student transportation needs. On a case-by-case basis, replacement bus passes were purchased for students experiencing financial hardships.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Nueva Vista is set to receive state Equity Multiplier funding. This funding aims to provide additional resources for schools with high concentrations of students from historically underserved groups. Qualifying schools must have prior-year non-stability (NS) rates greater than 25% and prior-year socioeconomically disadvantaged (SED) rates greater than 70%. Nueva Vista meets both conditions with 86% NS and 81.3% SED rates. 2023 College/Career indicators show very low-status levels of college/Career preparedness for the following student groups: all students (2.7%), English Learners (5.9%), Socioeconomically Disadvantaged (2.8%), students with disabilities (1.9%) and Hispanic (2.9%). The 2023 English Language Learner Indicator shows that only 12.3% of ELs are making progress towards English language proficiency, a decline of 8.2% compared to the previous year. As a result, we've identified two focus goals to address the needs of English Learners (ELs) and improve CTE pathway completion rates. Actions in our plan include supplemental bilingual language tutor (BLT) support, professional development (PD) and training (i.e., conferences, workshops), additional supplies, materials, and resources to support instruction and interventions, equipment and technology to support instruction, online programs, and resources to support engagement and instruction, incentives to improve student engagement (academic achievement, attendance, behavior, & participation), Extended Learning Opportunities (ELO), additional field trips to promote college & career and career technical education (CTE), and sub coverage to support PD, conference attendance, and release time for teachers/staff to plan and collaborate.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.
We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The overall attendance rate was 69.30%, which was considerably below the district average. The Spring 2024 Student Survey results showed that 70% of students responded favorably to feeling safe at Nueva Vista, while only 39% responded favorably to feeling a sense of belonging at Nueva Vista. To address these areas of need, proposed actions include professional development (PD) and training (i.e., conferences, workshops) to support student engagement, behavior and social-emotional needs (SEL), additional supplies, materials, and resources to support instruction and the library, equipment, and technology to support instruction, engagement, and students' SEL needs, online programs and resources to support engagement and instruction, incentives to improve student engagement (academic achievement, attendance, behavior, & participation), and sub coverage to support PD, conference attendance, and release time for teachers/staff to plan and collaborate.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	School staff take parent concerns seriously. 94% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	School staff take parent concerns seriously. 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	School is welcoming to and facilitates parent involvement. 77% Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	School is welcoming to and facilitates parent involvement. 80% Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024

Parent & Family Engagement: California School Parent Survey LCFF Priority 3	Teachers communicate with parents about what students are expected to learn in class. 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Teachers communicate with parents about what students are expected to learn in class. 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	Teachers at this school communicate with parents about what their children are expected to learn in class. 86% Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Teachers at this school communicate with parents about what their children are expected to learn in class. 90% Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Increase Parent Engagement • Support site-based parent outreach opportunities, including but not limited to parent meetings and workshops, award ceremonies, graduation, school events, communication, materials, and food and refreshments. • Support opportunities for parents to attend and serve on advisory councils, including ELAC and SSC.	All students	3500 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher hourly to support graduation 2100 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified hourly to support graduation, back to school night, & support related initiatives/projects during the year. 1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials & Supplies to support graduation 1300 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Food & beverages to support school events (i.e. back-to-school night)

			300 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Print shop expenditures to support graduation 121 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Snacks & beverages to support parent meetings (SSC, ELAC, workshops, etc.) 500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Snacks & beverages to support parent meetings (SSC, ELAC, workshops, etc.)
3.2	Increase Student Engagement • Support school events, award ceremonies, graduation with supplies & materials, food, & refreshments to promote student engagement and a positive school climate. • Provide student incentives to promote student engagement (academic achievement, attendance, participation, behavior), school spirit, and positive culture. • Provide tools/resources to manage incentive programs to increase student engagement. • Field trips to support student engagement/personal growth, SEL, student leadership development, incentive student engagement, etc. • Support the Associated Student Body (ASB) and student clubs on campus to promote student engagement with supplies, materials, resources, etc. • Support the care closet to address students' basic needs (materials, supplies, clothing, and hygiene items). • Provide student access to a washer and dryer as needed. Purchase laundry detergent, softener, etc. • Outdoor tables & umbrellas to provide more eating spaces and shade coverage.	All students	500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Snacks & refreshments to support student award events (i.e. senior breakfast, PRIDE breakfast...) 16348 LCFF District -- 500 0707 4000-4999: Books And Supplies Materials & supplies for student incentives to promote student engagement (ie. student store). 1200 LCFF District -- 500 0707 5000-5999: Services And Other Operating Expenditures Software License (5-Star Students to support student engagement) 200 LCFF District -- 500 0707 5000-5999: Services And Other Operating Expenditures Printshop orders to support student engagements (book markers-bell schedule, mission, vision, etc.) 200

			LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials & Supplies for Care Closet 2000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher subs to support ASB & clubs 3000 LCFF District -- 500 0707 5000-5999: Services And Other Operating Expenditures Field Trips to support student engagement, SEL, incentives, student leadership development, etc. (includes bussing & subs) 1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies To support ASB & clubs on campus to promote positive school climate (ex. Fun Fridays, etc.) 9034 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Outdoor tables w/ seating & umbrellas

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Parent engagement was encouraged through the use of various forms of communication, including phone calls, social media, emails, Parent Square, Parent Connect, and weekly check-ins. Parents were invited to participate in the school site council (SSC), English Language Advisory Council (ELAC), Back-to-School Night, and Award Ceremonies. Students were regularly recognized for their achievements through the use of Five-Star Students, weekly raffles, social media, and morning announcements. Students were encouraged to participate in various community service opportunities hosted by ASB, which included blood drives, Teens for Jeans, and Valentines for Vets. Students were also encouraged to participate in Breast Cancer Awareness events, the annual sock drive, and The Random Acts of Kindness challenge. The eSports club coordinated competitions during lunchtime and district-coordinated tournaments. The Yearbook and Frisbee Golf Clubs offered more opportunities for students to get involved at school.

Encouraging parents to participate through various forms of communication resulted in some parents committing to SSC and ELAC. The community service hours graduation requirement was reinstated because of the return to district graduation requirements.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Nueva Vista is set to receive state Equity Multiplier funding. This funding aims to provide additional resources for schools with high concentrations of students from historically underserved groups. Qualifying schools must have prior-year non-stability (NS) rates greater than 25% and prior-year socioeconomically disadvantaged (SED) rates greater than 70%. Nueva Vista meets both conditions with 86% NS and 81.3% SED rates. 2023 College/Career indicators show very low-status levels of college/Career preparedness for the following student groups: all students (2.7%), English Learners (5.9%), Socioeconomically Disadvantaged (2.8%), students with disabilities (1.9%) and Hispanic (2.9%). The 2023 English Language Learner Indicator shows that only 12.3% of ELs are making progress towards English language proficiency, a decline of 8.2% compared to the previous year. As a result, we've identified two focus goals to address the needs of English Learners (ELs) and improve CTE pathway completion rates. Actions in our plan include supplemental bilingual language tutor (BLT) support, professional development (PD) and training (i.e., conferences, workshops), additional supplies, materials, and resources to support instruction and interventions, equipment and technology to support instruction, online programs, and resources to support engagement and instruction, incentives to improve student engagement (academic achievement, attendance, behavior, & participation), Extended Learning Opportunities (ELO), additional field trips to promote college & career and career technical education (CTE), and sub coverage to support PD, conference attendance, and release time for teachers/staff to plan and collaborate.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$24647
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$396,708.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF District -- 500 0707	$356,938.00
LCFF Suppl/Conc -- 0707	$26,884.00
Title I Basic -- 3010	$11,520.00
Title I Parent Involvement -- 3010 1902	$121.00
Title III LEP -- 4203	$1,245.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $396,708.00

Total of federal, state, and/or local funds for this school: $396,708.00

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
Title I Basic -- 3010	11520	0.00
Title I Parent Involvement -- 3010 1902	121	0.00
Title III LEP -- 4203	1245	0.00
LCFF Suppl/Conc -- 0707	26884	0.00
LCFF District -- 500 0707	356938	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	356,938.00
LCFF Suppl/Conc -- 0707	26,884.00
Title I Basic -- 3010	11,520.00
Title I Parent Involvement -- 3010 1902	121.00
Title III LEP -- 4203	1,245.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	22,500.00
2000-2999: Classified Personnel Salaries	259,039.00
4000-4999: Books And Supplies	68,205.00
5000-5999: Services And Other Operating Expenditures	18,099.00
5800: Professional/Consulting Services And Operating Expenditures	28,865.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	17,000.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	256,939.00
4000-4999: Books And Supplies	LCFF District -- 500 0707	41,800.00
5000-5999: Services And Other Operating Expenditures	LCFF District -- 500 0707	14,999.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF District -- 500 0707	26,200.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	5,500.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	2,100.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	16,484.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	2,800.00
4000-4999: Books And Supplies	Title I Basic -- 3010	9,500.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	1,720.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	121.00
4000-4999: Books And Supplies	Title III LEP -- 4203	300.00
5800: Professional/Consulting Services And Operating Expenditures	Title III LEP -- 4203	945.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	289,850.00
Goal 2	64,555.00
Goal 3	42,303.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

4 Secondary Students

Name of Members	Role
James Wandrie	Principal
Lucy Centeno	Classroom Teacher
Sergio De Leon	Classroom Teacher
Jared Zimmerman	Classroom Teacher
Sabrina Villa	Other School Staff
Miranda Carillo	Secondary Student
Liliana Alvarez	Secondary Student
Floriela Carillo-Barrios	Parent or Community Member
Nicki Alvarado	Secondary Student
Sofia Lopez	Secondary Student
Liliana Barraza	Parent or Community Member

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

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 14, 2024.

Attested:

Principal, James Wandrie on 5/14/24

SSC Chairperson, Floriela Carrillo-Barrios on 5/14/24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

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- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal
Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 64001 et. seq.

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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/

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