School Year: **2025-26**

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 16, 2025	June 24, 2025

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.

Table of Contents

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.

Analysis of the the 2023–24 California School Dashboard revealed that several student groups at Nueva Vista High School are performing two or more levels below the overall performance on state indicators—particularly on the College/Career Indicator (CCI). These groups include English Learners (4.3% prepared), Hispanic students (4.7%), Long-Term English Learners (4.8%), and socioeconomically disadvantaged students (5.2%). Although the school's overall CCI performance remained in the orange performance level, it reflected notable progress, with 5.5% of graduates classified as "Prepared"—a 2.8% increase from the previous year. In response, focus goals will prioritize increased support for English Learners and targeted strategies to improve CTE pathway completion rates and participation in dual enrollment college courses, both of which are key drivers of CCI gains.

To support these efforts, the school will continue to implement targeted professional development, provide instructional supplies and technology, and offer social-emotional supports including Bilingual Language Tutor (BLT) services. Student engagement will be further enhanced through the use of academic incentives tied to attendance, behavior, and participation. Additional actions include expanding CTE opportunities, promoting college and career readiness, and providing dedicated release time for staff collaboration and planning.

Improving the student attendance rate—currently at 65.83%—and increasing parent engagement will also remain top priorities. Consistent attendance is foundational to student learning, and the school is working to remove barriers and boost motivation through positive incentives like the Five-Star Student program, which recognizes student achievement and fosters a positive school culture. Parent involvement is equally critical; when families are engaged, student outcomes improve. Nueva Vista will continue to encourage participation through School Site Council, ELAC, and school events, strengthening partnerships that help guide school initiatives and create a deeper sense of shared ownership and belonging.

Finally, results from the Spring 2024 Student Survey revealed that while 70% of students reported feeling safe at school, only 39% felt a sense of belonging—highlighting the need for continued focus on school climate. To address these areas, proposed actions include professional development and training to support student engagement and social-emotional learning (SEL), increased access to instructional and library materials, upgraded equipment and technology, and expanded use of online programs that promote both academic growth and emotional well-being. Strategic use of substitute coverage will also allow teachers time to attend training, collaborate, and plan effectively—ensuring that all students are supported academically, socially, and emotionally.

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 site-based team annually evaluate the implementation of the School Plan for Student Achievement (SPSA). In April 2025, the annual review was presented to the School Site Council (SSC), and members provided feedback that was considered in the planning process. Additional input was gathered during Spring 2025 from staff, leadership team members, and the English Learner Advisory Committee (ELAC) to help identify focus goals and guide budget planning for the 2025–26 school year. The SSC, composed of staff, parents, and students, also reviewed data from the district-administered LCAP surveys for parents and staff, as well as Panorama survey results completed by students.

The draft 2025–26 SPSA and tentative budget were presented to SSC in May. Throughout the 2024–25 school year, the SPSA and LCAP were regularly reviewed and adjusted based on evolving site needs. Updates to the plan—including modifications to programs, budgets, and the Parent Engagement Policy—were shared with the SSC for discussion and approval. The final version of the SPSA for 2025–26 was approved by the SSC on May 16, 2025. The plan continues to focus on strengthening academic programs across all core subject areas and enhancing student engagement and school culture. These efforts align with the school's three overarching goals: improving college and career readiness, increasing school safety, and deepening parent engagement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI only.

Not Applicable

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 2023–2024 California School Dashboard, the College/Career Indicator (CCI) received an overall performance classification of "Orange."

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.

For the 2023–24 school year, several state indicators showed performance levels two or more levels below standard (in the red or orange bands). The College/Career Indicator (CCI) was classified as orange for English Learners, Hispanic students, Long-Term English Learners, and socioeconomically disadvantaged students. The English Learner Progress Indicator also indicated orange for two subgroups: English Learners and Long-Term English Learners. Suspension rates were in the orange for students with disabilities and socioeconomically disadvantaged students. Additionally, the overall graduation rate was in the orange performance level, with subgroups including English Learners, Hispanic students, Long-Term English Learners, socioeconomically disadvantaged students, and students with disabilities also falling into the orange category.

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, a focus on improving the college and career indicator (CCI) will remain a priority, specifically the subgroups: English learners, Hispanic, long-term English Learners, and socioeconomically disadvantaged.

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0%	0%	0.93%	0	0	2
African American	1.65%	0.87%	2.78%	3	2	6
Asian	0%	0.43%	0%	0	1	0
Filipino	0.55%	0%	0.46%	1	0	1
Hispanic/Latino	91.21%	93.04%	90.28%	166	214	195
Pacific Islander	0%	0%	0.46%	0	0	1
White	4.95%	3.91%	3.70%	9	9	8
Multiple/No Response	0%	0.43%	0.93%	0	1	2
			Total Enrollment	182	230	216

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Grade 11	3	19	21
Grade 12	179	211	195
Total Enrollment	182	230	216

Conclusions based on this data:

1. Hispanic/Latino students make up most of the student population, averaging around 91.5%.

2. African American student enrollment has grown noticeably, rising from 2 to 6 students in just one year.

3. There is increased diversity in recent years, though minority subgroups remain small.

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	58	80	69	35.2%	31.9%	31.9%
Fluent English Proficient (FEP)	67	80	64	37.8%	36.8%	29.6%
Reclassified Fluent English Proficient (RFEP)	1	4	7	0%	2%	10.1%

Conclusions based on this data:

1. About one-third of the student population continues to need English language support.

2. Reclassification to English proficiency is increasing from 2% in 2022-23 to 10.1% in 23/24.

3. The Fluent English Proficient (FEP) group has decreased in both number and percentage.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	151	152	129	143	149	120	143	149	120	94.7	98.0	93
All Grades	151	152	129	143	149	120	143	149	120	94.7	98.0	93

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2417.	2396.	2385.	0.70	0.00	0.83	4.20	0.67	0.83	9.09	12.08	4.17	86.01	87.25	94.17
All Grades	N/A	N/A	N/A	0.70	0.00	0.83	4.20	0.67	0.83	9.09	12.08	4.17	86.01	87.25	94.17

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.10	0.67	1.67	37.76	33.56	25.00	60.14	65.77	73.33
All Grades	2.10	0.67	1.67	37.76	33.56	25.00	60.14	65.77	73.33

	Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	1.40	0.00	0.00	11.89	10.74	5.83	86.71	89.26	94.17
All Grades	1.40	0.00	0.00	11.89	10.74	5.83	86.71	89.26	94.17

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	2.80	0.00	0.83	56.64	56.38	59.17	40.56	43.62	40.00
All Grades	2.80	0.00	0.83	56.64	56.38	59.17	40.56	43.62	40.00

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	0.70	0.00	0.83	53.15	48.99	37.50	46.15	51.01	61.67
All Grades	0.70	0.00	0.83	53.15	48.99	37.50	46.15	51.01	61.67

Conclusions based on this data:

1. Student participation in testing remains high but slightly declined in 2023–24 by 5%.

2. An increasing number of students are performing at the 'At or Near Standard' level in Listening, with a 2.79% rise from 2022–23 to 2023–24

3. The majority of students are performing below standard in key literacy skills.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	151	152	129	145	150	120	145	150	120	96.0	98.7	93
All Grades	151	152	129	145	150	120	145	150	120	96.0	98.7	93

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2403.	2395.	2391.	0.00	0.00	0.00	0.00	0.00	0.83	4.83	2.67	0.83	95.17	97.33	98.33
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.83	4.83	2.67	0.83	95.17	97.33	98.33

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	0.00	44.14	40.00	41.67	55.86	60.00	58.33
All Grades	0.00	0.00	0.00	44.14	40.00	41.67	55.86	60.00	58.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	0.00	47.59	50.67	41.67	52.41	49.33	58.33
All Grades	0.00	0.00	0.00	47.59	50.67	41.67	52.41	49.33	58.33

Conclusions based on this data:

1. Testing participation has slightly declined over time.

2. Overall student achievement remains low.

3. 0% of students scored above standard in both Problem Solving & Modeling and Communicating Reasoning across all three years.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11	1548.2	1531.6	1519.5	1553.1	1528.7	1503.1	1542.7	1534.0	1535.5	27	26	32
12	1526.9	1504.6	1525.0	1519.0	1496.1	1518.4	1534.4	1512.6	1531.1	40	41	50
All Grades										67	68	83

	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*		*	*
11	7.41	3.85	0.00	14.81	23.08	21.88	74.07	50.00	43.75	3.70	23.08	34.38	27	26	32
12	7.69	2.56	2.04	12.82	12.82	26.53	46.15	35.90	38.78	33.33	48.72	32.65	39	39	49
All Grades	7.58	3.03	1.22	13.64	18.18	24.39	57.58	40.91	41.46	21.21	37.88	32.93	66	66	82

	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*		*	*
11	18.52	11.54	3.13	59.26	53.85	43.75	22.22	26.92	28.13	0.00	7.69	25.00	27	26	32
12	7.69	5.13	12.24	51.28	38.46	38.78	23.08	33.33	30.61	17.95	23.08	18.37	39	39	49
All Grades	12.12	7.58	8.54	54.55	45.45	41.46	22.73	30.30	29.27	10.61	16.67	20.73	66	66	82

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*		*	*
11	3.70	0.00	3.13	11.11	15.38	6.25	44.44	38.46	40.63	40.74	46.15	50.00	27	26	32
12	2.56	0.00	2.04	10.26	7.69	2.04	35.90	23.08	46.94	51.28	69.23	48.98	39	39	49
All Grades	3.03	1.52	2.44	10.61	10.61	3.66	39.39	28.79	43.90	46.97	59.09	50.00	66	66	82

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11	0.00	0.00	0.00	74.07	69.23	62.50	25.93	30.77	37.50	27	26	32
12	0.00	0.00	0.00	56.41	52.63	63.27	43.59	47.37	36.73	39	38	49
All Grades	0.00	0.00	0.00	63.64	60.00	63.41	36.36	40.00	36.59	66	65	82

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11	74.07	73.08	60.00	25.93	19.23	26.67	0.00	7.69	13.33	27	26	30
12	61.54	68.57	62.22	25.64	20.00	33.33	12.82	11.43	4.44	39	35	45
All Grades	66.67	70.97	60.53	25.76	19.35	31.58	7.58	9.68	7.89	66	62	76

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11	7.41	7.69	3.13	40.74	23.08	43.75	51.85	69.23	53.13	27	26	32
12	5.13	0.00	2.04	30.77	15.38	36.73	64.10	84.62	61.22	39	39	49
All Grades	6.06	4.55	2.44	34.85	18.18	39.02	59.09	77.27	58.54	66	66	82

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11	7.41	0.00	3.13	74.07	80.77	65.63	18.52	19.23	31.25	27	26	32
12	5.13	5.13	0.00	66.67	43.59	79.17	28.21	51.28	20.83	39	39	48
All Grades	6.06	3.03	1.23	69.70	59.09	74.07	24.24	37.88	24.69	66	66	81

Conclusions based on this data:

1. The percentage of students achieving Level 4 in overall language performance has decreased each year, from 7.58% in 2021–22 to just 1.22% in 2023–24.

2. Students struggle most with Written Language.

3. Across all years, the Speaking domain consistently showed the highest percentage of students in the "Well Developed" category, averaging over 60%.

School and Student Performance Data
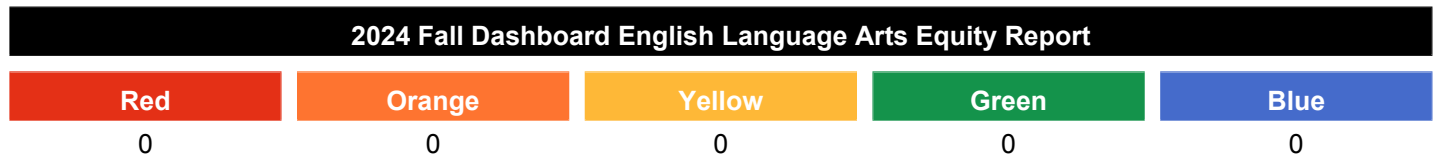
Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
216	**79.2%**	**31.9%**	**0.5%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	69	31.9%
Foster Youth	1	0.5%
Homeless	4	1.9%
Socioeconomically Disadvantaged	171	79.2%
Students with Disabilities	21	9.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	2.8%
American Indian	2	0.9%
Asian	0	0.0%
Filipino	1	0.5%
Hispanic	195	90.3%
Two or More Races	2	0.9%
Pacific Islander	1	0.5%
White	8	3.7%

Conclusions based on this data:

1. The majority of students face socioeconomic challenges (79.2%).

2. A significant portion of students are English Learners (31.9%).

3. The student population is predominantly Hispanic (90.3%).

School and Student Performance Data

Overall Performance

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Graduation Rate**	**Suspension Rate**
No Performance Color	Orange	Yellow

Mathematics

No Performance Color

English Learner Progress

Orange

College/Career

Orange

Conclusions based on this data:

1. Several key performance areas are below standard.

2. English Learner progress is an area that needs improvement.

3. College and career readiness is a concern.

School and Student Performance Data

Academic Performance
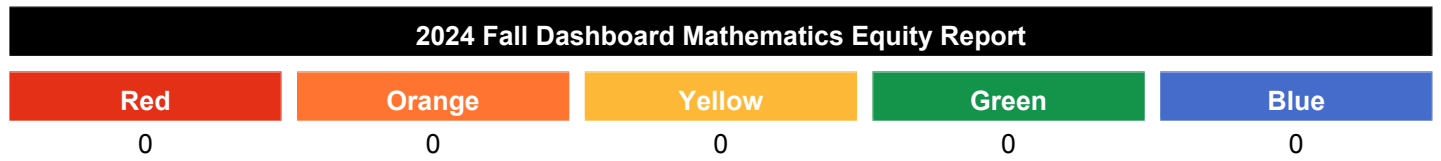## English Language Arts

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
205.6 points below standard	Less than 11 Students	Less than 11 Students
Declined 3.4 points		
17 Students	4 Students	4 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	215.4 points below standard
		Declined 20.7 points
0 Students	0 Students	17 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	0 Students
1 Student	0 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	217.4 points below standard
0 Students		Declined 4.9 points
		16 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	Less than 11 Students
	1 Student	1 Student

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 205.6 points below standard.

2. 23.5% of all students participating in the assessment were English Learners.

3. 100% of all students participating in the assessment were socioeconomically disadvantaged.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
258.8 points below standard	Less than 11 Students	Less than 11 Students
Declined 40.0 points		
17 Students	4 Students	4 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	268.0 points below standard
		Declined 34.3 points
0 Students	0 Students	17 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	0 Students
1 Student	0 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	267.8 points below standard
0 Students		Declined 43.1 points
		16 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	Less than 11 Students
	1 Student	1 Student

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 258.8 points below standard.

2. Of the students who completed the mathematics assessment, 100% are socioeconomically disadvantaged.

3. Of the students who completed the mathematics assessment, 23.5% are English Learners.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	Orange
16.3% making progress.	17.3% making progress.
Number Students: 86 Students	Number Students: 81 Students

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.

2024 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**
39.5%	37.2%	0%	16.3%

Conclusions based on this data:

1. Only 16.3% of English learners made progress, indicating most students are not advancing significantly.

2. A high percentage (39.5%) of students decreased in proficiency, while 37.2% maintained lower levels.

3. No students reached or maintained ELPI Level 4, highlighting challenges in achieving higher proficiency.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.
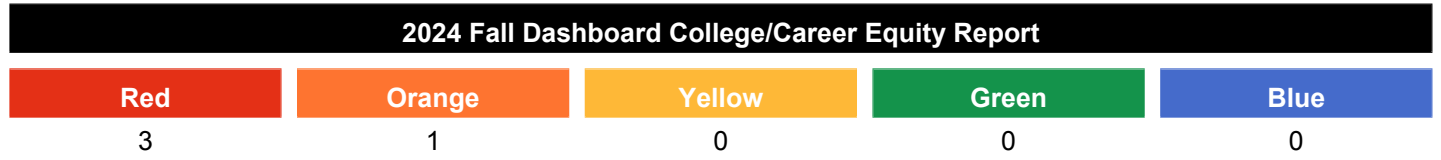
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	0	0	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	Red
5.5 Prepared	4.3 Prepared	4.8 Prepared
Increased 2.8	Maintained 1.6	Maintained 0.6
235 Students	93 Students	84 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students 0	5.6 Prepared	5.2 Prepared
	Maintained 1.6	Increased 2.4
2 Students	18 Students	229 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
10.7 Prepared	Less than 11 Students 0	0 Students
Increased 8.9		
28 Students	6 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
0 Students	Less than 11 Students 0	4.7 Prepared
		Maintained 1.7
	1 Student	215 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	0 Students	Less than 11 Students 0
2 Students		9 Students

Conclusions based on this data:

1. Only 5.5% of all students were identified as "Prepared" for college or career, with most student groups performing in the Red or Orange levels.

2. English Learners, Long-Term English Learners, and Hispanic students remain in the Red performance level with very low preparedness rates around 4–5%.

3. While Students with Disabilities showed the largest increase in preparedness (up 8.9%), most subgroups either maintained or showed minimal improvement.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
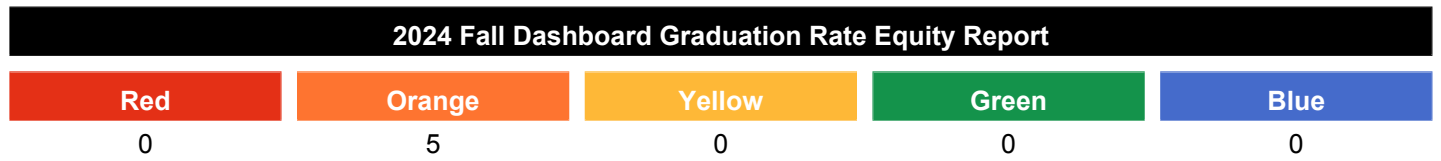## Graduation Rate

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	5	0	0	0

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	Orange
85.7% graduated	85.6% graduated	84.9% graduated
Declined 8.2%	Declined 10.8%	Declined 12.1%
245 Students	97 Students	86 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	83.3% graduated	85.3% graduated
	Declined 9.5%	Declined 8.6%
2 Students	18 Students	238 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
81.8% graduated	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 2.9%	6 Students	
33 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - data not displayed for privacy	86.5% graduated
	1 Student	Declined 7.5%
		223 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	Fewer than 11 students - data not displayed for privacy
2 Students		10 Students

Conclusions based on this data:

1. All reported student groups in the Orange category experienced a decline in graduation rates, with overall graduation dropping to 85.7%.

2. English Learners and Long-Term English Learners saw the steepest declines, falling by 10.8% and 12.1%.

3. No student groups reached the Yellow, Green, or Blue levels, highlighting widespread challenges in graduation outcomes.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	1	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	Yellow
3.6% suspended at least one day	4.1% suspended at least one day	4.5% suspended at least one day
Maintained 0.2%	Maintained 0.1%	Maintained 0%
419 Students	145 Students	134 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	3.8% suspended at least one day
5 Students	18 Students	Increased 0.6%
		367 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
2.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 0.5%	10 Students	2 Students
48 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	3.4% suspended at least one day
2 Students	1 Student	Declined 0.3%
		384 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
6 Students	1 Student	Maintained 0%
		13 Students

Conclusions based on this data:

1. Overall suspension rates remained relatively stable, with 3.6% of all students suspended at least once.

2. Suspension rates increased for Socioeconomically Disadvantaged students and Students with Disabilities, both in the Orange.

3. Hispanic students achieved Green status with a slight decline in suspensions.

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.

> Upon reviewing the 2023–24 California School Dashboard, several student groups performed two or more levels below the overall performance (in the red or orange performance bands) on state indicators—specifically on the College/Career Indicator (CCI). These groups include English Learners (4.3% prepared), Hispanic students (4.7% prepared), Long-Term English Learners 4.8% prepared), and socioeconomically disadvantaged students (5.2% prepared). While the overall CCI performance was in the orange level, this reflects growth from the previous year. Notably, 5.5% of graduates were classified as "Prepared" on the CCI, marking a 2.8% increase from 2022–23.
> In response, focus goals will prioritize support for English Learners and strategies to improve completion rates of Career Technical Education (CTE) pathways and dual enrollment in college courses—key drivers of CCI improvement. Proposed actions include ongoing support through targeted professional development, instructional supplies and technology, resources that support engagement and instruction, social-emotional support for students, BLT support, and incentives to boost academic achievement, attendance, behavior, and participation. Additional efforts will include promoting college and career readiness, expanding CTE opportunities, and providing release time for staff to plan and collaborate effectively.

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: -205.6 English Learners: NA Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: -215.4 Students with Disabilities: NA African American: NA Asian: NA Filipino: NA Hispanic: -217.4 Native Hawaiian or Pacific Islander: NA White: NA Two or More Races: NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students: -100 English Learners: NA Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: -100 Students with Disabilities: NA African American: NA Asian: NA Filipino: NA Hispanic: -100 Native Hawaiian or Pacific Islander: NA White: NA Two or More Races: NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: -258.8 English Learners: NA Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: -268 Students with Disabilities: NA African American: NA Asian: NA Filipino: NA Hispanic: -267.8 Native Hawaiian or Pacific Islander: NA White: NA Two or More Races: NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students: -100 English Learners: NA Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: -100 Students with Disabilities: NA African American: NA Asian: NA Filipino: NA Hispanic: -100 Native Hawaiian or Pacific Islander: NA White: NA Two or More Races: NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
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: 16.3% Status Level: Orange	Percentage of English Learners making progress: 19.3% Status Level: Yellow
P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 2.04%	Percentage of English Learners Reclassified: 4%
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	Percentage of students: All Students: 1.66% English Learners: NA Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: NA Students with Disabilities: NA	Percentage of students: All Students: 5% English Learners: NA Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: NA Students with Disabilities: NA

	African American: NA Asian: NA Filipino: NA Hispanic: NA Native Hawaiian or Pacific Islander: NA White: NA Two or More Races: NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy	African American: NA Asian: NA Filipino: NA Hispanic: NA Native Hawaiian or Pacific Islander: NA White: NA Two or More Races: NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	Percentage of students: All Students: 0.83% English Learners: NA Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: NA Students with Disabilities: NA African American: NA Asian: NA Filipino: NA Hispanic: NA Native Hawaiian or Pacific Islander: NA White: NA Two or More Races: NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy	Percentage of students: All Students: 3.5% English Learners: NA Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: NA Students with Disabilities: NA African American: NA Asian: NA Filipino: NA Hispanic: NA Native Hawaiian or Pacific Islander: NA White: NA Two or More Races: NA Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy
P4: Completion Rate of CTE Course Pathways (CASDB)	Percentage of students: All: 8.2% African American: NA Asian: NA Hispanic: 8.1% White: NA English Learners: 9.3% Long-term English Learners: 10.5% Socioeconomically Disadvantaged: 8.4% Students with Disabilities: 3% Foster Youth: NA Students experiencing Homelessness: 0%	Percentage of students: All: 11% African American: NA Asian: NA Hispanic: 11% White: NA English Learners: 12% Long-term English Learners: 13% Socioeconomically Disadvantaged: 11% Students with Disabilities: 6% Foster Youth: NA Students experiencing Homelessness: 3%
P5: Graduation Rate	All Students: 85.7% English Learners: 85.6% Long-Term English Learners: 84.9% Foster Youth: NA Homeless: 83.3% Socioeconomically Disadvantaged: 85.3% Students with Disabilities: 81.8% African American: NA Hispanic: 86.5% White: NA Two or More Races: NA	All Students: 89% English Learners: 89% Long-Term English Learners: 88% Foster Youth: NA Homeless: 86% Socioeconomically Disadvantaged: 88% Students with Disabilities: 84% African American: NA Hispanic: 89% White: NA Two or More Races: NA

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: 53.5% Math: 61.95% Social Science: 42.7% Science: 67.05%	Average percentage of students passing with a C or better for quarters 1 & 2 report card: ELA: 60% Math: 70% Social Science: 50% Science: 75%

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	Enhance Classroom Instruction and Student Engagement Across All Subject Areas a. Professional development (PD) to strengthen instruction and increase student engagement in core subjects, electives, and CTE pathways (e.g., staff meetings, trainings, workshops, etc.). b. Subs to support release time for teacher collaboration, planning, peer observations, shadowing, and state testing support. c. Fund materials, supplies, tools, technology, and equipment to enhance instruction across all content areas, including core, elective, and CTE courses. d. Provide supplemental software/licenses aligned with content standards to support instructional goals. e. Promote and increase student enrollment in elective courses, CTE pathways, and dual enrollment college courses. f. Using CTE funds, offer field trips and events to enrich learning in CTE courses (including transportation, substitutes, and entry fees). g. Provide staffing (e.g., EMCC) to support instructional resources, such as the library.	All students	64862 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries EMCC Salary 10540 Title I Basic -- 3010 4000-4999: Books And Supplies Software Licenses to support instruction 600 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Laminator Maintenance Agreement 1860 Title I Basic -- 3010 4000-4999: Books And Supplies Materials & supplies to support instruction 300 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Print shop orders to support instruction 1200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Food & beverages to support staff trainings 800 LCFF Suppl/Conc -- 0707

				5000-5999: Services And Other Operating Expenditures Hotspots-Wifi for student instructional engagement at home. 4950 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute coverage to support release days for collaboration, PD, and state testing. 858 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials & supplies to support state testing (earbuds, etc.)
1.2	Supports for English Language Learners (ELLs) a. Provide targeted support in both core and elective subjects to meet the academic needs of EL students. b. Offer supplemental materials and resources to enhance integrated English Language Development (ELD) instruction. c. Deliver professional development for staff focused on effective strategies for ELD and EL student support. d. Offer incentives to promote student participation and engagement in ELPAC testing. e. Provide refreshments and materials for ELAC meetings and parent engagement events that support EL student achievement. f. Provide Bilingual Language Tutor support to provide direct academic and language support to EL students.	English Learners		53284 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries BLT Salaries 400 Title I Basic -- 3010 4000-4999: Books And Supplies Materials, supplies, resources for EL instruction. 955 Title III LEP -- 4203 4000-4999: Books And Supplies Materials, supplies, resources for EL instruction. 1000 Title III LEP -- 4203 5800: Professional/Consulting Services And Operating Expenditures Trainings/PD to support EL instruction
1.3	Prepare Students for Post-Secondary Success Through College and Career Readiness a. Provide workshops, presentations, and field trips related to financial literacy, college enrollment, career exploration, and post-secondary planning (including transportation, substitutes, and entry fees). b. Support students in completing college and career readiness tasks such as FAFSA, Dream Act applications, work permits, and college applications.	All students		200 Title I Basic -- 3010 5800: Professional/Consulting Services And Operating Expenditures Print shop orders to support college & career initiatives/events. 300 LCFF Suppl/Conc -- 0707

			4000-4999: Books And Supplies Food & beverages to college & career events.
	c. Supply materials and resources to promote College and Career Center events and initiatives. d. Provide incentives and refreshments to support College & Career Kickoff events and increase participation in college-focused activities (e.g., FAFSA completion, career presentations). e. College & Career Center clerk supports C&C initiatives, school events, and field trips (Position funded by CTE).		

Annual Review

SPSA Year Reviewed: 2024-25

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.

Nueva Vista received state Equity Multiplier funding designed to provide additional resources to schools with high concentrations of historically underserved students. Focus goals centered on addressing the needs of English Learners (ELs) and improving the College/Career Indicator (CCI) for key student groups: English learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities.

The school community benefited from a comprehensive plan that included supplemental support from bilingual language tutors (BLTs), professional development and training opportunities (e.g., conferences, workshops), additional instructional supplies, materials, and resources, as well as equipment and technology to enhance teaching and learning. Online programs and tools were implemented to support student engagement and academic success. Incentives were provided to encourage improvements in academic achievement, attendance, behavior, and participation. The plan also included increased access to field trips promoting college, career, and Career Technical Education (CTE), along with substitute coverage to allow for PD, conference attendance, and collaborative planning time for staff.
As a result, efforts to improve the CCI led to an expansion of dual enrollment opportunities in college courses and greater support for students completing CTE pathway courses. These pathways included OSHA training focused on health and safety protocols, and Dell Tech certifications that enabled students to repair damaged Chromebooks—both of which contributed to increased college and career readiness

Support for FAFSA and Dream Act applications continued throughout the year, including schoolwide College & Career Kickoff Days held in October and January. These events featured guest speakers, college and career fairs, as well as workshops focused on financial aid and college applications. Individual meetings were also held to discuss post-secondary plans and assist students with FAFSA/CADAA and college application completion. In addition, students participated in local college field trips, and the college and career center hosted several presentations led by college representatives.

Finally, the structure of data teams was realigned to a subject-based focus, emphasizing the development of SMART goals aimed at improving instructional effectiveness and increasing student engagement.

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.

As a result of this analysis, no major changes will be made to the overall goal; however, strategies and activities will be refined to better target improvements in the College & Career Indicator (CCI), particularly for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and Hispanic students. EM (Equity Multiplier) funds will continue to play a critical role in supporting this goal.

The school will prioritize increasing dual enrollment in college courses and improving completion rates in Career Technical Education (CTE) pathways for these key student groups. These strategies are designed to directly impact CCI outcomes by expanding access to college-level coursework and industry-recognized certifications that build college and career readiness.

These targeted actions are outlined in the SPSA under Goal 1, specifically in the sections addressing academic achievement, English Learner support, and college and career readiness strategies. The updated strategies and related metrics can be found in the Action Items and Budget sections tied to Goal 1.

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.

Improving student attendance, currently at 65.83%, and increasing parent engagement will remain key priorities for Nueva Vista High School. Regular attendance is critical to student success, and the school is committed to identifying and addressing the barriers that keep students from being present and engaged. The Five-Star Student incentive program will continue to play an important role in encouraging student participation, recognizing positive behavior, and promoting a supportive school culture. In addition, strengthening parent involvement is essential not only for student success but also for guiding the overall direction of the school. By creating more opportunities for families to engage—through School Site Council, ELAC, and community events—Nueva Vista aims to build meaningful partnerships that foster a stronger sense of belonging, shared responsibility, and improved outcomes for all students.

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: 98% "Good" Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Good Source: 2025-26 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	All: 65.83% Grade 9: NA Grade 10: NA Garde 11: 70.29% Grade 12: 60.62% English Learners: 63.94% Foster: 84.92% McKinney-Vento: 55.85% Special Education: 57.90% Source: Student Information System P-2 report	All: 70% Grade 9: NA Grade 10: NA Garde 11: 73%% Grade 12: 64% English Learners: 67% Foster: 87% McKinney-Vento: 60% Special Education: 60% Source: Student Information System P-2 report
LCFF Priority 6: Pupil Suspension Rate	All Students: 3.6% English Learners: 4.1% Long-term English Learners: 4.5%	All Students: 3.0% English Learners: 3% Long-term English Learners: 3%

		Foster Youth: NA Students experiencing Homelessness: 0% Socioeconomically Disadvantaged: 3.8% Students with Disabilities: 2.1% African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 3.4% Pacific Islander: NA White: 0% Two or More Races: NA	Foster Youth: NA Students experiencing Homelessness: 0% Socioeconomically Disadvantaged: 2.5% Students with Disabilities: 1.5% African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 2.5% Pacific Islander: NA White: 0% Two or More Races: NA
	LCFF Priority 6: Pupil Expulsion Rate	All Students: 0.0% 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: 0.0% 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	Percent favorable perceptions of student physical and psychological safety at school: 64% Source: Panorama Student Survey	Percent favorable perceptions of student physical and psychological safety at school: 70% Source: Panorama Student Survey
	LCFF Priority 6: School Climate Survey: Sense of Belonging	Percent favorable of how much students feel they are valued members of the school community: 44% Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community: 50% Source: Panorama Student Survey
	LCFF Priority 6: School Climate Survey: Teacher-student Relationships	Percent favorable of how much students feel they are valued members of the school community: 51% Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community: 55% Source: Panorama Student Survey
	LCFF Priority 5: High School Dropout Rate	Dropout rate: 3% (Source 22-23 School Accountability Report Card)	Dropout rate: 1% (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	All students	100

	a. Support students' social-emotional needs and overall well-being by ensuring access to basic necessities. b. Provide care closet materials and supplies (Community Schools Grant) c. Utilize the Behavior Social Emotional Learning (BSEL) Coordinator to lead and support schoolwide SEL implementation. d. Offer student engagement supports, materials, and incentives, including weekly perfect attendance raffles, Fun Fridays, quarterly awards, and 5-Star Students recognition. e. Expand access to mental health services through on-site counselors and partnerships such as PICO. f. Ensure transportation support for students, including the provision of bus passes as needed. g. Support staff participation in professional development and trainings focused on equity, SEL, behavior, student leadership, and related areas.			LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Bus passes
2.2	Safe Schools Plan a. Implement and maintain the Safe Schools Plan to ensure a secure and prepared campus environment. b. Update and replace emergency supplies and equipment as needed. c. Support anti-drug and bullying prevention initiatives and campaigns. d. Provide student ID photos to support campus safety and student identification.	All students		300 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Safe Schools Plan Implementation (update supplies as needed) 53,281 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary - 6 hrs 1450 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Q1 Pictures/Student IDs 1300 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures ID Maker Annual Service Subscription

Annual Review

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 (MTSS) is in place to address the academic and behavioral needs of students across varying levels. A dedicated support team—consisting of an SST (Student Support Team) Coordinator, Guidance Coordinator, Mental Health Counselor, and Assistant Principal—works collaboratively to implement interventions and provide targeted assistance. A referral process through MFI Recovery offers additional support for students dealing with substance use and/or mental health challenges.

The School Safety Coordinator plays a key role in maintaining campus safety by annually updating the Safe School Plan and regularly meeting with representatives from Cal Fire, the local police department, and city officials to stay informed on current safety practices. Responsibilities also include updating staff safety packets—such as evacuation maps, staff roles and responsibilities, and injured/missing student report forms—as well as offering guidance on purchasing emergency supplies and leading emergency drills throughout the year to ensure preparedness for all students and staff.

Mental health support is available through multiple channels. A full-time Mental Health Counselor provides behavioral counseling as needed, while the full-time Guidance Coordinator offers emotional support. Students may also be referred for additional services through MFI Recovery. Furthermore, JUSD's Parent Involvement Community Outreach (P.I.C.O.) program helps connect families with local resources and support services.

The Assistant Principal supports improved student behavior by implementing progressive discipline strategies, conducting family follow-ups, and making referrals to appropriate services. Although the suspension rate increased slightly from 3.4% to 3.6%, this level is considered "maintained." Disaggregated data shows that English Learners (4.5%), Long-Term English Learners, and the "All Students" group are in the yellow performance level for suspensions. Socioeconomically disadvantaged students (3.8%) and students with disabilities (2.1%) fall in the orange level, while Hispanic students (3.4%) were in the green level.

Student attendance, currently at 65.83%, remains a significant area of focus. Many students transfer into Nueva Vista throughout the school year and face academic, social-emotional, behavioral, and attendance-related challenges. The school will continue monitoring attendance and implementing strategies to improve it. The Five Star Student Awards and Incentives program remains in place to recognize and promote positive attendance and behaviors.

According to the Winter 2024 Student Survey, 80% of students reported having supportive relationships. However, only 64% indicated they felt safe at school, and just 44% felt a sense of belonging. These findings highlight the continued need to strengthen school culture and improve the overall sense of safety and community on campus.

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.

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.

No changes are currently planned to the multi-tiered system of support (MTSS) for student behavior. However, improving student attendance, enhancing campus safety, and increasing students' sense of belonging will continue to be key priorities moving forward.

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	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 94.7% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 98% Source: LCAP Parent Survey Winter 2024-25
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)."	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)."

	100%	%
	Source: LCAP Staff Survey Winter 2024-25	Source: LCAP Staff Survey Winter 2024-25
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. " 94.7% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. " 98% Source: LCAP Parent Survey Winter 2024-25
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 87% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." % Source: LCAP Staff Survey Winter 2024-25

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 a. Strengthen site-based parent outreach through support for meetings, workshops, award ceremonies, graduation events, school activities, communication materials, and hospitality (e.g., food and refreshments). b. Leverage the Community Schools TSA and associated funding to enhance parent engagement initiatives. c. Promote and support meaningful parent participation on advisory councils, including the English Learner Advisory Committee (ELAC) and School Site Council (SSC).	All students	3500 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Certificated 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. 2100 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials & Supplies to support graduation (diploma

			covers, cords, certificates, roses, etc.) 1300 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Food & beverages to support school events (i.e. back-to-school night) 200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Print shop expenditures to support graduation 823 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Snacks & beverages to support parent meetings (SSC, ELAC, workshops, etc.)
3.2	Increase Student Engagement a. Support school events, award ceremonies, and graduation by providing supplies, materials, food, extra hourly staffing, and refreshments to foster student engagement and a positive school climate. b. Offer student incentives to encourage academic achievement, attendance, participation, positive behavior, school spirit, and a supportive school culture. (5 Star Students management license funded by Community Schools grant) c. Provide tools and resources to manage and sustain effective student incentive programs. d.Organize events/activities that promote student engagement, personal growth, social-emotional learning (SEL), leadership development, and overall enrichment. e. Support the Associated Student Body (ASB) and student clubs by supplying necessary materials, resources, and funding to increase student involvement and school connectedness. f. Community Schools TSA will develop and maintain a care closet to meet students' basic needs, including school supplies, clothing, and hygiene products. g. Maintain laundry facilities and resources to support students as needed (detergent, fabric softener, and related supplies).	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...) 4250 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Student incentives to promote student engagement (ie. student store). Incentive yearbooks, cap & gowns, etc. 200 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Printshop orders to support student engagement (book markers-bell schedule, mission, vision, etc.) 2250 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher subs to support ASB activities (blood drive, etc.)

				1200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Support ASB in promoting positive school experiences (ex. Fun Fridays, van transportation for book buddies, etc.)

Annual Review

SPSA Year Reviewed: 2024-25

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.

Increasing parent engagement remains a continuous priority and is supported through multiple communication channels, including phone calls, social media, emails, ParentSquare, ParentConnect, and weekly check-ins. Parents were invited to take part in school events and committees such as the School Site Council (SSC), English Language Advisory Council (ELAC), Back-to-School Night, and Awards Ceremonies.

Student recognition was ongoing throughout the year via the Five-Star Students platform, weekly raffles, social media shout-outs, and morning announcements. Students were also encouraged to participate in community service opportunities organized by ASB, including blood drives, Teens for Jeans, and Valentines for Vets. Additional activities included participation in Breast Cancer Awareness events, the annual sock drive, and the Random Acts of Kindness challenge. The eSports Club also provided students with opportunities for engagement through lunchtime competitions and district-wide tournaments.

Parents played an active role in school governance through SSC and ELAC, and also contributed feedback through the LCAP and Community Schools surveys. This year, Nueva Vista was proudly recognized as a California Model Continuation School. This honor was made possible through the collaborative efforts of students, parents, staff, and community partners, who participated via in-person interviews with the state review committee.

Community service hours continue to be a graduation requirement, promoting civic responsibility and engagement among students. Through the Community Schools grant, a Teacher on Special Assignment (TSA) was hired to support implementation of grant initiatives aligned with four key pillars: Integrated Student Supports, Expanded and Enriched Learning Time and Opportunities, Family and Community Engagement, and Collaborative Leadership and Practices. The Community Schools grant is set to fund programs for the next five years.

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.

No major changes will be made to the our plan to increase parent and student engagement. However, under the Community Schools Grant Program, Nueva Vista High School is committed to a student-centered approach grounded in four core pillars: Integrated Student Supports, Expanded and Enriched Learning Time, Family and Community Engagement, and Collaborative Leadership.

To remove barriers to learning, Nueva Vista will collaborate with community partners such as the district's Parent Involvement and Community Outreach office to coordinate essential services such as vision, dental, food, and mental health support with minimal disruption to the school day. Ensuring students' basic needs are met allows them to stay focused, present, and prepared to succeed academically and socially.

We will work to extend learning beyond the traditional classroom. These opportunities, led by community partners and the school's Teacher on Special Assignment (TSA), provide tutoring, hands-on learning experiences, and the development of critical 21st-century skills. This approach is especially beneficial for students with limited access to enrichment outside of school.

Nueva Vista will also prioritize strong partnerships with families by creating a welcoming and inclusive environment. The school works to address barriers such as language and access while offering family-centered programming, culturally responsive outreach, and consistent communication. These efforts promote a shared vision for student success and build meaningful community trust.

The school embraces a collaborative leadership model that brings together staff, families, and community members to guide programs and practices that reflect the needs of students. This shared approach enhances instructional quality, supports teacher retention, and drives sustainable, community-driven change.

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	$16,078.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$216,963.00
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 ($)
Title I Basic -- 3010	$13,300.00
Title I Parent Involvement -- 3010 1902	$823.00
Title III LEP -- 4203	$1,955.00

Subtotal of additional federal funds included for this school: $16,078.00

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

State or Local Programs	Allocation ($)
LCFF District -- 500 0707	$171,427.00
LCFF Suppl/Conc -- 0707	$29,458.00

Subtotal of state or local funds included for this school: $200,885.00

Total of federal, state, and/or local funds for this school: $216,963.00

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	13,300	0.00
Title I Parent Involvement -- 3010 1902	823	0.00
Title III LEP -- 4203	1,955	0.00
LCFF Suppl/Conc -- 0707	29,458	0.00
LCFF District -- 500 0707	171,427	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	171,427.00
LCFF Suppl/Conc -- 0707	29,458.00
Title I Basic -- 3010	13,300.00
Title I Parent Involvement -- 3010 1902	823.00
Title III LEP -- 4203	1,955.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,700.00
2000-2999: Classified Personnel Salaries	173,527.00
4000-4999: Books And Supplies	26,886.00
5000-5999: Services And Other Operating Expenditures	4,650.00
5800: Professional/Consulting Services And Operating Expenditures	1,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	171,427.00

1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	10,700.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	2,100.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	12,308.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	4,350.00
4000-4999: Books And Supplies	Title I Basic -- 3010	12,800.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	200.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	823.00
4000-4999: Books And Supplies	Title III LEP -- 4203	955.00
5800: Professional/Consulting Services And Operating Expenditures	Title III LEP -- 4203	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	142,109.00
Goal 2	56,431.00
Goal 3	18,423.00

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
Jacalyn Allbee	Classroom Teacher
Lucy Centeno	Classroom Teacher
Noah Holzknecht	Classroom Teacher
May Isaacson	Classroom Teacher
Vanessa Lozano (alternate)	Classroom Teacher
Sabrina Villa	Other School Staff
Dulce Alvarado	Secondary Student
Samantha Alvaraez	Secondary Student
Jerrel Butler	Secondary Student
Jacqueline Lopez	Secondary Student
Enrique Garcia Jr. (alternate)	Parent or Community Member
Enrique Garcia	Parent or Community Member
Linda Alvarado	Parent or Community Member
Maria Martinez (alternate)	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
ENRIQUEGARCIA	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 16, 2025.

Attested:

(signature)	Principal, James Wandrie on 5/16/25
(signature)	SSC Chairperson, Dulce Ventura Alvarado on 5/16/25

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

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 B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

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/

Updated by the California Department of Education, October 2023