



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Oak High School	28662662830149	October 30, 2019	

Purpose and Description

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

Schoolwide Program

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

Valley Oak High School's goals are tightly aligned with NVUSD LCAP goals, strategic plan and federal, state and local programs.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parents shared during the Cafecito con la Directora that VOHS is able to provide the academic opportunities students need to graduate. Parents trust the staff in maintaining high standards and a safe and inclusive learning environment. They also felt strongly that VOHS prepares students for both college and the world of work. Student surveys throughout the year indicate that they feel supported by staff in addition to high expectations for all students. Building connections with students is a must if we want them to engage them in learning. Staff routinely celebrates students and provides targeted support when needed. The Healthy Kids survey administered in 2018 indicates that 45% of the students have a strong connection to the school and 50% perceived school as Very Safe or Safe. The results also indicate that 57% of the students responded that they have caring adult relationships, 65% that the school has high expectations, 24% indicated meaningful participation and 58% academic motivation. An area of concern is the bullying and rumors. 16% of the students said that they had mean rumors or lies spread about them. In 2018 the students responding to experiencing harassment or bullying increased by 7%. We continue to work with students around our universal expectations of being respectful, safe, responsible and compassionate. In addition, addressing mental and physical health challenges that students are facing with substance use. The survey indicated that in the last 12 months (from point of the survey) 48% of the survey participants were using alcohol or drugs; although the percentage remains high it is a reduction of 2% from 2018. Many of the students that enter Valley Oak do enter with said behaviors/practices and as a school, we continually work towards providing prevention and treatment counseling services during the school day. VOHS has strong community partnerships with local agencies that send their counselors to our campus to work with students. In addition, we have counselors that work with students one to one.

Classroom Observations

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

Administration visits classrooms on a weekly basis. The observations conducted focused on clear learning objectives, student engagement, scaffolding, inquiry-based learning, and instructional practices that focused on 21st Century Skills. Data results continue to indicate the learning gaps in literacy, writing, and math. The instructional focus continues to be on writing and reading strategies that support student learning. Teachers consistently evaluate and refine their instructional practices in an effort to better support all student ability levels. Last year we completed the WASC report along with the site visit. The process allowed us to take a deep dive into our practices and celebrated our success and identified gaps.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CELDT
Site-Based Writing Assessment
NVUSD Benchmarks (math)
Formative classroom assessments
4C's Rubrics
Finals
Reading inventory (SI-3 times per year)
CAASPP
CAST
ELPAC
Credit Analysis
Grade Analysis focused on reducing D's and F's
Pyramid Review
Math Inventory (MI)

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

VOHS student data indicate large gaps in reading and math. SRI results from 2018/2019 indicate that students are more than 2-years+ or more behind in reading - 31% of students are Proficient or above (NVUSD at 46%); 24% are Basic (NVUSD at 27%); 45% are Below Basic (NVUSD at 27%). The Math Inventory results indicate 100% at Below Basic compared to NVUSD at 53%.

English Learners are the largest subgroup of 24 students. In 2018-2019 4.2% (1) scored Well Developed; 20.8% (5) Moderately Developed; 62.5% (15) Somewhat Developed and 12.5% (3) Minimally Developed. Although 25% of EL's scored at Moderately to Well Developed, 75% of the students continue to need instructional support in Language Development. These scores continue to highlight the need to reinforce specific writing and reading comprehension strategies school-wide. The CAASPP results as a site and district continue to reinforce the high level of need for intervention strategies around reading comprehension, writing, and math.

In response to the data and student's needs, teachers continue with the focus on increasing literacy, school-wide staff PD will focus on classroom scaffolds instruction in reading, speaking and listening comprehension strategies that include best practices for ELD; such as academic language scripts and graphic organizers. In addition, teachers continue to engage in reviewing student work/4C's rubrics and collaboration that supports common grading practices including assessments. The math PLC continues to focus on basic numeracy while challenging students to attain math competencies. The SMI results indicate that current students taking math continue to struggle with basic numeracy. Math PLC continues to integrate instructional strategies to better engage and make learning visible by integrating Jo Boaler math strategies. Although VOHS scores are low, this trend is consistent across schools and levels.

As a result of the system-wide RtI implementation, Tutorials have been embedded during the school day. Every Monday students participate in tutorials within each period. Students have the opportunity to complete assignments, receive targeted instruction in areas of need or participate in Career Awareness via the counseling program. As we continue to monitor the progress, it is evident that students needing to attend intervention continue to be absent or late to school. In 2018-2019 we saw an increase of tardies by 1,526 compared to the previous year. The attendance in PI dropped to 88% compared to 92.6% the prior year. To address the issue, staff has been tasked with calling home when students are absent or if they are late to school, students must serve their time during lunchtime. Lunchtime detention has deterred tardies for some students but not all.

BEST/PBIS practices involved a systematic review of truancy data and the Pyramid of Success results. The Pyramid of Success allows students to assess themselves and reflect on academics, behavior and attendance and how that correlates to student success. Goal setting and reflection is a key component of their success. Students review their Pyramid results and goals after every grading period. The Leadership team has developed the BEST/PBIS subcommittees that will focus on action items related to school-wide goals, such as; rubric review and calibration, tutorial intervention, model analysis and review of school culture. Through these processes, the administration and counseling team continue to monitor grades and credit completion towards graduation.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

New Teachers attend the New Teacher training and receive additional coaching and support internally from fellow teachers. New Teachers also participate in the Teacher Induction program.

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

All teachers have access to state adopted instructional materials and professional development.

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

VOHS professional development is centered around the districts goals that include Common Core State Standards, 21st Century Skills and Career/College access for all and closing the Achievement/opportunity gap.

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

NVUSD has hired Academic Specialists to support in the implementation of Common Core and LCAP goals. The staff is focused on reading, writing and English learner scaffolds.

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

VOHS teachers collaborate as a group (we are a small staff). The BEST/PBIS Committee meets to focus on school culture.

Teaching and Learning

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

Teachers participate in district level and individual Common Core State Standards training. Through that training, teachers are able to incorporate new standards and adjust instruction.

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

The instructional program at Valley Oak adheres to the recommended instructional minutes and more for all courses.

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

The master schedule at Valley Oak High School reflects the academic needs of the students. Students needing support in reading are placed in READ180. In addition, this year, we have implemented an intervention period (tutorials) 4 times each month to support students that need to make up work or need direct instruction on any particular skill.

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

Students have access to standards-based instructional materials in addition to ECHO support materials. Teachers continue to focus on implementing CCSS in all instruction.

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

Valley Oak is an alternative program where students are severely behind credits. The teachers have to implement a high level of scaffolding to give students access to the curriculum. When students struggle to learn, students are encouraged to continue with their work at home. In addition to meeting with teachers after school and during tutorials.

Opportunity and Equal Educational Access

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

All students work with teachers in regards to their classes. Students have access to their status on a daily basis via Google classroom. In addition, our counseling services are extensive and provide students needing mental health services an opportunity to meet with our community partners that are on campus facilitating counseling groups or meeting individually with students. The administration works closely with parents regarding attendance and behavior issues. VOHS Community Liaison calls home when students are absent and she is able to provide a wealth of information that can help us better serve students. In addition, the Social Worker assigned to Valley Oak works with our Foster and Homeless Youth. In addition, the Social Worker is charged with working with students with high truancy levels including those at the SARF level in their attendance.

Evidence-based educational practices to raise student achievement

Valley Oak continues to use practices that support learning for students at-risk. The number one challenge is to connect students to school and once we are able to connect them, then their academics begin to improve. Teachers continue to incorporate real-world lesson plans to help students make connections between their learning and how they may apply the learning in their lives. Students participate in Advisory where they participate in opportunities to explore careers; take interest inventories; listen to guest speakers and participate in educational field trips.

Parental Engagement

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

Students at Valley Oak are provided access to technology in the classroom on a daily basis. Students are also provided with all school supplies from paper to writing tools and often times a binder. In addition, we support students in completing the National Free and or Reduced Lunch program application. This is most important because over 70% of the students come to school without breakfast (per student survey).

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

VOHS has strong community participation on the mental health services side. In addition, we have a strong relationship with the Napa County Mental Health Department: Prevention Services which supports our site with the Friday Nite Live Program. Through FNL students have been able to participate in various leadership opportunities; leading town hall meetings, presenting at the Bet On Your Future Conference in Anaheim; working with local stores on ensuring that alcohol regulations are being followed. Students are also recognized by the Sunrise Rotary of Napa on a monthly basis as part of the Student of the Month program. The goal is to increase parent participation through Student-Led Conferences, Back to School Night, Open House and Cafe con Leche with Principal.

Funding

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

Supplemental funding is used to provide professional development for teachers focused on instructional strategies and campus culture. Funds are used for teacher release to attend district led PD as well as Teacher Learning Walks and field trips. Funding is also used to purchase IXL and SWIS licenses, technology, pay for Community Liaison and after school interventions.

Fiscal support (EPC)

VOHS is funded by NVUSD, using the same formula for all sites, the funds provided are base (0000), CTE (0002); supplemental (0003). Valley Oak operates as a School-Based Coordinated Program providing instructional and auxiliary services as described herein to meet the needs of English learners, educationally disadvantaged youth, gifted and talented students, and students with exceptional needs.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Leadership Team begins the action plan process in the spring, asks for feedback from staff during an early release, finalizes proposed budget and presents to Site Council for approval. Final approval takes place at the fall semester when budgets are finalized by the district.

Resource Inequities

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

NA

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.2%	%	0.58%	2		1
African American	1.8%	1.16%	0.58%	3	2	1
Asian	%	%	%			
Filipino	%	0.58%	0.58%		1	1
Hispanic/Latino	71.2%	71.51%	68.79%	121	123	119
Pacific Islander	0.6%	%	0.58%	1		1
White	21.8%	23.26%	23.12%	37	40	40
Multiple/No Response	%	%	%			
Total Enrollment				170	172	173

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 10	5	1	3
Grade 11	60	48	51
Grade 12	105	123	119
Total Enrollment	170	172	173

Conclusions based on this data:

1. The number of Latino students transferred to alternative education continue to be double the amount of their white counterparts.
2. Students in 12th grade comprise the largest number enrolled at VOHS.
3. Male students are more likely to transfer to alternative settings than female students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	34	30	25	20.0%	17.4%	14.5%
Fluent English Proficient (FEP)	69	68	68	40.6%	39.5%	39.3%
Reclassified Fluent English Proficient (RFEP)	7	5	0	20.6%	14.7%	0.0%

Conclusions based on this data:

1. English Learners continue to require high levels of direct instruction.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	82	70	89	76	63	83	76	63	83	92.7	90	93.3
All Grades	82	70	89	76	63	83	76	63	83	92.7	90	93.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2471.	2457.	2477.	2.63	0.00	0.00	6.58	7.94	8.43	22.37	25.40	33.73	68.42	66.67	57.83
All Grades	N/A	N/A	N/A	2.63	0.00	0.00	6.58	7.94	8.43	22.37	25.40	33.73	68.42	66.67	57.83

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.26	7.94	4.82	34.21	31.75	37.35	60.53	60.32	57.83
All Grades	5.26	7.94	4.82	34.21	31.75	37.35	60.53	60.32	57.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	3.95	0.00	0.00	18.42	20.63	33.73	77.63	79.37	66.27
All Grades	3.95	0.00	0.00	18.42	20.63	33.73	77.63	79.37	66.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.58	9.52	2.41	47.37	30.16	69.88	46.05	60.32	27.71
All Grades	6.58	9.52	2.41	47.37	30.16	69.88	46.05	60.32	27.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	3.95	0.00	1.20	36.84	39.68	53.01	59.21	60.32	45.78
All Grades	3.95	0.00	1.20	36.84	39.68	53.01	59.21	60.32	45.78

Conclusions based on this data:

1. CAASPP ELA data indicates that overall scores indicate gains in percent At or Near Standard by 8% and a 9% reduction of % Below Standard.
2. The greatest gains were in Listening with a 40% increase At or Near Standard and Research/Inquiry increase of 13% in At or Near Standard; while reducing % Below Standard by 15%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	84	71	88	77	62	81	76	62	81	91.7	87.3	92
All Grades	84	71	88	77	62	81	76	62	81	91.7	87.3	92

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2418.	2420.	2403.	0.00	0.00	0.00	0.00	0.00	0.00	7.89	3.23	2.47	92.11	96.77	97.53
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	7.89	3.23	2.47	92.11	96.77	97.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	5.26	1.61	1.23	94.74	98.39	98.77
All Grades	0.00	0.00	0.00	5.26	1.61	1.23	94.74	98.39	98.77

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	2.47	14.47	19.35	9.88	85.53	80.65	87.65
All Grades	0.00	0.00	2.47	14.47	19.35	9.88	85.53	80.65	87.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	36.84	33.87	25.93	63.16	66.13	74.07
All Grades	0.00	0.00	0.00	36.84	33.87	25.93	63.16	66.13	74.07

Conclusions based on this data:

1. Students transferring to Valley Oak struggle in all subcategories of the math CAASPP assessment as indicated by data above.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 10		*		*		*		*
Grade 11	*	*	*	*	*	*	*	10
Grade 12	1539.3	*	1515.1	*	1562.9	*	14	8
All Grades							20	20

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	14	*
All Grades	*	10.00	*	15.00	*	65.00	*	10.00	20	20

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		*	*	*	*	*	*	*	*	*
12	*	*	*	*		*	*	*	14	*
All Grades	*	10.00	60.00	40.00	*	35.00	*	15.00	20	20

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	14	*
All Grades	*	5.00	*	10.00	*	60.00	*	25.00	20	20

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*	*	*	*	*	14	*
All Grades	*	0.00	65.00	55.00	*	45.00	20	20

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	14	*
All Grades	55.00	40.00	*	50.00	*	10.00	20	20

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12		*	*	*	*	*	14	*
All Grades		5.00	*	45.00	*	50.00	20	20

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*	92.86	*		*	14	*
All Grades	*	5.00	90.00	85.00	*	10.00	20	20

Conclusions based on this data:

1. No 2018 data available.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
172	77.3%	17.4%	1.2%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	17.4%
Foster Youth	2	1.2%
Homeless	9	5.2%
Socioeconomically Disadvantaged	133	77.3%
Students with Disabilities	13	7.6%







Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.2%
Filipino	1	0.6%
Hispanic	123	71.5%
Two or More Races	6	3.5%
White	40	23.3%

Conclusions based on this data:

1. The enrollment data indicates that 77% of the students are socioeconomically disadvantaged.
2. Latino students comprise the largest student subgroup (72%) on campus followed by white students at 23%.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Graduation Rate</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Red</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>Red</div>		

Conclusions based on this data:

1. The data shows that we have made some improvement in ELA but continue to struggle with Math.
2. The suspension rate reflects the restorative practices implemented schoolwide.

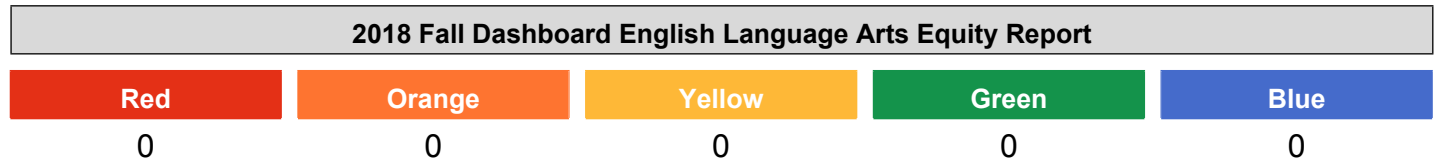
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 111.9 points below standard Increased 7.9 points 35 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Socioeconomically Disadvantaged  No Performance Color 113.3 points below standard Increased 23.8 points 26 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 147.2 points below standard Declined -11.4 points 25 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	60.4 points below standard Increased 36.9 points 19 students

Conclusions based on this data:

1. Data indicates that 19 white students increased by 36.9% in below standard.

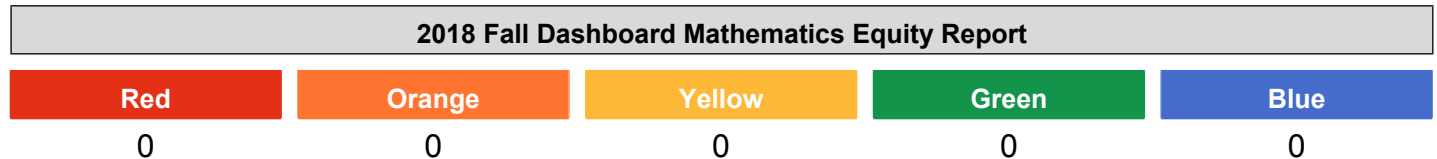
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 211.8 points below standard Maintained -1.5 points 34 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Socioeconomically Disadvantaged  No Performance Color 213.4 points below standard Maintained 2.9 points 25 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 223.1 points below standard Maintained -2.3 points 24 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	197.4 points below standard Declined -11.1 points 18 students

Conclusions based on this data:

- Math continues to be a struggle for students with large learning gaps in mathematics. The math department continues to focus on targeted instruction using a C-STEM with Robotics approach to support students.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
20	5%	45%	30%	20%

Conclusions based on this data:

1. Data indicates that EL's continue to need intensive support. Students are placed in a double block with English Language Development lab support.

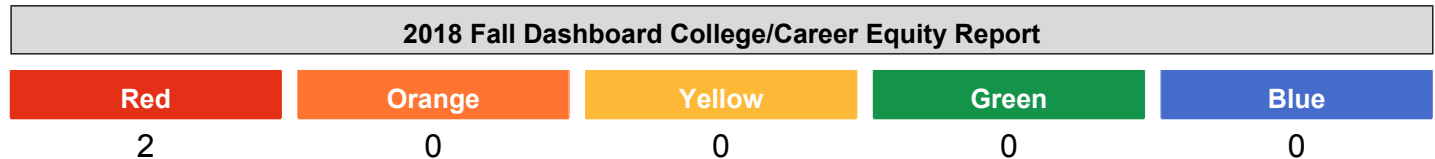
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Red 0.8% prepared Maintained 0.8% 120 students	English Learners  No Performance Color 0% prepared Maintained 0% 24 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Socioeconomically Disadvantaged  Red 1.1% prepared Maintained 1.1% 93 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 1.2% prepared Maintained 1.2% 84 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students	 No Performance Color 0% prepared Maintained 0% 26 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	0 Prepared	0.8 Prepared
Approaching Prepared	1.1 Approaching Prepared	3.3 Approaching Prepared
Not Prepared	98.9 Not Prepared	95.8 Not Prepared

Conclusions based on this data:

- The data reported does not reflect the variety of College and Career readiness activities students engage in during the year. Leadership will work with the district on properly tagging the DASS elements to increase this indicator.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

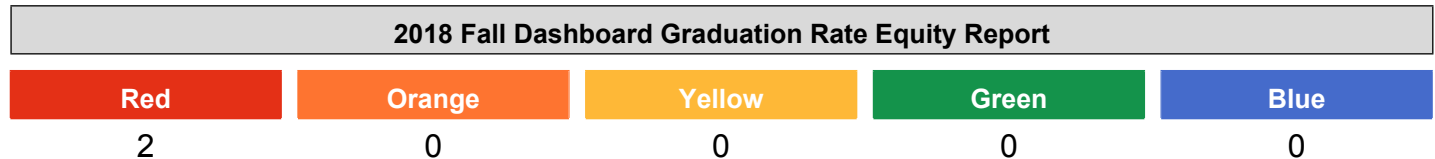
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Red 49.2% graduated Declined -12.5% 120 students	English Learners  No Performance Color 33.3% graduated Declined -36.7% 24 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Socioeconomically Disadvantaged  Red 47.3% graduated Declined -10.2% 93 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 44% graduated Declined -18.1% 84 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students	 No Performance Color 57.7% graduated Maintained -2.3% 26 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
61.7% graduated	49.2% graduated

Conclusions based on this data:

1. The data reflects that all students declined in meeting graduation requirements by the end of the senior year.
2. Students opted to transfer to Adult Education so they could work more hours.

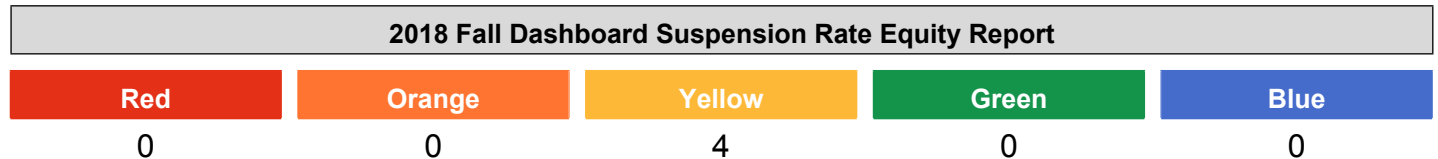
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 8% suspended at least once Declined -6.1% 264 students	English Learners  Yellow 7.3% suspended at least once Declined -2.9% 41 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 4 students
Homeless  No Performance Color 0% suspended at least once 14 students	Socioeconomically Disadvantaged  Yellow 6.5% suspended at least once Declined -4.4% 200 students	Students with Disabilities  No Performance Color 8.3% suspended at least once Declined -10.9% 24 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 5 students	American Indian  No Performance Color Less than 11 Students - Data 1 students	Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students - Data 1 students
Hispanic  Yellow 8.4% suspended at least once Declined -2.7% 178 students	Two or More Races  No Performance Color 0% suspended at least once 12 students	Pacific Islander  No Performance Color 0 Students	White  Yellow 9% suspended at least once Declined -14.6% 67 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	14% suspended at least once	8% suspended at least once

Conclusions based on this data:

1. Data demonstrates the decline in suspensions as a result of the restorative practices implemented school-wide.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 1

Student Learning, Achievement and Access

Identified Need

Improve literacy skills and engagement of all sub groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Inventory	All 90-day students, LEP, Sped	Reduce the school-wide performance in Below Basic on RI by 10% or 23 students.
99% of students score below basic on Math Inventory	1% of students score basic	Increase by 3% the number of students scoring proficient.
44% of students show gaps in writing ability	33% showed growth	Increase by 5% the number of students showing growth in writing

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

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

Teachers will utilize student data outcomes for All Students and Subgroups to inform lesson and project design. Incorporate multiple methods of checking for understanding to monitor learning to decrease the number of students needing targeted intervention.

Activities

The majority of students are below grade level in reading and writing, all students enrolled for 90 consecutive days at VOHS will increase proficiency in schoolwide writing and reading skills by year as measured by district and teacher-created assessments and credit completion.

ELA/Social Studies (Common Core, California Framework and Michael McDowell instructional strategies)

Literacy: SSR using student-selected texts, oral reading, close readings, class discussions, reflection

Writing: Structured supports such as model paragraphs, peer feedback, scaffolds, review of writing rubric, student self-assessment

Math:

Implementation of PrBL, C-STEM Coding, and Math Vision Project curriculum utilizing Jo Boaler and Michael McDowell instructional strategies that support all sub-groups

Professional development training on content area standards (NVUSD PD days and site follow up within PLC's)

Continue to refine and implement synched learning outcomes, using a common language, that supports equity and alignment in grading practices

Data Review:

Reading Inventory

Math Inventory

Site Writing Assessment

CASPP

ELPAC

Grades

Attendance

Behavior

Credit completion

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000

Source(s)

9xxx – Local Restricted

Strategy 2

Students to be Served by this Strategy/Activity

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

Implement MTSS process that reflects data collection around students' needs and implementation of Request for Assistance Form, including students' self-referral.

Activities

Development of request for assistance in a google form format

Train the teachers on the use of form

MTSS on-going training for principal and MTSS lead

Refinement of MTSS meeting process

Development of a system to collect student data and types of interventions provided or accessed by students

Development of goals in response to intervention needs to be based on data collected

Quarterly meeting with all community support providers

Development of Wellness Center to provide wrap-around services for students

Improve articulation with comprehensive high schools to help better identify students in a timely manner and transition them to VOHS

Continue to explore ways to increase attendance and decrease tardies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy 3

Students to be Served by this Strategy/Activity

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

Students, including specific subgroups, have access to direct counseling support services from Valley Oak counselor along with Academic Support Providers (NVC, Migrant Ed, and others). Students' supports include career and college options, and offering assistance with resumes, college, scholarship and financial aid applications and other follow up steps, to assist seniors with developing and enacting an authentic post-secondary plan.

Activities

Students will utilize career exploration practices such as resume writing, interview skills, and self-assessment/inventories to develop a post-secondary career plan.

College Field Trips
Review of Plan
Ca\$h-4-College Night
Financial aid workshops
Career Fair
Guest Speakers
Local Cable Station training
Transcript review and academic plan

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1600	0003 - Supplemental
800	9xxx – Local Restricted
74000	9xxx – Local Restricted

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 2

Effective Employee Relations and Resource Management

Identified Need

Site admin will implement new online evaluation process to identify areas for professional development for all teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
none	Year 1	Use new evaluation process with teachers scheduled for evaluation.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

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

All students

Activities

New Teacher Evaluation Process

Train teachers on the new evaluation tool

Data review, PD on scaffolding provided by Academic Specialists and Resource Teacher.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy 2

Students to be Served by this Strategy/Activity

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

All students

Activities

Wellness Talk Today: Tending the Garden, focus on teacher well being and strategies to support student experiencing anxiety and depression.

Professional Development:

Ten Principals of Wellness

Supporting Students with Anxiety and Depression

Social-Emotional Learning

Trauma-Informed Teaching Practices

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3700

9xxx – Local Restricted

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 3

Robust Communication, Community Engagement and Advocacy

Identified Need

To develop school branding materials that provide key information and highlight the purpose and mission of Valley Oak High School.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hardcopy of parent/student handbook	Handbook is reviewed with parents and students at orientation and Back to School Night.	Brochure created that has Valley Oak profile.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

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

All students

Activities

All students and families will receive materials highlighting information and transfer process to Valley Oak.

Develop a branding strategy

- * Written

- * Video

- * Slideshow

- * student testimonials

- * Website rolling slides

- * Twitter

- * Facebook

- * ParentSquare links to information

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,700.00

9xxx – Local Restricted

Strategy 2

Students to be Served by this Strategy/Activity

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

All students

Activities

Provide talking points to counselors and other education professionals that recommend transfer to Valley Oak.

Host an educational breakfast for counselors from middle and high schools to promote awareness of Valley Oak program

* School profile - include: links to student testimonials

* Transfer Criteria

* Informational Orientations - tours of campus

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200

Source(s)

9xxx – Local Restricted

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 4

Tactical, Proactive, and Efficient Asset Management

Identified Need

The need to coordinate with community partners to establish processes/activities to implement ways in which students can explore local employment options that will assist them in meeting the Career and College Readiness Dashboard (CCRDB) indicator.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Soft skills are taught in Advisory	Activities are memorialized in Advisory Master Plan	CALPADS identification of specific outcome met by students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

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

All students will participate in identified certification process.

Activities

Identify key leaders to develop strategies to support students in meeting Career and College Readiness Dashboard indicators.

- * Creation of advisory committee (school, district, county, and employers)
- * Identify ways in which students can meet Career and College Readiness Dashboard indicators, such as Internships, job shadow, resume, job fair, etc.
- * Creation of a timeline to meet requirement
- * Implementation of Advisory lessons to address Career and College Readiness Dashboard requirements
- * Creation of Google Forms to manage the completion of activity per individual student

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 5

Equity-Centered Leadership and Inclusive Organizational Culture

Identified Need

The need to establish a Wellness Center where wraparound services are provided for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students report to various locations on campus to receive services	Students often go to three different locations to receive services	Centralized location for students to receive all services.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

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

All students will access the Wellness Center and receive strategic social/emotional/academic support.

Activities

Implement fundraising plan for Wellness Center

- * Budget breakdown for the project*
- * write a fundraising letter
- * identify potential donors
- * follow up with donors
- * send plan to Maintenance and Operations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300	0003 - Supplemental

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 6

Strategic, Impactful Governance and Policy Implementation

Identified Need

The NVUSD dress code policy needed to be enforced in a respectful and humanizing manner. Students reviewed Board policy and developed a Fix-It-Ticket.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Not an area of need until 2019-2020	Year 1	Reduction of in dress code violations

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

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

Students in violation of the dress code policy will be given the Fix-It-Ticket and report to the office to fix the infraction.

Activities

Student group reviewed the dress code Board policy
* Students developed the Fix-It-Ticket process
* Present Fix-It-Ticket to students, parents, and staff
* Implement new process

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy 2

Students to be Served by this Strategy/Activity

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

All students

Activities

Provide weekly BEST activities that support schoolwide expectations around: respect, responsibility, respectful, safety and compassion

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$87,400.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$89,300.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$1,900.00
9xxx – Local Restricted	\$87,400.00

Subtotal of state or local funds included for this school: \$89,300.00

Total of federal, state, and/or local funds for this school: \$89,300.00

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

Name of Members	Role
Maria Cisneros	Principal
Rafael Garcia Avila	Classroom Teacher
DeeDee Lowery	Other School Staff
Genavieve Connealy	Parent or Community Member
Julie Lovie - alternate	Classroom Teacher
Alondra Madrigal	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



Other: Coffee with the Principal

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 October 30, 2019.

Attested:



Principal, Maria Cisneros on Oct. 30, 2019



SSC Chairperson, Rafael Garcia-Avila on Oct. 30, 2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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