

School Year: **2019-20**



# 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 |
|---------------------|-----------------------------------|--|---------------------------|
| Vintage High School | 28662662830016                    | 10/15/2019                             |                           |

## 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.

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, The Napa Valley Unified School District will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.

# 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).

There are a variety of surveys that are given throughout the year in order to assess our success regarding the programs that we have on the Vintage High School campus. We have used surveys among students, parents and staff.

Parent surveys are distributed through Parent Square. These surveys are aimed at gaining parent perspective about our events as well as gauging interest in future topics for parent education workshops or information sessions.

Student surveys have focused on feedback around school-wide policies, school culture and climate, and student well-being. Moving forward, there is an interest and goal to survey students about their college and career readiness, involvement in school, and experience of developing as a person during their 4 years at Vintage High School.

Staff surveys have focused on gaining perspective on professional learning needs. Additionally, staff has been asked to participate in giving feedback around administrative work, including formal 360 opportunities for reflection on each leader of the site.

## Classroom Observations

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

Classroom observations are primarily conducted by the Administration. The focus of these observations is either for evaluation purposes for teachers who are in an evaluation cycle, or for new teachers who have not yet received permanent status. Administration is looking for evidence of community building, a healthy learning environment, consistent policy implementation, and teaching and learning that aligns to course syllabi and professional learning community (PLC) summative common assessments.

In addition to formal observations that are conducted by administrator during faculty's evaluation cycle, administration and PLC leaders regularly visit and observe classrooms informally. Vintage High School has a culture of being welcoming to observation and open to leaders of all types visiting classrooms.

## 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)

The adoption of the Common Core State Standards, as well as the Smarter Balanced Testing system has been a great catalyst for instructional change at Vintage High School. More than ever, the shift is moving towards a schoolwide focus on reading and writing. The assessments that are administered through Smarter Balanced require critical thinking and communication skills of our students, and all PD is focused on helping teachers utilize these skills with increased frequency in their classroom.

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

There are a variety of measures that have been traditionally used to monitor student performance at Vintage High School. The CAASPP tests have been the primary measure, along with the SRI, SMI, SAT, ACT, AP and ELPAC tests.

The CAASPP test in 11th grade is part of our statewide accountability and measures proficiency in English and Math.

The SMI and SRI gauge students' reading and math levels.

The ELPAC helps us keep track of our EL students.

The SAT, ACT, and AP tests allow us to track how our students do on nationally administered tests to determine the efficacy of the most challenging courses.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

Generally, the Staff at Vintage High School are considered Highly Qualified for the courses that they teach. There are 4 teachers who are currently teaching outside of their subject area.

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

All of the adopted curriculum has support material available to the teacher, either in print or via the internet.

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

The Common Core State Standards, including attention to course learning objectives and means of assessment, are the primary focus of all professional development. Additional professional development includes training around Special Education, teaching English Learners, Culturally Responsive Teaching and Learning, Community Building and Classroom Climate, Multi-Tiered Systems of Support (MTSS), and Google Classroom support.

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

Content experts are contracted or are utilized via conferences and training to support the faculty's work around Culturally Relevant Sustaining and Humanizing (CRSH) education, as well as Common Core alignment and support in English, Social Studies, Math and Science.

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

Teachers at Vintage High School collaborate weekly in department and/or course specific professional learning communities (PLCs). This collaboration time is focused on pacing using the course's agreed upon syllabus and to design common summative assessments throughout the semester and year.

## Teaching and Learning

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

The Common Core has required that we shift our focus from content, to skills. We are in the process of adopting Science texts that will support the common core in an integrated pathway. Supplemental materials will be required to provide rich literacy experiences in the other subjects.

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

N/A

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

We ensure that we have interventions for all students who need it, primarily for English Learners (ELD, EL Support Classes, Sheltered Classes) as well as for students who need to recover credits (Cyber High). Additionally we use the master schedule flexibility to offer the AVID program, which includes two classes of students at each grade-level.

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

All of our texts are standards based for the currently adopted state standards, and copies are available for all students.

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

All of our courses use SBE adopted texts as the primary resource in their class.

## Opportunity and Equal Educational Access

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

We have built a Response to Intervention period, during the school day, to support students who do not meet the Essential Standards defined by each PLC. We are currently fully implementing this RTI period on Tuesdays and Thursdays for 39 minutes each day. The Legacy Program and AVID programs as well as EL Support classes (EL Plus classes) also support students during the school day.

#### Evidence-based educational practices to raise student achievement

Vintage High School has focused on the following practices to support all students learning:

- 1) Agreed upon syllabi (learning expectations by unit) for each course, including within PLCs
- 2) Checking for Understanding during the learning
- 3) 50/50 Student Engagement (Teacher Talk, Student Talk)
- 4) Frequent formative assessments targeted at shared learning expectations
- 5) Common Summative Assessments

## Parental Engagement

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

Peer Support, Restorative Justice, AVID, Legacy, and Credit recovery are all programs that support under-achieving students to graduate from high school and be college and career ready. Community partners such as Voices, Aldea, and Mentis whose services are coordinated through our site social worker. Vintage is implementing a "Study Buddies" program two days per week where students can get after school help from a peer tutor. Finally, Vintage offers after school math tutoring twice each week.

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)

The school has a site council made up of parents, teachers and staff to approve the Single Plan for Student Achievement and provide guidance for the school and help distribute funds.

## Funding

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

Supplemental funding is used to support after school tutoring opportunities, the AVID program, and the work of the English Department in rewriting their curriculum 9-12 to be culturally responsive sustaining and humanizing (CRSH) focused.

Fiscal support (EPC)

Additional funds provided through base (0000), supplemental (0003), Boosters and Family Club. Vintage High 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 SPSA was reviewed by the administrative team, the school Site Council, and the two Vintage parent groups (PFCC and Voces de los Padres/ELAC) during their meetings in October. The SPSA will be revisited with these groups in the spring for reflection and then in the fall of 2020 for annual review.

## **Resource Inequities**

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

Vintage High School's greatest unmet need is around needed facility upgrades. Other needs can be met through the site budget and through parent and community support.

# 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                | 0.5%                  | 0.28%  | 0.33%  | 9                  | 5     | 6     |
| African American               | 0.7%                  | 0.45%  | 0.5%   | 13                 | 8     | 9     |
| Asian                          | 1.1%                  | 1.07%  | 0.78%  | 19                 | 19    | 14    |
| Filipino                       | 1.0%                  | 1.01%  | 0.83%  | 18                 | 18    | 15    |
| Hispanic/Latino                | 52.4%                 | 52.13% | 50.97% | 951                | 929   | 918   |
| Pacific Islander               | 0.2%                  | 0.17%  | 0.22%  | 4                  | 3     | 4     |
| White                          | 39.2%                 | 40.12% | 41.64% | 711                | 715   | 750   |
| Multiple/No Response           | 0.7%                  | 0.84%  | 0.72%  | 13                 | 15    | 13    |
| <b>Total Enrollment</b>        |                       |        |        | 1,815              | 1782  | 1,801 |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 16-17              | 17-18 | 18-19 |
| Grade 9                           | 477                | 461   | 515   |
| Grade 10                          | 462                | 454   | 459   |
| Grade 11                          | 471                | 434   | 431   |
| Grade 12                          | 405                | 433   | 396   |
| <b>Total Enrollment</b>           | 1,815              | 1,782 | 1,801 |

### Conclusions based on this data:

1. Vintage's enrollment has remained steady and has a very large freshman class.

# 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                              | 102                | 111   | 98    | 5.6%                | 6.2%  | 5.4%  |
| Fluent English Proficient (FEP)               | 704                | 681   | 680   | 38.8%               | 38.2% | 37.8% |
| Reclassified Fluent English Proficient (RFEP) | 27                 | 10    | 26    | 21.8%               | 9.8%  | 23.4% |

### Conclusions based on this data:

1. Vintage's number of English Learners and rates of reclassification are fairly steady.

# 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                               | 437                    | 415   | 406   | 432                  | 405   | 393   | 431                | 405   | 393   | 98.9                   | 97.6  | 96.8  |
| All Grades                             | 437                    | 415   | 406   | 432                  | 405   | 393   | 431                | 405   | 393   | 98.9                   | 97.6  | 96.8  |

\* 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                             | 2602.            | 2605. | 2580. | 24.36      | 27.65 | 19.08 | 35.50          | 31.36 | 31.04 | 23.20             | 24.94 | 28.75 | 16.94          | 16.05 | 21.12 |
| All Grades                           | N/A              | N/A   | N/A   | 24.36      | 27.65 | 19.08 | 35.50          | 31.36 | 31.04 | 23.20             | 24.94 | 28.75 | 16.94          | 16.05 | 21.12 |

| Reading<br>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   | 36.19            | 33.58 | 28.24 | 45.94                 | 47.41 | 43.77 | 17.87            | 19.01 | 27.99 |
| All Grades   | 36.19            | 33.58 | 28.24 | 45.94                 | 47.41 | 43.77 | 17.87            | 19.01 | 27.99 |

| Writing<br>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  | 28.90            | 33.91 | 25.19 | 45.45                 | 41.58 | 49.87 | 25.64            | 24.50 | 24.94 |
| All Grades  | 28.90            | 33.91 | 25.19 | 45.45                 | 41.58 | 49.87 | 25.64            | 24.50 | 24.94 |

| Listening<br>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  | 26.45            | 26.17 | 17.56 | 59.40                 | 59.26 | 64.89 | 14.15            | 14.57 | 17.56 |
| All Grades  | 26.45            | 26.17 | 17.56 | 59.40                 | 59.26 | 64.89 | 14.15            | 14.57 | 17.56 |

| Research/Inquiry<br>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   | 33.64            | 36.54 | 25.19 | 48.72                 | 46.91 | 50.89 | 17.63            | 16.54 | 23.92 |
| All Grades   | 33.64            | 36.54 | 25.19 | 48.72                 | 46.91 | 50.89 | 17.63            | 16.54 | 23.92 |

**Conclusions based on this data:**

1. CAASPP scores were steady for the first two years, but then the percentage of students above standard dropped and below standard rose for the 2018-19 11th graders.

# 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                               | 437                    | 414   | 409   | 431                  | 402   | 396   | 431                | 402   | 396   | 98.6                   | 97.1  | 96.8  |
| All Grades                             | 437                    | 414   | 409   | 431                  | 402   | 396   | 431                | 402   | 396   | 98.6                   | 97.1  | 96.8  |

\* 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                             | 2563.            | 2563. | 2559. | 9.98       | 12.44 | 10.35 | 19.26          | 18.66 | 17.93 | 25.52             | 22.89 | 25.51 | 45.24          | 46.02 | 46.21 |
| All Grades                           | N/A              | N/A   | N/A   | 9.98       | 12.44 | 10.35 | 19.26          | 18.66 | 17.93 | 25.52             | 22.89 | 25.51 | 45.24          | 46.02 | 46.21 |

| Concepts & Procedures<br>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   | 17.63            | 20.65 | 19.70 | 28.54                 | 22.14 | 25.00 | 53.83            | 57.21 | 55.30 |
| All Grades   | 17.63            | 20.65 | 19.70 | 28.54                 | 22.14 | 25.00 | 53.83            | 57.21 | 55.30 |

| Problem Solving & Modeling/Data Analysis<br>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   | 14.85            | 16.42 | 13.38 | 44.55                 | 42.04 | 46.46 | 40.60            | 41.54 | 40.15 |
| All Grades   | 14.85            | 16.42 | 13.38 | 44.55                 | 42.04 | 46.46 | 40.60            | 41.54 | 40.15 |

| Communicating Reasoning<br>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   | 12.53            | 17.41 | 14.14 | 61.25                 | 52.49 | 51.77 | 26.22            | 30.10 | 34.09 |
| All Grades   | 12.53            | 17.41 | 14.14 | 61.25                 | 52.49 | 51.77 | 26.22            | 30.10 | 34.09 |

Conclusions based on this data:

1. The Math CAASPP scores at Vintage have not significantly shifted in the last three years.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>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 9  | 1500.0  | 1506.8 | 1476.4        | 1490.8 | 1523.1           | 1522.2 | 25                        | 26    |
| Grade 10   | 1536.4  | 1519.4 | 1514.9        | 1490.8 | 1557.4           | 1547.4 | 31                        | 16    |
| Grade 11   | 1501.0  | 1546.3 | 1480.8        | 1529.6 | 1520.9           | 1562.5 | 22                        | 22    |
| Grade 12   | 1550.2  | *      | 1522.5        | *      | 1577.6           | *      | 22                        | 8     |
| All Grades   |         |        |               |        |                  |        | 100                       | 72    |

| Overall Language<br>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 |
| 9   | *       | 3.85  | *       | 19.23 | *       | 46.15 | *       | 30.77 | 25                       | 26    |
| 10  | *       | 12.50 | *       | 18.75 | *       | 37.50 | *       | 31.25 | 31                       | 16    |
| 11  | *       | 9.09  | *       | 31.82 | *       | 36.36 | *       | 22.73 | 22                       | 22    |
| 12  | *       | *     | 59.09   | *     | *       | *     | *       | *     | 22                       | *     |
| All Grades  | 16.00   | 8.33  | 38.00   | 25.00 | 22.00   | 40.28 | 24.00   | 26.39 | 100                      | 72    |

| Oral Language<br>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 |
| 9  | *       | 11.54 | *       | 26.92 | *       | 38.46 | *       | 23.08 | 25                       | 26    |
| 10   | *       | 25.00 | *       | 12.50 | *       | 31.25 | *       | 31.25 | 31                       | 16    |
| 11   | *       | 27.27 | *       | 27.27 | *       | 22.73 | *       | 22.73 | 22                       | 22    |
| 12   | *       | *     | 63.64   | *     |         | *     | *       | *     | 22                       | *     |
| All Grades   | 26.00   | 19.44 | 36.00   | 26.39 | 20.00   | 30.56 | 18.00   | 23.61 | 100                      | 72    |

| Written Language<br>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 |
| 9   | *       | 3.85  | *       | 7.69  | *       | 34.62 | *       | 53.85 | 25                       | 26    |
| 10  | *       | 12.50 | *       | 25.00 | *       | 37.50 | *       | 25.00 | 31                       | 16    |
| 11  |         | 4.55  | *       | 13.64 | *       | 59.09 | *       | 22.73 | 22                       | 22    |
| 12  | *       | *     | *       | *     | *       | *     | *       | *     | 22                       | *     |
| All Grades  | 11.00   | 6.94  | 24.00   | 16.67 | 35.00   | 41.67 | 30.00   | 34.72 | 100                      | 72    |

| Listening Domain<br>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 |  |
| 9   | *              | 0.00  | *                   | 73.08 | *         | 26.92 | 25                       | 26    |  |
| 10  | 41.94          | 6.25  | 41.94               | 62.50 | *         | 31.25 | 31                       | 16    |  |
| 11  | *              | 0.00  | *                   | 63.64 | *         | 36.36 | 22                       | 22    |  |
| 12  | *              | *     | 59.09               | *     | *         | *     | 22                       | *     |  |
| All Grades  | 31.00          | 1.39  | 46.00               | 68.06 | 23.00     | 30.56 | 100                      | 72    |  |

| Speaking Domain<br>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 |  |
| 9  | *              | 38.46 | 48.00               | 38.46 | *         | 23.08 | 25                       | 26    |  |
| 10   | *              | 37.50 | 54.84               | 25.00 | *         | 37.50 | 31                       | 16    |  |
| 11   | *              | 45.45 | *                   | 45.45 | *         | 9.09  | 22                       | 22    |  |
| 12   | 54.55          | *     | *                   | *     | *         | *     | 22                       | *     |  |
| All Grades   | 36.00          | 41.67 | 46.00               | 36.11 | 18.00     | 22.22 | 100                      | 72    |  |

| Reading Domain<br>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 |  |
| 9   | *              | 3.85  | *                   | 30.77 | 52.00     | 65.38 | 25                       | 26    |  |
| 10  | *              | 25.00 | *                   | 31.25 | 48.39     | 43.75 | 31                       | 16    |  |
| 11  |                | 4.55  | 50.00               | 59.09 | 50.00     | 36.36 | 22                       | 22    |  |
| 12  | *              | *     | *                   | *     | *         | *     | 22                       | *     |  |
| All Grades  | 13.00          | 9.72  | 41.00               | 41.67 | 46.00     | 48.61 | 100                      | 72    |  |

| Writing Domain<br>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 |
| <b>9</b>  | *              | 11.54 | 52.00               | 53.85 | *         | 34.62 | 25                       | 26    |
| <b>10</b>   | *              | 6.25  | 54.84               | 68.75 | *         | 25.00 | 31                       | 16    |
| <b>11</b>   | *              | 13.64 | 59.09               | 77.27 | *         | 9.09  | 22                       | 22    |
| <b>12</b>   | *              | *     | *                   | *     | *         | *     | 22                       | *     |
| <b>All Grades</b>   | 25.00          | 12.50 | 53.00               | 65.28 | 22.00     | 22.22 | 100                      | 72    |

**Conclusions based on this data:**

1. There is no sufficient data from the ELPAC to form solid conclusions at this time.

# 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 |
| 1,782                      | 45.6%                           | 6.2%             | 0.3%         |

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                                  | 111   | 6.2%       |
| Foster Youth                                      | 6     | 0.3%       |
| Homeless  | 21    | 1.2%       |
| Socioeconomically Disadvantaged                   | 813   | 45.6%      |
| Students with Disabilities                        | 160   | 9.0%       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 8     | 0.4%       |
| American Indian              | 5     | 0.3%       |
| Asian                        | 19    | 1.1%       |
| Filipino                     | 18    | 1.0%       |
| Hispanic                     | 929   | 52.1%      |
| Two or More Races            | 70    | 3.9%       |
| Pacific Islander             | 3     | 0.2%       |
| White                        | 715   | 40.1%      |

### Conclusions based on this data:

1. This data is only for one year so it is informative, but no conclusions can be drawn at this time.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement  | Conditions & Climate   |
|--|--|--|
| <b>English Language Arts</b><br><br>Green                   | <b>Graduation Rate</b><br><br>Green | <b>Suspension Rate</b><br><br>Green |
| <b>Mathematics</b><br><br>Orange                            |  |  |
| <b>English Learner Progress</b><br><br>No Performance Color |  |  |
| <b>College/Career</b><br><br>Orange                       |  |  |

#### Conclusions based on this data:

1. Vintage needs to focus its efforts on Math proficiency.
2. Vintage needs to focus its efforts on College & Career readiness.
3. Vintage needs to look into the subgroup dashboard data to understand what yields each color outcome.

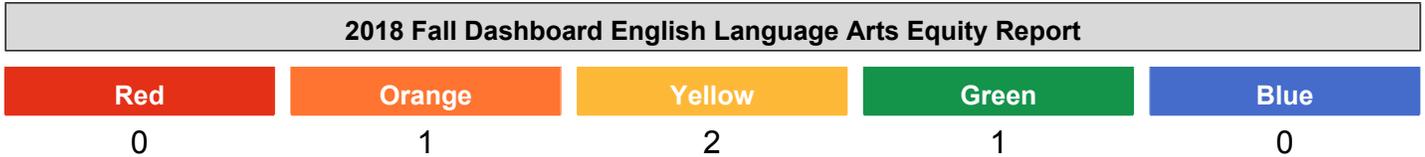
# School and Student Performance Data

## 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  |  |  |
|---|--|--|
| <p><b>All Students</b></p>  Green<br>22.8 points above standard<br>Increased 4.3 points<br>394 students               | <p><b>English Learners</b></p>  Orange<br>86.2 points below standard<br>Increased 25.7 points<br>38 students                 | <p><b>Foster Youth</b></p>  No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students               |
| <p><b>Homeless</b></p>  No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 students | <p><b>Socioeconomically Disadvantaged</b></p>  Yellow<br>20.7 points below standard<br>Increased 4.7 points<br>172 students | <p><b>Students with Disabilities</b></p>  No Performance Color<br>112.7 points below standard<br>Declined -33.6 points<br>32 students |

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Yellow<br>8.9 points below standard<br>Increased 15.4 points<br>212 students                 | <br>No Performance Color<br>32.4 points above standard<br>Declined -53.3 points<br>16 students   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>Green<br>69.8 points above standard<br>Increased 9.2 points<br>147 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  |
|--|--|---|
| 134.1 points below standard<br>Increased 9.4 points<br>17 students | 47.4 points below standard<br>Increased 21.6 points<br>21 students | 48.9 points above standard<br>Maintained 0.6 points<br>220 students |

**Conclusions based on this data:**

1. Attention and focus is needed in English proficiency for English Learners, Hispanic students, and students with lower socio-economic status.

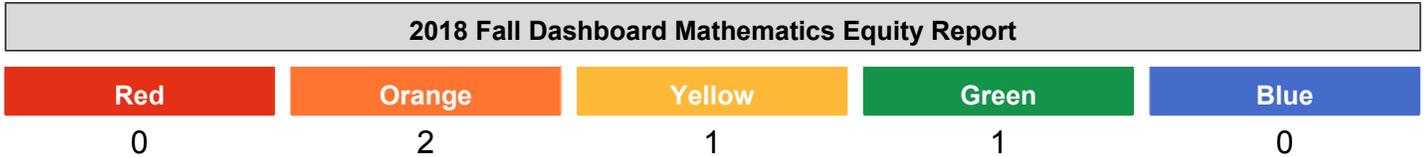
# School and Student Performance Data

## 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  |   |  |
|---|---|--|
| <p><b>All Students</b></p>  Orange<br>63.5 points below standard<br>Maintained 1.6 points<br>391 students             | <p><b>English Learners</b></p>  Orange<br>171.4 points below standard<br>Increased 6.2 points<br>38 students                  | <p><b>Foster Youth</b></p>  No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students               |
| <p><b>Homeless</b></p>  No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 students | <p><b>Socioeconomically Disadvantaged</b></p>  Orange<br>113.2 points below standard<br>Declined -3.8 points<br>171 students | <p><b>Students with Disabilities</b></p>  No Performance Color<br>200.5 points below standard<br>Declined -33.8 points<br>31 students |

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Yellow<br>97.5 points below standard<br>Increased 12.5 points<br>210 students                | <br>No Performance Color<br>34.2 points below standard<br>Declined -36.6 points<br>16 students   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>Green<br>14.7 points below standard<br>Increased 9.7 points<br>146 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  |
|--|--|---|
| 203.4 points below standard<br>Maintained -0.8 points<br>17 students | 145.4 points below standard<br>Maintained -1.7 points<br>21 students | 35.4 points below standard<br>Maintained 1.1 points<br>218 students |

**Conclusions based on this data:**

1. There is a stark discrepancy between white students who do not have socioeconomic disadvantages and hispanic students who are socioeconomically disadvantaged.

# 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 |
| 100   | 16%                    | 38%                          | 22%                        | 24%                     |

### Conclusions based on this data:

1. Students at Vintage High School that are English Learners fall along a range in terms of their English Learner progress.

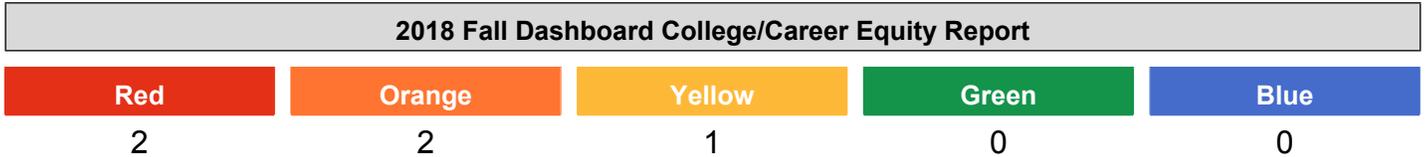
# School and Student Performance Data

## 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   |   |  |
|---|---|--|
| <p><b>All Students</b></p> <p>Orange</p> <p>47.6% prepared</p> <p>Declined -3.9%</p> <p>424 students</p>        | <p><b>English Learners</b></p> <p>Red</p> <p>0% prepared</p> <p>Declined -11.8%</p> <p>30 students</p>                    | <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p> |
| <p><b>Homeless</b></p> <p>No Performance Color</p> <p>41.7% prepared</p> <p>Increased 6%</p> <p>12 students</p> | <p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>34.1% prepared</p> <p>Declined -6%</p> <p>217 students</p> | <p><b>Students with Disabilities</b></p> <p>Red</p> <p>6.7% prepared</p> <p>Declined -2.6%</p> <p>45 students</p>                      |

**2018 Fall Dashboard College/Career by Race/Ethnicity**

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>8 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Orange<br>35.3% prepared<br>Declined -7.4%<br>215 students                                   | <br>No Performance Color<br>71.4% prepared<br>Increased 29.3%<br>14 students                     | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>Yellow<br>57.7% prepared<br>Declined -7.4%<br>175 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                    |
|-----------------------------------|----------------------------------|----------------------------------|
| 52.1% <b>Prepared</b>             | 51.5 <b>Prepared</b>             | 47.6 <b>Prepared</b>             |
| 25.9% <b>Approaching Prepared</b> | 18.1 <b>Approaching Prepared</b> | 24.3 <b>Approaching Prepared</b> |
| 22% <b>Not Prepared</b>           | 30.4 <b>Not Prepared</b>         | 28.1 <b>Not Prepared</b>         |

**Conclusions based on this data:**

- Vintage High School needs to spend significant time and energy on ensuring that students are college and career ready. Students in all subgroups fall in the red, orange and yellow bands of the dashboard. A SPSA focus in goal 1 will be on College & Career readiness.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

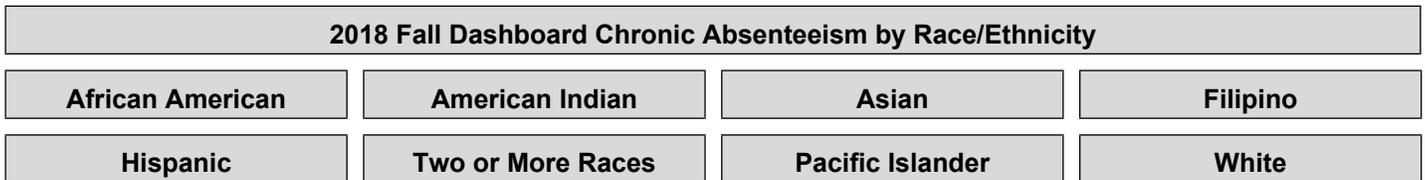
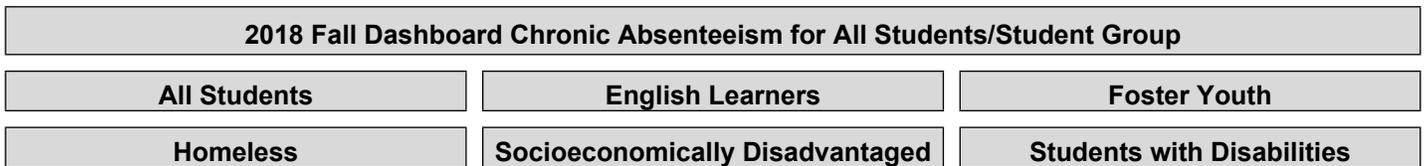
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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



### Conclusions based on this data:

1. We do not have data for chronic absenteeism.

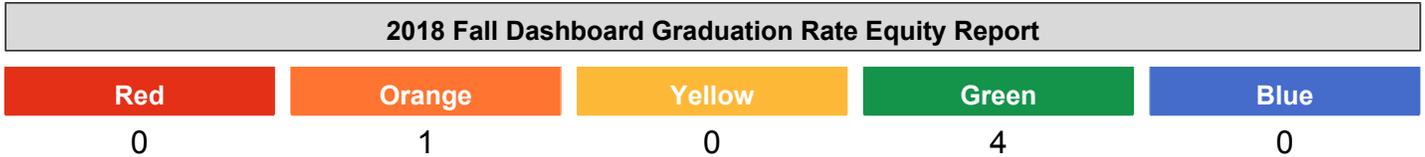
# School and Student Performance Data

## 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  |  |  |
|---|--|--|
| <p><b>All Students</b></p>  <p>Green</p> <p>94.3% graduated</p> <p>Increased +1.4%</p> <p>424 students</p>           | <p><b>English Learners</b></p>  <p>Green</p> <p>86.7% graduated</p> <p>Increased +7.3%</p> <p>30 students</p>                   | <p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p> |
| <p><b>Homeless</b></p>  <p>No Performance Color</p> <p>91.7% graduated</p> <p>Increased +6%</p> <p>12 students</p> | <p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>93.5% graduated</p> <p>Increased +3.7%</p> <p>217 students</p> | <p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>71.1% graduated</p> <p>Declined -3.3%</p> <p>45 students</p>               |

**2018 Fall Dashboard Graduation Rate by Race/Ethnicity**

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>8 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Green<br>94.4% graduated<br>Increased +2.1%<br>215 students                                  | <br>No Performance Color<br>100% graduated<br>Increased +15.8%<br>14 students                    | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>Green<br>94.3% graduated<br>Maintained +0.1%<br>175 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            |
|---------------|-----------------|
| 93% graduated | 94.3% graduated |

**Conclusions based on this data:**

- The graduation rate at Vintage High School is in the green and positive with the exception of students with disabilities. Further data inquiry determined that all students with disabilities that negatively impact this data graduated with a non-diploma/certificate of completion or continued to be a student for a 5th year, which is allowed in special education.

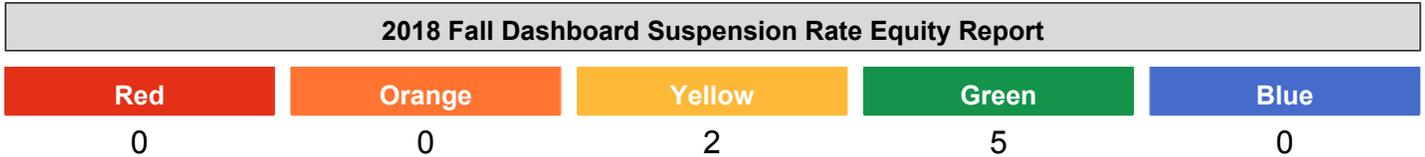
# School and Student Performance Data

## 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  |   |   |
|---|---|---|
| <p><b>All Students</b></p>  Green<br>4.5% suspended at least once<br>Declined -0.9%<br>1847 students | <p><b>English Learners</b></p>  Yellow<br>7.9% suspended at least once<br>Declined -1.7%<br>126 students                 | <p><b>Foster Youth</b></p>  No Performance Color<br>Less than 11 Students - Data Not<br>8 students                   |
| <p><b>Homeless</b></p>  Green<br>5.1% suspended at least once<br>Declined -0.8%<br>39 students     | <p><b>Socioeconomically Disadvantaged</b></p>  Green<br>5.6% suspended at least once<br>Declined -1.2%<br>862 students | <p><b>Students with Disabilities</b></p>  Yellow<br>8.4% suspended at least once<br>Declined -1.1%<br>178 students |

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American   | American Indian   | Asian   | Filipino  |
|--|---|---|---|
| <br>No Performance Color<br>Less than 11 Students - Data<br>8 students      | <br>No Performance Color<br>Less than 11 Students - Data<br>5 students     | <br>No Performance Color<br>0% suspended at least once<br>Declined -5.3%<br>19 students | <br>No Performance Color<br>0% suspended at least once<br>Maintained 0%<br>18 students |
| Hispanic   | Two or More Races   | Pacific Islander  | White   |
| <br>Green<br>5.2% suspended at least once<br>Declined -0.5%<br>964 students | <br>Green<br>3.4% suspended at least once<br>Declined -0.9%<br>88 students | <br>No Performance Color<br>Less than 11 Students - Data<br>3 students                  | <br>Green<br>3.9% suspended at least once<br>Declined -1.3%<br>742 students            |

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

### 2018 Fall Dashboard Suspension Rate by Year

| 2016                       | 2017                         | 2018                         |
|----------------------------|------------------------------|------------------------------|
| 5% suspended at least once | 5.4% suspended at least once | 4.5% suspended at least once |

#### Conclusions based on this data:

- English learners and students with disabilities are suspended at higher rates than students in other subgroups

# 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

College & Career Preparedness

### Annual Measurable Outcomes

| Metric/Indicator     | Baseline/Actual Outcome                                    | Expected Outcome   |
|----------------------|--|--|
| California Dashboard | Orange overall<br>Red, Orange and Yellow for all subgroups | Green Overall<br>Improvement in each subgroup by one color band on the dashboard |

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

Use of Aeries Analytics, other data programs and specific queries to determine each student's status in terms of college & career readiness.  
Data analysis by administrator/counseling grade-level teams  
Implementation of interventions for students in one step away from being college and career ready according to the dashboard metrics when in 11th grade

#### 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)           |
|-----------|---------------------|
| 5,000.00  | 0003 - Supplemental |

### Strategy 2

#### Students to be Served by this Strategy/Activity

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

All students

#### Activities

Education of all stakeholders in the California Dashboard definition and metrics to determine college and career readiness.

Education includes teacher, parent, and student education as well as special groups such as the site's AVID team, EL team, Career Tech Ed instructors and Special Education Teachers/Case Carriers.

#### **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)

2,000

0003 - Supplemental

#### **Strategy 3**

##### **Students to be Served by this Strategy/Activity**

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

All students

#### Activities

Shift in the registration process including course selection that takes into account college and career readiness indicators.

Special attention will be given to A-G classes and CTE pathways in the registration process by counselors checking for students requests against their needs according to college and career readiness.

#### **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)

2000

0003 - Supplemental

#### **Strategy 4**

##### **Students to be Served by this Strategy/Activity**

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

All students

#### Activities

Preparation for and information around the CAASPP for all students beginning in 10th grade through all core classes as well as by administration and counseling leads for each grade-level

#### **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)

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

Vintage's identified need in Goal 1 is to increase the number of students school-wide, as well as within each subgroup, that are considered "College & Career Ready" according to the California Dashboard. The plan to bring about the proposed change includes analysis of data, education of stakeholders, attention during course registration, and preparation for testing. This approach ensures that the leadership has a strong handle on the status of each student's college and career readiness, that all stakeholders understand the why and what of college and career readiness, and that steps around course selection and testing can be tailored and enhanced as a result of the data analysis and education.

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

The cost of implementing these activities is rooted in data support and analytics that are effective, efficient and sustainable. Additionally, costs will be used for staff release time for training, registration work that links directly to the college and career metrics, and educational workshops for stakeholders.

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 to this goal.

# 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

Implement the new evaluation tool with fidelity and consistency among administrators so that staff being evaluated receive meaningful and actionable feedback that results in more effective implementation and achievement of evaluation goals.

### Annual Measurable Outcomes

| Metric/Indicator      | Baseline/Actual Outcome  | Expected Outcome  |
|-----------------------|--------------------------|---|
| New Evaluation System | New system - no baseline | Documentation of attention via agenda items in site administrative meeting agendas and site principal/NVEA meeting agendas as well as evaluation paperwork being successfully and consistently submitted to TalentEd. |

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

Site administrators will agree on and use two goals during the evaluation cycle for all teachers being evaluated. These two goals will be aligned among the four administrators and also be supportive of the two focus areas for the site this school year.

### 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)                        |
|-----------|----------------------------------|
| 0         | 0000 – No Reporting Requirements |

## Strategy 2

### Students to be Served by this Strategy/Activity

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

All Students

### Activities

Administrators will calibrate around the steps of the new evaluation process including initial conference meetings, goal setting, observations, debrief meetings, student perspective data collection, student achievement data, and mid and final conferences by checking in monthly during Admin Meetings.

The administrative team will share resources created and used including survey, focus group and interview questions.

The administrative team will consider, discuss and align around what we are looking for related to common assessment data that indicates the impact of teaching and learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

0000 – No Reporting Requirements

## Strategy 3

### Students to be Served by this Strategy/Activity

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

All Students

### Activities

The Admin Team and a focus group of teachers, including NVEA reps, will reflect in May around the level of fidelity during the implementation of the new evaluation system as well as the alignment of the four administrators throughout the 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)

0

Source(s)

0000 – No Reporting Requirements

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

The strategies and activities proposed in this goal include attention to the goals chosen, the steps of the process, and the data collected and analyzed during the new evaluation process. Additionally, the activities include an opportunity to reflect after the process that, while new, is designed to support this level of alignment through monthly opportunities to calibrate the work of individual administrators. This approach allows administrators to learn from one another throughout the process and supports equity in the evaluation process for all staff.

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

The activities related to this goal do not carry any monetary cost, simply intention allotments of time to this priority and goal of implementing the new evaluation process with fidelity and alignment across the site.

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 at this time.

# 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

Create, Enhance and Systematize Parent Engagement, Advocacy, and Support Efforts at Vintage High School

### Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome                                   | Expected Outcome  |
|---|---|---|
| Parent Attendance at school wide events--Parent Orientations, Back to School Night, Curriculum Faire, Sports Nights, Open House, etc. | N/A--attendance has never been taken or calculated before | Attendance at events held in 2019-20 reflecting 50% or more of the parent community that is invited                             |
| Parent Attendance, participation and support at PFCC and Voces de los Padres (ELAC) meetings  | N/A--attendance has never been taken or calculated before | Participation and support in and from PFCC and Voces in 2019-20 reflective of 10% of the invited, respective parent populations |
| Parent Attendance at Parent Education Workshops   | N/A--attendance has never been taken or calculated before | Attendance at workshops held in 19-20 reflective of 10% of the invited parent population  |
| Parent Engagement in Survey and Outreach Efforts  | N/A--attendance has never been taken or calculated before | More than 50% feedback from parents via survey and/or outreach efforts to better understand parent engagement and parent needs. |
| Parent & Community Support for Vintage High School  | N/A--attendance has never been taken or calculated before | Increase in financial support and donations for Vintage High School programs, departments and site wide                         |

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

Creation of a tool to monitor attendance at events with parents  
More strategic invitations to parents with informational aspects as well as an rsvp component  
More strategic draws for parents to school-wide events  
A willingness to shift traditional events to include or be focused around what truly interests parents and expressed parent need

**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)

0

Source(s)

0000 – No Reporting Requirements

**Strategy 2**

**Students to be Served by this Strategy/Activity**

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

All Students

**Activities**

Strategic invitation to all parents, but specifically 9th grade parents to the PFCC and Voces de los Padres groups through various modes of communication and other events  
Intentional reporting out and discussion around site goals and site needs with parent groups (PFCC and Voces)  
Increased openness and targeted opportunities to hear from parents about their ideas, concerns, and interests at Vintage High School.

**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)

0

Source(s)

0000 – No Reporting Requirements

**Strategy 3**

**Students to be Served by this Strategy/Activity**

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

All Students

**Activities**

Survey parents around their "learning needs" as we design parent education workshops  
Build on and enhance workshop topics that have been successful and have high attendance  
Design ways to communicate workshop information to parents that did not attend and continue to invite them to future events

### 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)

2000

Source(s)

9xxx – Local Restricted

### Strategy 4

#### Students to be Served by this Strategy/Activity

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

All Students

#### Activities

Design and distribute a short, but data effective survey to capture parent interests, needs and concerns

Follow-up with Principal/Parent outreach opportunities to listen to and learn about parent interests, needs and concerns

### 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)

0

Source(s)

0000 – No Reporting Requirements

### Strategy 5

#### Students to be Served by this Strategy/Activity

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

All Students

#### Activities

Create an opportunity for parents and community to see the needs of Vintage High School as well as the ability to impact and contribute to those needs

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

0000 – No Reporting Requirements

## Annual Review

SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

The goal is to increase parent engagement, advocacy and support through a variety of activities, opportunities and feedback mechanisms. The five strategies within this goal focus on increasing attendance at events, increasing participation in parent groups, enhancing parent education opportunities, expanding listening and learning venues, and explicitly demonstrating site needs for and with the Vintage parent community.

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

The implementation of these strategies is focused on adjusting the site leaderships approach and offerings with and to parents and does not require significant funding. Funds are only anticipated for covering the cost of parent workshop experts that could be brought in roughly twice a year to supplement on campus expertise.

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 to this goal.

# 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

Planned Site Facility Improvements & Upgrades

### Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome                               | Expected Outcome   |
|--|---|--|
| List of Facility Needs-generated by various stakeholder groups (leadership, parents, boosters organizations, teachers/staff) | List of Requested and Prioritized Site Facility Needs | Site Facilities Needs Completed, In Progress, or Planned that are aligned to site fiscal plans as to ensure a sustainable budget |

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

Needs Assessment:  
 Surveying of Vintage Staff, Site Programs, Departments, Parents and Students regarding facility and site needs and requests  
 Facility "walk" to identify needs and prioritize the needs  
 Assessment of estimated cost of identified needs

#### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s)                        |
|-----------|----------------------------------|
| 0         | 0000 – No Reporting Requirements |

### Strategy 2

#### Students to be Served by this Strategy/Activity

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

All Students

Activities

Creation of a plan for each identified need that includes the priority level, source of funding to meet the need, and action steps  
Sharing the facility plan with stakeholder groups as appropriate--Site Council, PFCC, Boosters organizations, Staff, etc.

**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)

0

0000 – No Reporting Requirements

**Strategy 3**

**Students to be Served by this Strategy/Activity**

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

All Students

Activities

Facility upgrade work  
Action Plan implemented

**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)

100,000

0000 – No Reporting Requirements

# Annual Review

**SPSA Year Reviewed: 2018-19**

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

## ANALYSIS

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

Goal 4 includes identifying, prioritizing, assessing, and planning facility and site improvement needs. The strategies in this goal ensure that through identifying, prioritizing, assessing, and planning the site is clearly able to articulate needs, understand their fiscal impact, and take action

with fiscally responsible. It also creates conditions to be able to clearly share with parent and community stakeholders for sites needs in relation to the site budget.

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

There is a significant discrepancy between site needs and fiscal ability to meet those needs at the site and even district level. In order to meet the stated goal in this section, the site anticipates substantial supplemental support from Vintage parents and the community.

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 to this goal.

# 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

Increasing access to school leadership opportunities for historically underserved, marginalized and/or minority students

### Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome  | Expected Outcome  |
|--|--|---|
| Demographic breakdown within student leadership groups and/or positions held                           | Demographic breakdown within student leadership groups and/or positions held in 2017-18 and 2018-19 in comparison to the demographic breakdown within the student body at large. | Demographic breakdown within student leadership groups and/or positions held in 2019-20 that match the demographic breakdown within the student body at large.                  |
| Identifiable student leadership opportunities on campus  | The number of leadership opportunities identified in 2017-18 and 2018-19   | An increase in the number of leadership opportunities identified in 2019-20   |
| Student perception data around student leadership opportunities and access for all interested students | N/A  | Data indicating that all students (100%) are aware of student leadership opportunities on campus and feel that they are able to access each of the ones that are interested in. |

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 historically underserved groups, students in minority groups, and students traditionally marginalized

Groups to consider in data include:

- Special Program/Tag
- SpEd
- EL
- Foster
- Homeless
- 504

- Low Socioeconomic status
- Minority ethnic groups

**Activities**

Education and information to all stakeholder groups, including current students, prospective students, incoming students, parents, and staff around leadership groups and opportunities at Vintage High School  
 Marketing, including a visual, that highlights current leadership opportunities at Vintage High School that is shared via multiple means

**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)

0 0000 – No Reporting Requirements

**Strategy 2**

**Students to be Served by this Strategy/Activity**

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

All students

**Activities**

Support of existing groups' activities, work, and needs.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

10,000 0003 - Supplemental

**Strategy 3**

**Students to be Served by this Strategy/Activity**

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

All students

**Activities**

Feedback from students currently in leadership positions or groups that fall within the "traditionally underserved" student groups to better understand their needs, how they became involved as leaders, what is working well to support them as leaders, and what are persistent needs and shortcomings of the site in ensuring access to all interested leaders in the community.

**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)

0

Source(s)

0000 – No Reporting Requirements

## Annual Review

### SPSA Year Reviewed: 2018-19

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

### ANALYSIS

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

The vision of Vintage High School is to offer a variety of leadership opportunities for all students at VHS that reflect demographically the student body as a whole. Our plan is to strategically market the leadership opportunities, support and grow the existing opportunities, and adjust opportunities based on student feedback. This is work that was started three years ago, but has focused on formal leadership for traditionally underserved ethnic groups. This focus is to strength that work and build on it by considering other underserved groups (foster, homeless, low socio-economic).

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

This work requires funding from our site budget, but also FTE/Staffing as we have an additional Student Leadership classes. That is a gap or addition to funding that is not explicitly stated above.

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 to this goal.

# 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

Intention and alignment between Vintage School policies and NVUSD Board policies, including but not limited to places around: grading, common assessment, electronic device use, attendance and tardies, dress code, eligibility for extra curricular activities, course registration and drop request, and credit recovery and alternative placement.

### Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome   | Expected Outcome  |
|---|---|---|
| Vintage Policy documentation with NVUSD Board Policy and AR reference attached to each policy | List of Vintage policies that we intend to ensure are aligned and supported by Board Policy | Vintage Policy documentation with NVUSD Board Policy and AR reference attached to each policy |

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

List all Vintage policies that are distributed to parents, students and staff at Vintage High School  
 Find corresponding Board Policy and/or Administrative Regulations for each Vintage Policy  
 Review and determine current alignment between Vintage policies and Board Policies/Administrative Regulations

#### 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)                        |
|-----------|----------------------------------|
| 0         | 0000 – No Reporting Requirements |

### Strategy 2

#### Students to be Served by this Strategy/Activity

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

All Students

## Activities

Rewrite/modify Vintage policies as needed to create alignment with NVUSD Board Policies or suggest Board Policy adjustment depending on the misalignment.

### **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)

0

Source(s)

0000 – No Reporting Requirements

## Annual Review

### **SPSA Year Reviewed: 2018-19**

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

### **ANALYSIS**

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

The goal of this work is to align the consistently used and enforced Vintage policies to Board Policies and Administrative Regulations. This will bring clarity to our policy work as well as support our policies should they be challenged by parents or students.

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

This goal is not expected to incur any cost, but could very well raise a number of issues during the process. We are ready to take on that challenge though, as we believe it will ultimately benefit the site and the greater organization.

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.

# 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         | \$           |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$121,000.00 |

## 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 (\$) |
|----------------------------------|-----------------|
| 0000 – No Reporting Requirements | \$100,000.00    |
| 0003 - Supplemental              | \$19,000.00     |
| 9xxx – Local Restricted          | \$2,000.00      |

Subtotal of state or local funds included for this school: \$121,000.00

Total of federal, state, and/or local funds for this school: \$121,000.00

# School Site Council Membership

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

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

| Name of Members                  | Role                       |
|----------------------------------|----------------------------|
| Sarah O'Connor                   | Principal                  |
| Michael Alger                    | Classroom Teacher          |
| Kelly Silverman                  | Classroom Teacher          |
| Matt Eustice                     | Classroom Teacher          |
| Jaime Magana                     | Parent or Community Member |
| Stacey Larson                    | Parent or Community Member |
| Tina Chapman                     | Parent or Community Member |
| Marie McMurray                   | Other School Staff         |
| Kevin Valdivinos                 | Secondary Student          |
| Carla Magana                     | Secondary Student          |
| Peter Abboud (non voting member) | Other School Staff         |

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/15/2019.

Attested:



Principal, Sarah O'Connor on 10/31/2019

SSC Chairperson, Marie McMurray on 10/31/2019

# 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](mailto: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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019