



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
Loma Vista Environmental Science Academy	48705816051502	10/20/2021	

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.

VALLEJO CITY UNIFIED SCHOOL DISTRICT MISSION VISION VALUES AND GOALS

MISSION STATEMENT

Our Mission is to meet or exceed our goals in the area of equity, excellence, educational effectiveness and economic sustainability which determines our daily efforts. We will foster collaborative teamwork to accomplish these goals. We recognize that we must build powerful home to school relationships that support the success of all students. Because safety is critical for each school campus; we will enforce high adult visibility and respond to student matters in a timely manner.

In order to assess whether students are meeting academic and social expectations, we will consistently monitor student progress using a variety of data: observations, walkthroughs, progress reports, test scores, etc., and commit to focusing our resources to best support our students.

VISION STATEMENT

Our Vision is for our diverse learners to be empowered, prepared and equipped with academic and life skills needed to be productive citizens, who can positively contribute to society.

Our Goal is for every student to have clear attainable pathways to career and/or college success.

In Support of our Vision, we will attract and retain highly qualified staff, as well as, leverage community resources to provide support systems for all students and their families.

CORE VALUES

We Value Equity

- Every adult is responsible for every student's success
- Every student has the opportunity to learn and successfully reach their goals
- Every student will be engaged in the learning process

We Value Excellence

- We will recognize and celebrate excellence among students and staff members
- We will have high expectations for ourselves and our students
- Each student will have the opportunity to adapt and evolve into productive community members

We Value Educational Effectiveness

- Every classroom will have an engaging learning environment
- Every learning environment will be safe
- Every adult and student will model honesty, integrity, and respect

LCAP GOALS

1. VCUSD will increase parent and community engagement in improving student outcomes
2. VCUSD will create safe, supportive, and engaging learning environments for students and staff
3. VCUSD will increase the number of students graduating college and career ready

LOMA VISTA ENVIRONMENTAL SCIENCE ACADEMY

Mission Statement

Loma Vista Environmental Science Academy's mission is to create a learning community that will allow us to reach our VCUSD goals by engaging our students, parents, and the community in an effort to address student's social, academic, physical and emotional needs.

School Description

There are many things that make Loma Vista Environmental Science Academy is a special place for learning. We remain committed to working together to utilize the knowledge and skills each member possesses, to communicate, and to partner effectively with parents to ensure their child's success in school. Our school population is diverse and in 2021-2022 includes 369 students in grades Transitional Kindergarten through 8th grade with 17 regular education teachers and 2 special education teachers. Our vision continues to be to create a learning community that is in line with the VCUSD Mission, Vision, Values, and Goals to ensure that all students have clear attainable pathways to career and/or college success. Loma Vista is a safe place where children are free to learn, grow, make mistakes and learn from these mistakes. Positive Behavior Intervention and Support (PBIS), PAX, and Kimochi programs are being implemented to provide a safe and positive school climate and culture for our school community. We provide a challenging program to all students in a caring way, with support systems for all levels.

We would like to welcome you to our school and we would like to share the many programs we have in place to meet the needs of our diverse student body:

The Professionals at Loma Vista Environmental Science Academy Agree to:

- Accept responsibility for increasing the high school graduation rate for Vallejo Unified School District. We will not allow 30% of our students to be left behind. We will constantly monitor students and classes with 40% D and F's daily and use additional strategies and collaboration to immediately address the problems.
- Use the influence of diversity to improve our teaching and student learning. We will use weekly Professional Development time to improve our skills. We will ask children and parents to share ways of learning that work for them.
- Identify and address any barriers to accomplishing our goals, vision, and mission. We will utilize the SST process and resources of the Wellness Center to make sure all students are here and ready to learn. Teachers will provide the Care Team (which consists of Principal, Vice Principal, Teacher Leader, Academic Support Provider, Mental Health Support Provider, and/or School Psychologist) with detailed information regarding students at risk, then follow up to see how the services were implemented.
- Participate in meaningful ways to build community among our students through serving as a mentor through student government, recycling group, conflict management, Multi-Cultural Night organizer, Family Reading Night organizer, Encore Enrichment Teacher, Sylvan tutoring, recess-time organized activities, DELAC, ELAC, SSC, DAC Representative, and other areas to share our talents.
- Establish and nurture strong bonds with the children, parents, and community utilizing our Collaborative Partners. Develop relationships with parents through frequent positive phone calls so that you are able to rely on them in times of difficulty. We respect everyone and

show that through our deliberate use of verbal language and physical gestures. We will check email and phone messages daily and return calls by the next workday. We will hold two Parent and/or Family Nights per year to connect our families with our local services.

- Design and deliver lessons that are at grade level rigor and engage every student every day in every lesson. All of our children deserve to be included. We will use all data available to write Student Action Plans to eliminate gaps between what students must know how to do and what they demonstrate on standardized and classroom tests. Student work will be aligned to Common Core Standards and the California Standards, and be graded and returned to students within three days so that we can re-visit areas in need of mastery. We will use research-based strategies to improve student learning and share those strategies with our colleagues. All students will use technology in the classroom including using computers and the internet as a learning tool.
- Celebrate success at every level student, classroom, family, school, and community. Communicate those successes through Student of the Month assemblies, Honor Roll assemblies, Perfect Attendance awards, newsletters, and other media.
- Employ Restorative Practices to build a strong community, and, when necessary, give voice to the harmed. Use Positive Behavior Incentives to teach academic and social behavior in a school & business setting.
- Use the Loma Vista Farm as a way to connect our students to the Earth and to live the principles of Environmental Science. Middle school students will serve as community ambassadors through serving as LVF field trip docents.
- Promote wellness for students, families, and staff through activities and information on food choices, family activities, and informational events as part of our (virtual/physical) Parent and Family Night actions and events.

Loma Vista ESA:

Goal: To create a Vallejo City-wide community-school partnership that works collaboratively to ensure all youth and families have to support to reach their fullest potential: academically, socially, emotionally, and have access to integrated services.

Loma Vista Community Resources:

- (Virtual) Daily after school (Expanded Learning Program) for 2nd – 8th graders with a focus on academic and enrichment activities aligned to grade-level standards.
- Before/After school program for Math and English Language Arts Intervention
- Spring Break and Summer Hoot Camp to prepare for CAASPP and provide enrichment programming to students
- Academic Support Provider who matches students with resources to facilitate academic achievement
- *. Mental Health Support Provider who provide mental health intervention support to students with behavioral challenges and facilitate PD in PBIS, PAX, Kimochis, and Restorative Practices as well as ongoing training to positively impact student behavior, and coordinate our two Wellness Room (physical) and Virtual Wellness Room.
- Celebrations for Academic Achievement, Attendance, Student of the Month, and CELDT re-designation
- Loma Vista Environmental Science Academy is also home to only one of two working farms in the country. The Loma Vista Farm is an outdoor classroom that provides schoolchildren with standards-based hands-on learning opportunities to bolster their academic skills in reading, writing, math, social science, language arts, and science. All Loma Vista students participate in weekly science, nutrition, or environmental lessons at the farm which is part of

our core curriculum. The LVF receives financial assistance from the non-profit group Friends of Loma Vista Farm.

- Sylvan Learning is a partner in providing SES tutoring to our students. 55 students will be receiving virtual tutoring in the Fall of 2021-2022 academic year.

School Core Instructional Programs:

- Reading English Language Arts: K – 5

Houghton Mifflin Harcourt: California Journeys 2017

VCUSD Board Adopted: May 19, 2016

- English Language Development Arts: K – 5

Houghton Mifflin Harcourt: California Journeys 2017

VCUSD Board Adopted: May 19, 2016

- Mathematics: K - 5

Pearson enVision Math California Common Core 2015

VCUSD Board Adopted: May 7, 2014

- History-Social Science: K - 5

Harcourt School Publishers: Reflections: California Series 2007

VCUSD Board Adopted: May 16, 2007

- Science: K – 5

Houghton Mifflin: Science California 2007

VCUSD Board Adopted: November 14, 2007

- Reading/Language Arts: 6-8

Houghton Mifflin Harcourt: California Collections 2017

VCUSD Board Adopted May 19, 2016

- Mathematics:

Grade 6: Pearson – enVision Math: Common Core 2015

VCUSD Board Adopted May 7, 2014

- Mathematics:

Grade 7 and 8: Pearson – digits 2014

VCUSD Board Adopted May 21, 2014

- Mathematics: 8 Algebra 1

Pearson: Algebra 1 Common Core California 2014

VCUSD Board Adopted May 21, 2016

- History-Social Science: 6

Holt, Rinehart and Winston: Holt California Social Studies: World History, Ancient Civilizations 2006

VCUSD Board Adopted April 18, 2007

- History-Social Science: 7

Holt, Rinehart and Winston: Holt California Social Studies: World History,

Medieval to Early Modern Times 2006

VCUSD Board Adopted April 18, 2007

- History-Social Science: 8

Holt, Rinehart and Winston: Holt California Social Studies: United States History, Independence to 1914 2006

VCUSD Board Adopted April 18, 2007

- Science 6 – 8

Pearson-Prentice Hall: Focus on Science 2008

VCUSD Board Adopted June 18, 2008

Supplemental Instructional Programs

Title I

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Expanded Learning Program or After School Education and Safety (ASES)

TheExPLP or ASES Program funds the establishment of local after-school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe constructive alternatives for students in kindergarten through eighth grade (K-8). At Loma Vista Environmental Science Academy, the program is formerly called Encore.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Loma Vista Environmental Science Academy TK-8 Parent Survey:

- 1) Observed increase parent attendance in student participation, awards, celebrations, and performances.
- 2) Easy access to the Loma Vista Farm.
- 3) Expanded Learning Program (previously known as ENCORE) provided students with after school activities
- 4) Sylvan Learning provided students with academic tutoring focusing on Math and ELA.
- 5) Inconsistent teachers in 5th grade and 7th grade. Plan for improvements -- hire and retain qualified teachers; support teachers in instructional practices and strategies.

LVESA TK-8 Teacher Survey

- 1) Checking for understanding was a strength: Improvements -- teachers wanted to sustained and enhance the rigor of student engagement and differentiation.
- 2) Areas of improvement and plan for improvements: Teachers wanted to dig deeper on classroom management specifically positive engagement with students, integrate more Environmental Science Component in all core subjects. The plan for improvement included professional development presented by a district coordinator who specialized in classroom routines and management; individual coaching and feedback by teacher leader. Provide professional development to staff on how to incorporate or develop our Environmental Science program.

LVESA TK-8 Student Survey:

- 1) Towards the end of the school year 2020-2021, students felt they were safe coming to school. Plan for Improvements -- implement the PAX program, incorporate Social Emotional Learning as part of daily lessons, one-on-one checks in by teacher leader, principal, academic support provider, mental health provider, school site safety, and other staff (both classified and certificated).
- 2) At lower grades TK-2, students liked their teachers. Plan for improvements -- hire and retain qualified teachers; improve teacher-student relationships through observation and feedback while building understanding and compassion (make connections); training teachers on positive behavior interventions and support.

Classroom Observations

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

In the 2020-2021 school year, 8 out of 15 certificated teachers are participating in the formal evaluation cycle. They will receive one or two formal observations that include a pre-observation and post-observation conference with their evaluating administrator. Additionally, these staff members will have additional informal observations. These observations will follow the guidelines outlined in the VCUSD Teaching Evaluation Framework. Additionally, 4 certificated teachers who are off-cycle, will receive informal observations throughout the year that will contribute to their reflection on their professional learning plan. Moreover, all certificated teachers are working on their continuous learning cycle journal as a form of self-reflection to improve their teaching practices.

Aside from the evaluation cycle, each certificated teacher is observed by a non-evaluating administrator or teacher leader, or coach throughout the year. The focus of these observations and feedback cycle is to note trends in classroom management and instruction that inform action steps for site-based professional learning. Additionally, Loma Vista Teacher Leader and PEERR Observation on site and off site. P = purpose, E = environment, E = engagement, R = rigor, and R = results. Teacher Leader focused on specific needs of the individual teachers such as classroom management, instruction delivery, differentiation, and feedback to students (positive reinforcement). The teacher leader performed a timely debrief of the coaching walkthroughs.

Based on classroom observations, we find the need to develop instructional focus such as Close Reading, differentiation, Say something, I wonder, and Problem Based Interactive Learning (PBIL).

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)

Imagine Math and Imagine Learning used daily

District Benchmark Assessments are given three times a year (Fall/Winter and Spring).

CA Assessment on Student Performance and Progress (CAASSP) administered using Smarter Balance Assessment ELA and Math (SBA)

CA Science Test (CAST)

English Language Proficiency Assessments for California (ELPAC)

The team of Loma Vista Environmental Science Academy teachers, principal, and support staff meet virtually through the use of google meet every Wednesday to discuss what is going on with students and how to improve the educational setting. We discussed areas of concern and developed agreed upon the practice of improvements. Data from baseline, formative, and summative assessments are analyzed during these meetings which also drives our instructional focus, school climate, and professional development.

The Care Team meets twice a month virtually through the use of google meet on Tuesday to discuss and analyze data on how to support the social-emotional well-being of our students.

District assessments have been developed and are used to see how we are doing on student mastery of goals. The staff meets to review and analyze the data from district assessments, state assessments, and other curricular embedded assessments. These assessments also helped our teachers make adjustments to their instruction. Instructional focus and associated strategies are aligned to support teachers in tracking improvements in response to interventions.

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

Loma Vista Multi-tiered Systems of Support (MTSS) Cycle of Improvement is composed of:

- PLC (Grade level teams)
- LVESA Leadership Team
- Care Team
- Design Team
- VCUSD Principals Leadership Team

The LVESA team used data to modify our instruction. Teachers have a variety of sources of data to consider and review in ELA and Math to help better drive their instruction and develop differentiated instruction. Teachers use formative data to develop the next steps for students including differentiated small group instruction related to a particular content area. Formative and summative assessments inform instructional interventions provided at all levels including in class and extended day. Student Success Team meetings utilized to further support targeted interventions based upon data from district assessments and curriculum-embedded assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Members of Loma Vista Environmental Science Academy satisfy the requirements for highly qualified staff while those working as interns have had parents notified and working with assigned support providers while they complete their credentials

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

LVESA uses State Board of Education adopted materials for all of its core subjects. All teachers were provided with professional development on how to use the materials effectively in their classrooms AND they were observed in the used of these curriculum materials with feedback and guidance. Focused on formative feedback, high rigorous student engagement (Close Reading, Say Something, I notice/I wonder, etc), differentiate the difference between active and passive student engagement. In addition, new teachers receive training throughout the year - Teacher Institute and District Network Professional Development.

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

The staff development focused on the alignment of classroom practices and content standards at least once a month with specific actions and expectations. Professional development is provided at the site and district level. Site level professional development is focused on the instructional focus strategies of LVESA of evidenced-based writing, speaking and reading comprehension skills, problem-based learning in math and differentiated small group instruction with a focus on increasing depth of knowledge. District-level professional development focuses on key instructional strategies and cross-site collaboration networks. Strategies include: reading comprehension strategies (close reading, say something, curriculum training, etc...) effective instruction for math (Math in Practice, math modeling, curriculum training, etc...) More importantly, staff development is aligned to the CA Content Standards, data on student achievement, and professional needs.

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

Principal, Vice Principal, and Teacher Leader observe and provide feedback to each virtual classroom teachers on a regular basis. Principal, Vice Principal, and Teacher leader provide direct coaching and lesson modeling to teachers in all content areas and related to classroom management and PBIS skills in the classroom. District level content experts provide additional support to target teachers directly and through coaching of teacher leader to support capacity building.

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

All teachers meet with their Professional Learning Communities (PLC) based on grade-level teams at least twice a week. During these meetings, the staff collaborate and discuss assessment results, lesson design, differentiation, and develop plans around implementing best practices around these essential questions:

1. What is it we want our students to know and be able to do? Is it engaging for all students?
 2. How will I/we know if each student has learned it? Is it building on current skills and knowledge? Is it easily accessible?
 3. How will I/we respond when some students do not learn in?
 4. How will I/we respond when students already know?
- * Think about short term versus long term.

Teaching and Learning

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

LVESA meets to discuss curriculum, instruction, and materials and how they lead to student mastery of performance standards. All our core instructional materials are state approved and adopted by VCUSD as well as aligned to CA Content Standards.

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

The daily schedule reflects adherence to the recommended instructional minutes for ELA, Mathematics, ELD, and PE as outlined by local, state, and federal policies. Schedules are submitted for Williams submission at the beginning of every year.

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

LVESA teachers follow the VCUSD curriculum planning guide for ELA and Math. Classroom interventions (small group instruction, use of targeted technologies like Imagine Learning and Imagine Math and Support Block) are embedded in the student day. In addition, teachers provide virtual/distance learning tutoring, study sessions, and enrichment opportunities outside of the student day. After school tutoring through Sylvan and Expanded Learning Program (ASES) is provided to students based upon identified needs based upon assessment data. Student success team are conducted to target students to identify specific goals and actions.

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

Standards-based instructional materials are used in all classrooms and available for all students as verified by William's Act visit.

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 materials used at LVESA are district adopted and have been approved by the State Board of Education.

Opportunity and Equal Educational Access

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

Admin Team along with the teachers analyze student achievement data to adjust instructional practices and meet the needs of the students. Tier II and III interventions are provided during the school day. Care Team (Tier II Team Intervention) meets regularly at least twice a month to review student referrals and data, to monitor implementation of intervention, and evaluate student progress. Small group instructions are provided to differentiate instruction for math and ELA. Bilingual Tutor and Para Educators are utilized to create more opportunities for small group instruction and support. Additional supplemental curriculum is utilized for students receiving Tier II and III supports.

Evidence-based educational practices to raise student achievement

Below are a few of the research based educational strategies employed to improve student achievement:

- * Differentiated instruction through small groups and/or one-on-one instruction
 - * Use formative assessments to adjust instruction
 - * Communicate learning targets
 - * ELD instruction
 - * Problem Based Interactive Learning (PBIL) in mathematics
 - * Implementation of Positive Behavior Intervention Support (PBIS), Kimochis, and PAX Program to engage students with social emotional learning (SEL)
- Professional development provided in key instructional strategies including (Close Reading, say something, I notice/Iwonder)

Parental Engagement

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

- * Expanded Learning Program (also known as ENCORE) provides after school tutoring and enrichment activities (virtual and physical)
- * Virtual Learning Hub
- * Saturday Academy
- * Sylvan Learning virtual and after school (when we come back on campus hybrid or full time) for qualified and targeted students.
- * VCUSD Parent (Community) Liaison
- * Academic Support Provider serves to provide additional academic support such as to facilitate the Student Success Team, Attendance Meetings, and/or Parent-Teacher conference as well as connect families to outside/community agencies.
- * Mental Health Support Provider serves to provide Social Emotional support to students and families.
- * Partnership with Solano County Office of Education
- * Winter, Spring, and Summer School Learning Hoot Camp
- * Community Partnership such as Costco provides one-on-one reading assistance to participating in K-3 classrooms

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)

Input from all stakeholders is critical in the development of the School Plan for Student Achievement. All parents are provided surveys and/or opportunities to provide feedback throughout the school year. Teachers provide input at Staff Meetings and Design Team meetings. This input is shared with the English Learners Advisory Council (ELAC) and the School Site Council (SSC) for determination on actions to prioritize and fund if needed. SSC and ELAC meets at least 5 times throughout the school year.

Funding

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

LVESA receives Title 1 funds to provide direct services to students who are underperforming. LVESA also receives LCAP fund to the benefit of all students. Below are some of the strategies/activities on the school plan:

- * Ongoing Professional Development for staff
- * Coaching cycles with Teacher Leader and leadership
- * Tier II and Tier III intervention and supports
- * Library
- * Systematic monitoring of K-8 reading and math through Imagine Math, Imagine Learning, Gallelio, Edgenuity

Fiscal support (EPC)

Funds are allocated to LVESA through the following resources: General Fund, LCAP, Low-Performing School, ASES and Title I

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

In creating the School Plan for Student Achievement, it is crucial to gain ongoing feedback regarding the plan for improvement and allocation of resources. LVESA consulted with parents, community members, staff, and students through School Site Council Meetings, English Learners Advisory Committee, student surveys, staff weekly meetings. We have a goal of starting a strong PTA. Currently, Loma Vista ESA does not have a PTA.

Loma Vista implements a systematic approach which is necessary as students improve and move towards mastery in the rigorous California State Standards. Teachers participate in professional learning and development of all content areas. Teachers focus on providing various opportunities to strengthen practices, develop assessments and time is provided to collaborate and learn from one another. The academy theme development and implementation at Loma Vista is just beginning and will continue to provide time for teachers to collaborate while strengthening the curricular experience for TK-8 students.

Resource Inequities

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

There are no systemic resource inequities at Loma Vista Environmental Science Academy. Loma Vista Science Academy passed it's William's Act walkthrough.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.2%	0.22%	%	1	1	
African American	32.79%	31.73%	29.8%	161	145	119
Asian	3.46%	2.84%	2.8%	17	13	11
Filipino	8.55%	9.41%	12.0%	42	43	48
Hispanic/Latino	43.99%	46.61%	46.6%	216	213	186
Pacific Islander	3.87%	2.63%	3.0%	19	12	12
White	4.89%	4.81%	4.3%	24	22	17
Multiple/No Response	%	0.22%	1.3%		7	5
Total Enrollment				491	457	399

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	58	73	53
Grade 1	55	42	56
Grade 2	44	40	45
Grade3	61	37	40
Grade 4	61	61	34
Grade 5	61	58	63
Grade 6	57	46	29
Grade 7	54	51	32
Grade 8	40	49	47
Total Enrollment	491	457	399

Conclusions based on this data:

1. LVESA is experiencing declining enrollment which could indicate issues in climate and culture of the school as well as virtual or distance learning environment due to COVID.
2. The declining enrollment may also indicate parent choice for charter schools which are located near LVESA. There are three charter schools within the same street (school boundary).

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	144	154	135	29.3%	33.7%	33.8%
Fluent English Proficient (FEP)	48	65	47	9.8%	14.2%	11.8%
Reclassified Fluent English Proficient	4	30	0	2.8%	20.8%	0.0%

Conclusions based on this data:

1. The percentage of English Learners at LVESA continues to increase.
2. The FEP remains steady despite of increasing ELs.
3. RFEP irregularities may indicate due to the ambiguous state of reclassification criteria.

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 3	63	60	58	62	60	58	62	60	58	98.4	100	100
Grade 4	85	64	65	85	63	64	85	63	64	100	98.4	98.5
Grade 5	72	79	63	71	79	62	71	79	62	98.6	100	98.4
Grade 6	51	62	59	51	61	56	51	61	56	100	98.4	94.9
Grade 7	44	42	52	41	42	46	41	42	46	93.2	100	88.5
Grade 8	32	42	37	32	41	37	32	41	37	100	97.6	100
All Grades	347	349	334	342	346	323	342	346	323	98.6	99.1	96.7

* 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 3	2361.	2346.	2349.	0.00	1.67	6.90	17.74	16.67	8.62	30.65	11.67	25.86	51.61	70.00	58.62
Grade 4	2373.	2396.	2354.	4.71	3.17	3.13	11.76	19.05	4.69	20.00	22.22	14.06	63.53	55.56	78.13
Grade 5	2421.	2427.	2437.	2.82	6.33	3.23	15.49	18.99	19.35	23.94	20.25	30.65	57.75	54.43	46.77
Grade 6	2426.	2451.	2432.	3.92	6.56	1.79	7.84	8.20	19.64	11.76	27.87	23.21	76.47	57.38	55.36
Grade 7	2541.	2484.	2476.	7.32	9.52	2.17	34.15	4.76	26.09	39.02	30.95	17.39	19.51	54.76	54.35
Grade 8	2520.	2560.	2489.	0.00	14.63	8.11	21.88	31.71	16.22	50.00	36.59	13.51	28.13	17.07	62.16
All Grades	N/A	N/A	N/A	3.22	6.36	4.02	16.67	16.47	15.17	26.61	23.70	21.36	53.51	53.47	59.44

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.45	3.33	5.17	32.26	41.67	32.76	61.29	55.00	62.07
Grade 4	8.24	6.35	1.56	35.29	47.62	26.56	56.47	46.03	71.88
Grade 5	9.86	5.06	9.68	33.80	45.57	45.16	56.34	49.37	45.16
Grade 6	5.88	6.56	9.09	23.53	29.51	21.82	70.59	63.93	69.09
Grade 7	12.20	11.90	10.87	70.73	23.81	36.96	17.07	64.29	52.17
Grade 8	12.50	21.95	10.81	56.25	43.90	29.73	31.25	34.15	59.46
All Grades	8.77	8.09	7.45	38.89	39.60	32.30	52.34	52.31	60.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.61	5.00	6.90	46.77	28.33	31.03	51.61	66.67	62.07
Grade 4	7.14	3.17	3.23	32.14	38.10	27.42	60.71	58.73	69.35
Grade 5	9.86	13.92	3.23	40.85	34.18	46.77	49.30	51.90	50.00
Grade 6	2.04	4.92	7.27	18.37	32.79	36.36	79.59	62.30	56.36
Grade 7	12.20	9.52	8.70	65.85	42.86	41.30	21.95	47.62	50.00
Grade 8	9.38	19.51	10.81	40.63	63.41	35.14	50.00	17.07	54.05
All Grades	6.78	8.96	6.25	39.53	38.15	36.25	53.69	52.89	57.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.61	11.67	3.45	67.74	50.00	60.34	30.65	38.33	36.21
Grade 4	3.53	6.35	3.13	36.47	53.97	50.00	60.00	39.68	46.88
Grade 5	0.00	2.53	1.61	47.89	45.57	58.06	52.11	51.90	40.32
Grade 6	7.84	8.20	3.64	43.14	49.18	45.45	49.02	42.62	50.91
Grade 7	7.32	2.38	8.70	75.61	59.52	47.83	17.07	38.10	43.48
Grade 8	6.25	17.07	5.41	78.13	65.85	51.35	15.63	17.07	43.24
All Grades	3.80	7.51	4.04	54.09	52.60	52.48	42.11	39.88	43.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.84	8.33	8.62	45.16	31.67	31.03	50.00	60.00	60.34
Grade 4	4.71	4.76	4.69	38.82	47.62	23.44	56.47	47.62	71.88
Grade 5	7.04	17.72	6.45	42.25	31.65	45.16	50.70	50.63	48.39
Grade 6	3.92	8.20	10.91	35.29	40.98	38.18	60.78	50.82	50.91
Grade 7	29.27	16.67	15.22	56.10	47.62	36.96	14.63	35.71	47.83
Grade 8	9.38	19.51	13.51	59.38	65.85	27.03	31.25	14.63	59.46
All Grades	8.48	12.14	9.32	44.15	42.20	33.85	47.37	45.66	56.83

Conclusions based on this data:

1. LVESA increased the overall participation rate and in all grade levels.
2. Though some improvements were seen in ELA, students continued to perform well below the expected level of mastery.
3. Data shows a declining trend which may indicate the lack of stability in the teaching staff and/or virtual/distance learning environment as result of COVID.

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 3	63	60	58	62	60	58	62	60	58	98.4	100	100
Grade 4	85	64	65	85	63	64	85	63	63	100	98.4	98.5
Grade 5	72	79	63	72	79	61	72	79	61	100	100	96.8
Grade 6	51	63	59	51	62	56	51	62	56	100	98.4	94.9
Grade 7	44	42	53	43	42	50	43	42	50	97.7	100	94.3
Grade 8	32	42	37	31	41	37	31	41	37	96.9	97.6	100
All Grades	347	350	335	344	347	326	344	347	325	99.1	99.1	97.3

* 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 3	2394.	2364.	2347.	3.23	1.67	5.17	25.81	8.33	6.90	24.19	23.33	24.14	46.77	66.67	63.79
Grade 4	2391.	2399.	2357.	2.35	0.00	0.00	10.59	11.11	4.76	24.71	33.33	20.63	62.35	55.56	74.60
Grade 5	2434.	2401.	2429.	4.17	2.53	1.64	12.50	5.06	6.56	27.78	16.46	31.15	55.56	75.95	60.66
Grade 6	2402.	2436.	2412.	3.92	0.00	1.79	1.96	8.06	5.36	19.61	27.42	25.00	74.51	64.52	67.86
Grade 7	2475.	2430.	2433.	2.33	4.76	0.00	9.30	2.38	4.00	37.21	21.43	30.00	51.16	71.43	66.00
Grade 8	2465.	2483.	2428.	6.45	4.88	2.70	0.00	17.07	5.41	25.81	12.20	10.81	67.74	65.85	81.08
All Grades	N/A	N/A	N/A	3.49	2.02	1.85	11.34	8.36	5.54	26.16	22.77	24.31	59.01	66.86	68.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.13	8.33	8.62	33.87	21.67	12.07	50.00	70.00	79.31
Grade 4	3.53	1.59	1.59	17.65	23.81	7.94	78.82	74.60	90.48
Grade 5	6.94	2.53	3.28	19.44	16.46	22.95	73.61	81.01	73.77
Grade 6	1.96	3.23	5.36	17.65	24.19	14.29	80.39	72.58	80.36
Grade 7	6.98	4.76	0.00	30.23	19.05	30.00	62.79	76.19	70.00
Grade 8	6.45	7.32	2.70	16.13	26.83	13.51	77.42	65.85	83.78
All Grades	6.98	4.32	3.69	22.38	21.61	16.62	70.64	74.06	79.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.90	5.00	5.17	46.77	31.67	31.03	40.32	63.33	63.79
Grade 4	2.35	1.59	1.59	28.24	36.51	20.63	69.41	61.90	77.78
Grade 5	5.56	5.06	3.28	33.33	27.85	34.43	61.11	67.09	62.30
Grade 6	3.92	1.61	3.57	17.65	27.42	25.00	78.43	70.97	71.43
Grade 7	4.65	4.76	2.00	37.21	23.81	28.00	58.14	71.43	70.00
Grade 8	9.68	9.76	5.41	22.58	48.78	24.32	67.74	41.46	70.27
All Grades	6.10	4.32	3.38	31.69	31.99	27.38	62.21	63.69	69.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.06	8.33	5.17	53.23	38.33	39.66	38.71	53.33	55.17
Grade 4	3.53	1.59	0.00	34.12	41.27	28.57	62.35	57.14	71.43
Grade 5	2.78	1.27	0.00	40.28	27.85	42.62	56.94	70.89	57.38
Grade 6	3.92	4.84	1.79	27.45	29.03	25.00	68.63	66.13	73.21
Grade 7	2.33	0.00	0.00	65.12	42.86	42.00	32.56	57.14	58.00
Grade 8	3.23	4.88	2.70	32.26	53.66	35.14	64.52	41.46	62.16
All Grades	4.07	3.46	1.54	41.57	37.18	35.38	54.36	59.37	63.08

Conclusions based on this data:

1. All grade levels met or exceeded the participation rate.
2. The percentage of below standard continues to increase which may indicate the lack of stability of the teaching staff and/or virtual/Distance Learning environment

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1426.7	1406.4	1434.8	1417.0	1407.7	1381.6	22	22
Grade 1	1447.2	1441.1	1446.1	1441.8	1447.9	1439.8	18	16
Grade 2	1468.8	*	1478.2	*	1458.9	*	22	8
Grade 3	1464.1	1433.4	1440.2	1441.3	1487.6	1424.9	15	24
Grade 4	1481.2	1435.6	1465.7	1441.7	1496.2	1429.0	19	23
Grade 5	1488.4	1517.0	1472.1	1525.6	1504.4	1508.0	19	18
Grade 6	1522.5	1475.3	1524.0	1471.7	1520.6	1478.3	14	20
Grade 7	1538.4	*	1544.0	*	1532.3	*	11	9
Grade 8	*	*	*	*	*	*	*	8
All Grades							142	148

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.09	*	27.27	*	36.36	*	27.27	22	22
1	*	12.50	*	31.25	*	25.00	*	31.25	18	16
2	*	*	54.55	*	*	*	*	*	22	*
3		0.00	*	20.83	*	41.67	*	37.50	15	24
4	*	8.70	*	30.43	*	13.04	*	47.83	19	23
5		16.67	57.89	33.33	*	50.00	*	0.00	19	18
6	*	0.00	*	25.00	*	55.00	*	20.00	14	20
7	*	*	*	*	*	*		*	11	*
8		*	*	*	*	*		*	*	*
All Grades	16.20	6.08	43.66	29.73	26.06	37.84	14.08	26.35	142	148

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	13.64	*	31.82	*	27.27	*	27.27	22	22
1	*	18.75	*	18.75	*	37.50	*	25.00	18	16
2	50.00	*	*	*	*	*	*	*	22	*
3	*	12.50	*	37.50	*	20.83	*	29.17	15	24
4	*	30.43	*	13.04	*	17.39	*	39.13	19	23
5	*	50.00	57.89	44.44	*	5.56	*	0.00	19	18
6	*	15.00	*	45.00	*	20.00		20.00	14	20
7	*	*	*	*	*	*		*	11	*
8	*	*		*	*	*		*	*	*
All Grades	32.39	23.65	38.73	32.43	14.79	20.27	14.08	23.65	142	148

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.55	*	27.27	*	40.91	*	27.27	22	22
1	*	12.50	*	12.50	*	43.75	*	31.25	18	16
2	*	*	*	*	*	*	*	*	22	*
3		0.00	*	8.33	*	41.67	*	50.00	15	24
4	*	0.00	*	13.04	*	34.78	*	52.17	19	23
5	*	0.00	*	11.11	*	44.44	*	44.44	19	18
6	*	0.00	*	0.00	*	70.00	*	30.00	14	20
7	*	*	*	*	*	*	*	*	11	*
8		*		*	*	*	*	*	*	*
All Grades	16.90	2.03	22.54	13.51	32.39	43.92	28.17	40.54	142	148

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.55	4.55	*	72.73		22.73	22	22
1	*	37.50	*	43.75	*	18.75	18	16
2	63.64	*	*	*	*	*	22	*
3	*	4.17	*	62.50	*	33.33	15	24
4	*	13.04	63.16	47.83	*	39.13	19	23
5	*	0.00	78.95	94.44	*	5.56	19	18
6	*	5.00	*	40.00	*	55.00	14	20
7	*	*	*	*	*	*	11	*
All Grades	36.62	8.11	50.00	60.81	13.38	31.08	142	148

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	27.27	*	40.91	*	31.82	22	22
1	*	6.25	*	62.50	*	31.25	18	16
2	54.55	*	*	*	*	*	22	*
3	*	45.83	*	20.83	*	33.33	15	24
4	*	47.83	*	8.70	*	43.48	19	23
5	*	83.33	57.89	11.11	*	5.56	19	18
6	*	50.00	*	35.00		15.00	14	20
7	*	*	*	*		*	11	*
All Grades	42.25	45.95	45.07	27.70	12.68	26.35	142	148

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	63.64	77.27	*	22.73	22	22
1	*	18.75	*	37.50	*	43.75	18	16
2	*	*	*	*	*	*	22	*
3		0.00	*	29.17	*	70.83	15	24
4		0.00	*	34.78	63.16	65.22	19	23
5	*	0.00	*	55.56	*	44.44	19	18
6	*	0.00	*	15.00	*	85.00	14	20
7	*	*	*	*	*	*	11	*
All Grades	17.61	2.70	38.03	40.54	44.37	56.76	142	148

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	31.82	*	27.27	*	40.91	22	22
1	*	6.25	72.22	56.25	*	37.50	18	16
2	*	*	54.55	*	*	*	22	*
3	*	8.33	*	58.33	*	33.33	15	24
4	*	0.00	57.89	52.17	*	47.83	19	23
5	*	5.56	*	77.78	*	16.67	19	18
6		15.00	92.86	60.00	*	25.00	14	20
7	*	*	*	*		*	11	*
All Grades	24.65	9.46	63.38	60.14	11.97	30.41	142	148

Conclusions based on this data:

1. Students performance is higher in both Listening and Speaking than in Reading or Writing.
2. Based on the data, instructional strategies to increase reading and writing has not yet been effective.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
457	77.2	33.7	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	154	33.7
Foster Youth	2	0.4
Homeless	7	1.5
Socioeconomically Disadvantaged	353	77.2
Students with Disabilities	40	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	145	31.7
American Indian	1	0.2
Asian	13	2.8
Filipino	43	9.4
Hispanic	213	46.6
Two or More Races	7	1.5
Pacific Islander	12	2.6
White	22	4.8

Conclusions based on this data:

- Given our high socio-economic disadvantaged population and our growing EL population, we need to ensure that our teachers are masters at high effective teaching strategies.





2. Our data also indicates a strong need and focus on Trauma Informed Care and Social Emotional Learning, and Culturally Responsive Learning and Teaching.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Red		

Conclusions based on this data:

1. Based on the data, LVESA saw improvement on Suspension and Chronic Absenteeism.
2. Based on the data, LVESA students continues to indicate lack of mastery in ELA and Mathematics
3. Based on the chronic absenteeism and suspension rate data, there still a need to focus on positive behavior and relationship building between staff, students, and parents/community.

School and Student Performance Data

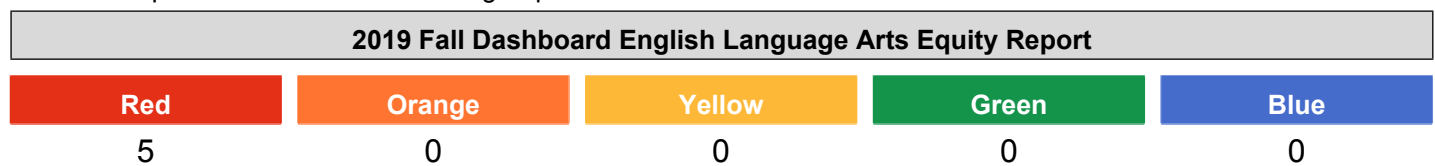
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 80.6 points below standard Declined Significantly -17.7 points 297	 Red 90.5 points below standard Declined -13.5 points 124	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Red 90.2 points below standard Declined Significantly -17.4 points 241	 Red 89.9 points below standard Declined Significantly -30.3 points 37

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Red 104.1 points below standard Declined Significantly -22.1 points 100	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Filipino  No Performance Color 42.4 points below standard Declined -12.9 points 23
Hispanic  Red 85.6 points below standard Declined Significantly -16.3 points 136	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	White  No Performance Color 80.8 points below standard Declined Significantly -56.4 points 13

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 125 points below standard Declined -7.3 points 80	Reclassified English Learners 27.6 points below standard Declined -10.8 points 44	English Only 82.7 points below standard Declined Significantly -16.8 points 159
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Conclusions based on this data:

- Based on the data, our ELs, socioeconomically disadvantaged, and students with disabilities continue to perform well below average for the school. African Americans perform disproportionately lower than other ethnic subgroups and have shown the most significant decline in achievement levels.
- Our reclassified of English Learners as Fluent English Proficient has declined.

School and Student Performance Data

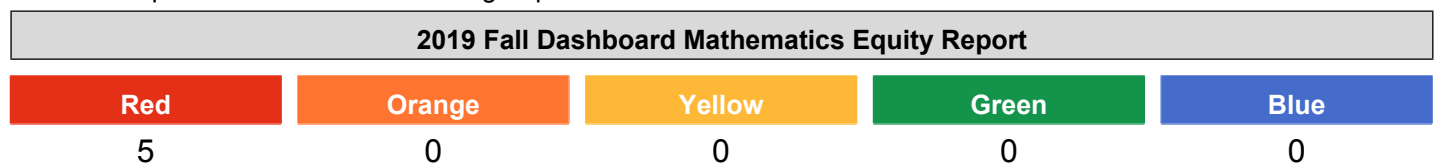
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Red		Red		No Performance Color	
116.9 points below standard		119 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Declined Significantly -16.3 points		Declined -6.3 points		2	
295		123			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Red		Red	
Less than 11 Students - Data Not Displayed for Privacy		123.5 points below standard		135.9 points below standard	
2		Declined Significantly -16.2 points		Declined Significantly -51.3 points	
		239		35	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Red 137.1 points below standard Declined Significantly -27.7 points 99	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Filipino  No Performance Color 90.7 points below standard Declined -13.5 points 23
Hispanic  Red 118.7 points below standard Declined -5.9 points 135	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	White  No Performance Color 107.8 points below standard Declined Significantly -34.6 points 13

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 145.4 points below standard Maintained ++1.3 points 79	Reclassified English Learners 71.7 points below standard Declined -9.3 points 44	English Only 123.1 points below standard Declined Significantly -22.6 points 158
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Conclusions based on this data:

- Based on the data, our ELs, socioeconomically disadvantaged, and students with disabilities continue to perform well below average for the school. African Americans perform disproportionately lower than other ethnic subgroups and have shown the most significant decline in achievement levels.
- We have not seen movement in this area of CAASPP.

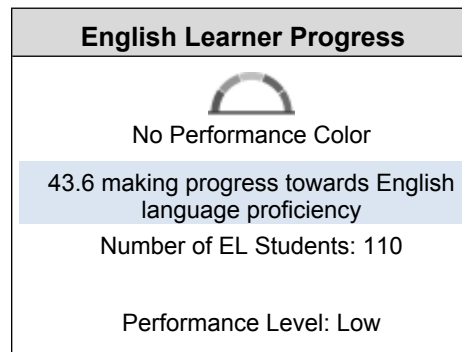
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.6	32.7	1.8	41.8

Conclusions based on this data:

1. Based on this data, most of our EL are performing moderately on the ELPAC. 43.6% are making progress toward English proficiency.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

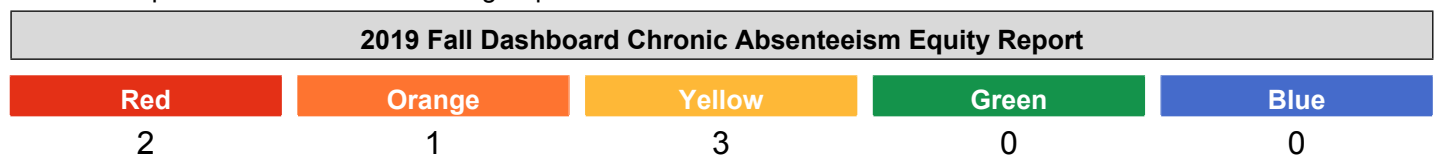
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 23.9 Declined Significantly -3.3 565	 Orange 20.9 Declined -2.1 191	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 35.7 14	 Yellow 24.4 Declined Significantly -4.1 455	 Red 27 Maintained -0.3 63

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Yellow 27.3 Declined Significantly -8.7 194	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 11.8 Declined -14.9 17	Filipino  Yellow 16.7 Declined -8.3 42
Hispanic  Red 24.4 Increased +1.1 254	Two or More Races  No Performance Color 0 Declined -21.4 12	Pacific Islander  No Performance Color 26.3 Increased +13.3 19	White  No Performance Color 23.1 Increased +2.2 26

Conclusions based on this data:

1. Based on this data, fewer LVESA students are identified as chronically absent. Some groups, including African American and Socioeconomically Disadvantaged have had significant improvements.
2. Additional analysis of data is needed to understand the causes and develop action plans.
3. Based on this data, there's still need to focus on improving our attendance to minimize the loss of instruction.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

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

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. Though there is no data in this section, it is clear from other indicators that students are not prepared for success at high school level.

School and Student Performance Data

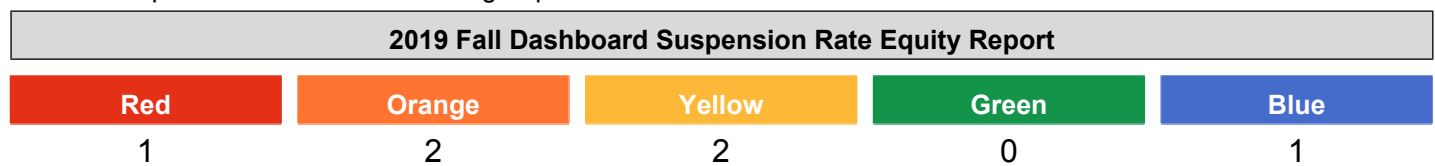
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 11.3 Declined Significantly -1 601	English Learners  Yellow 6.1 Declined Significantly -2.9 196	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 7
Homeless  No Performance Color 15.8 Declined -7.3 19	Socioeconomically Disadvantaged  Orange 12.4 Declined -0.6 477	Students with Disabilities  Orange 8 Declined -2.1 75

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 20.6 Increased +1.8 204	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  No Performance Color 11.8 Declined -1.6 17	Filipino  Blue 0 Declined -4.2 43
Hispanic  Yellow 7.7 Declined Significantly -3.5 274	Two or More Races  No Performance Color 16.7 Increased +13.3 12	Pacific Islander  No Performance Color 0 Maintained 0 19	White  No Performance Color 3.3 Declined -8.7 30

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	12.3	11.3

Conclusions based on this data:

1. Based on this data, suspension rate decreased overall with the exception of the African American subgroup with had a slight increase.
2. Based on this data, our homeless population and foster youth decreased.
3. Based on this data, our African American student population are over represented in the suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase Parent and Community Engagement in Improving student outcomes

LEA/LCAP Goal

Increase Parent and Community Engagement in Improving student outcomes

Goal 1

Increase Parent and Community Engagement in Improving student outcomes

Identified Need

To Increase Parent and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5 percentage points or more annual increase in attendance of parent representatives at District English Learner Advisory Committee (DELAC) meetings	17%	22%
5 percentage point or more annual increase in attendance of parent members at School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings	51%	56%
Ensure parent representation for English Learners, low socioeconomic and students with exceptional needs student groups at each site council meeting including SSC and ELAC	TBD	100%
Parent and student use in grades 3-8 of the AERIES gradebook will increase by at least 5 percentage annually	N/A	N/A

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Family Nights will be held twice per year. Parents will be offered information in Alliance for a Healthier Generation, Wellness, Nutrition, Parent Portal, and other school/district priorities. During the 2021-2022 school year, Family Nights will be virtual.

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)

586

Title I Part A: Parent Involvement
1000-1999: Certificated Personnel Salaries
ESAs - 3 teachers x 2hrs per event x 2 events x \$48/hr

576

Title I Part A: Parent Involvement
4000-4999: Books And Supplies
supplies

300

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries
Extra Hours Worked/Sub Pay for Classified
and/or Noon Duties as needed to ensure the
success of the events

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Ensure there is a parent representative attending DELAC meetings, and all LVESA site meetings have steadily increasing attendance by providing educational opportunities such as math, writing, and computer assistance; student performances; and other engaging content.

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

None Specified
None Specified
parental attendance

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide monthly newsletters and weekly announcements to parents which highlight grade level achievements and activities, and provide meaningful information to parents including current school data. All Teachers will also communicate with parents by providing individual student progress data and information as well as use regular announcements through electronic and, as appropriate, hardcopy formats.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200

Source(s)

Title I Part A: Parent Involvement
4000-4999: Books And Supplies
flyers and other materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students in Grades 3 through 8

Strategy/Activity

Provide instruction and guidance to all students in Grades 3 through 8, and adult members of their families, on how to access and review their own data in Aeries. Students will be taught in their individual classes. Parents will have opportunities during such events as SSC/ELAC meetings and other events. Instructions will also be in appropriate physical and virtual locations.

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)

50

Source(s)

Title I Part A: Parent Involvement
4000-4999: Books And Supplies
Instruction and guidance opportunities, copying
expenses

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Regularly scheduled informal Round Table events with school administrators and other appropriate school personnel for analyzing data, sharing ideas, and open discussion regarding school improvement.

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)

None Specified
None Specified
virtual meetings

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Parents and teachers as well as additional stakeholders will be invited to participate in SST meetings as part of the home-school partnership in support of their children.

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)

800

Source(s)

Title I Part A: Parent Involvement
1000-1999: Certificated Personnel Salaries
Substitute for teachers \$160/day x 5 days

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Parents will have opportunities, through parent information meetings, to learn about PAX, Kimochis, and PBIS strategies that can be used in the home setting that reinforce behavioral expectations at LVESA. At such meetings, parents will also learn about social-emotional self-care that can be practiced by both parents and students alike.

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)

None Specified
None Specified
any expense uncured covered elsewhere

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers, students, and parents/guardians will agree to the Home-School Compact agreeing to uphold the important roles each one plays in the paramount task of educating our youth.

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)

None Specified
None Specified
professional responsibility

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to the high occurrence of socioeconomically disadvantage in the student population attending Loma Vista, many students present with needing more social emotional support. Funding has been provided for a full time Mental Health Support Provider (MHSP) and a part-time MHSP intern from Solano County Office of Education. In addition, funding has been granted by the Solano County Office of Education to create two Wellness Room (in the Elementary and Middle School). Lastly, the LVESA team will calendar and plan the communication and events based on feedback from parents in the prior year.

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

NA

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe, Supportive, and Engaging Learning Environments for Students and Staff

LEA/LCAP Goal

Safe, Supportive, and Engaging Learning Environments for Students and Staff

Goal 2

Safe, Supportive, and Engaging Learning Environments for Students and Staff

Identified Need

Based on our data, attendance needs to increase and suspension needs to decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease pupil suspension rate 2 percentage points or more annually as calculated by the percentage of suspensions for every 100 students	24%	22%
Decrease disproportionality of expulsions annually as calculated percentage of expulsions per 100 students in each student group	0	0
Increase average daily attendance 1 percentage point or more annually	93%	94%
Decrease chronic absenteeism by 2 percentage points or more annually	16.4%chronically absent	14.4%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Attendance -- Truancy meetings (attendance meetings) for parents and families. Students, parents, and our community of stakeholders will be made aware of the need for students to arrive on time and to remain engaged during learning. Parents will also be made aware of attendance practices for the school year and the impact of absences on learning. Students and their families will be recognized for high positive attendance (95% and above). Recognition will also be given for improved/best attendance by class for our students. Data will be shared with staff and parents at least twice per 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)

700

Source(s)

LCAP
4000-4999: Books And Supplies
LCAP - Student Engagement and Recognition;
Certificates, etc

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Educational assemblies focusing on Positive Behavior Intervention and Support including positive interventions that promote a sense of belonging for all students and increase attendance. Students will be recognized during our PBIS assemblies for their help in making the LVESA community kinder and more caring, respectful, responsible, and safe. Data will be shared with staff and parents twice per 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)

1500

Source(s)

LCAP
4000-4999: Books And Supplies
LCAP - Student Engagement and Recognition;
Certificates etc

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Offer engaging activities such as BrickSpace, Practice Space (Speech and Debate), Coding/Robotics, Sports for Learning, and others whose product/curriculum can enrich our students' 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)

20,000

Source(s)

LCAP
5000-5999: Services And Other Operating Expenditures
LCAP - curriculum enrichment program; CSA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to develop robust science knowledge and skills in all students, and refine our academy theme of environmental science. Enlist the support and guidance of experts to provide professional development. Specific materials, books, instructional aids, manipulatives, etc may be utilized to implement lessons developed. Certificated and classified staff will be compensated, pending available funds, for thematic lesson development. Classified support of lesson development and preparation may be utilized

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)

6000

Source(s)

LCAP
5800: Professional/Consulting Services And Operating Expenditures
LCAP - Curriculum Enrichment Programs; CSA

4000

LCAP
4000-4999: Books And Supplies
LCAP - Curriculum Enrichment Programs; books, materials and supplies

2500

LCAP
1000-1999: Certificated Personnel Salaries
LCAP - Curriculum Enrichment Programs; ESAs
-17 teachers x 3hr

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff will participate in regular professional development regarding attendance, campus climate/culture, and relationship building adult to adult, student to student, and adult to student. Staff will implement strategies learned in professional development. Admin Team and Teacher Leader will gather data during weekly walkthroughs. Feedback, input, and other qualitative data will be sought regularly from Site Safety Supervisor, Noon Duty Supervisors, and other non-classroom staff. Data will be shared with staff as part of ongoing professional development and guide next steps.

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)

None Specified
None Specified
Cycle of Inquiry/Learning

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All staff members will embrace and embody the principles and practices in PBIS, Social Emotional Learning, PAX, Kimochis or Restorative Justice daily. All staff will receive ongoing professional development regarding specific programs (PBIS, PAX, Kimochis, Restorative Justice, etc). Teachers will further support school wide positive behavior expectations by reviewing, modeling, and practicing LVESA's procedures and policies by location and event with students weekly. Adults on campus will acknowledge positive behavior on a 5:1 ratio to voice 5 statements of praise and encouragement to one correction. Staff will develop alternate forms of correction for moderate or first time offences; this includes but is not limited to the use of Restorative Justice practices such as community circles, parent conferences, buddy rooms, and create opportunities to give back which may include campus beautification.

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)

None Specified
None Specified
Restorative Practices

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff will implement a Wellness Room for TK-5 and a Wellness Room Annex for Grs 6-8. The Wellness Rooms will be developed with guidance from Solano County Office of Education for the purpose of supporting self-care and social-emotional healthy choices by students and also by staff. Available and appropriate staff members will collaboratively develop a schedule to ensure an adult is available as often as possible in each Wellness Room location.

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)

Other
5000-5999: Services And Other Operating
Expenditures
see grant

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Design Team will develop a calendar of engaging school wide activities for all students, for example Spirit Week, and to be supported by all staff as appropriate and available.

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)

3500

Source(s)

LCAP
1000-1999: Certificated Personnel Salaries
LCAP - Design Team; ESAs

500

LCAP

Annual Review

SPSA Year Reviewed: 2020-21

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.

Based on the data the overall implementation of the strategies and activities address facets of our goals and touches all stakeholders in our community. LVESA will continue to develop the capacity of our staff through professional development and communicate regularly to our parents and community members; continue to engage and support our students. We will use attendance and suspension data as well as surveys results to monitor our progress.

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

NA

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.

NA

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase the Number of Students Graduating College and/or Being Career Ready

LEA/LCAP Goal

Increase the Number of Students Graduating College and/or being Career Ready

Goal 3

Increase the Number of Students Graduating College and/or being Career Ready

Identified Need

Based on our data, we need to improve our ELA and Math scores as well as increase the amount of English Language Learner students who earn Reclassification (RFEP).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners will access Common Core and ELD standards for purposes of gaining academic content and English Language proficiency as evidenced by 5 percentage point or more growth annually on all CAASPP assessments by students with ELPAC levels 3 and above	7%	11%
Students proficient on CAASPP math will increase by 5 percentage or more points annually; students proficient on CAASPP ELA will increase by 5 percentage points or more annually; students required to take the California Standards Test in science will increase in proficiency by 5 percentage points or more annually	ELA - 22.8% Math - 10.4%	ELA - 27.8% Math -15.4%
The numbers of English Learners making progress of one level or more each year	18%	23%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
will increase by no less than 5 percentage points annually		
Increase English Learner reclassification rate by no less than 5 percentage points	9.1%	14.1 %
Increase the total number of students participating in the Early Assessment Program to 95% or more and increase those scoring ready and conditional by 5 percentage points or more annually	Not Applicable	Not Applicable
100% of students are enrolled in a broad course of study including courses described under Sections 51210 and 51220(a)-(i) as evidenced by 4 year graduation plans	100%	100%
95% of individuals with exceptional needs will have access to rigorous academy classes at the high school level and Science, Technology, Engineering, Arts, and Mathematics (STEAM) courses in grades TK-8	TBD	95%
The gap between all students and lower performing student groups will decrease annually until it is eliminated as measured by CAASPP in ELA and Math	10.8 points	8.8 points
100% of LVESA's English Language Learners, from grades 3 to 8, will set and maintain long term and short term goals for themselves to improve their skills in either reading, writing, speaking or listening, depending on where their testing data shows the need for the most amount of growth.	0%	100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

As part of the cycle of inquiry and learning, teachers will engage in collaboration with peers, including weekly check-ins with our Teacher Leader. Teachers will analyze data, refine Support Block design and implementation, develop and review lesson delivery, compare student work, and standardize grading and report card practices per grade span.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCAP
1000-1999: Certificated Personnel Salaries
LCAP - ESA for collaboration and trainings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will plan and deliver academically rigorous, standard-driven lessons in alignment with content planning guides if available. Learning Targets will be shared with students and referenced throughout the lesson. Additionally, students will understand the criteria to demonstrate achievement of the Learning Target.

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)

None Specified
None Specified
professional expectations

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Coaching and differentiated professional development concerning planning, lesson delivery, classroom management, grading, and conferencing with parents will be offered to all classroom teachers based on identified area(s) of need. Differentiated activities may also include peer observations both on- and off-site as developed and facilitated by the Teacher Leader

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)

800

Source(s)

LCAP
1000-1999: Certificated Personnel Salaries
LCAP - Collaboration; substitutes and/or ESA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ensure that all students identified as being at risk (Tier II and Tier III) through variety of data markers are considered for the Student Success Team (SST) process. SSTs will be held regularly to address student needs and identify solutions as a team. Substitutes will be requested to relieve classroom teacher in order to attend SST meetings held during the school day. Alternatively, if another teacher covers the teacher's class, the covering teacher will be compensated per contract.

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)

LCAP
1000-1999: Certificated Personnel Salaries
LCAP - Content Intervention or Collaboration
(see Activity 1)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Further enrich our academy theme and students' grasp of environmental science through the development of a comprehensive schoolwide plan which incorporates weekly learning activities at the farm and extend into the scholastic campus. The plan will be aligned with both NGSS as well as California's Environmental Principles and Concepts from the California Education and the

Environment Initiative. Plan development will be with guidance from professionals as well as site collaboration.

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)

None Specified
None Specified
See Goal 2 Activity 4 for expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student data will be reviewed regularly and following the VCUSD Assessment Overview. Teachers will monitor student progress, articulate specific time-bound goals, and plan for student improvement by the close of the next assessment window.

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)

None Specified
None Specified
professional responsibility

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Based on identified best practices aligned with our students' academic needs, teachers will determine 1-3 instructional practices that will be implemented with fidelity school wide. Additionally, the Administrators and Teacher Leader may jointly identify up to 2 additional strategies for implementation with the same fidelity. Data related to the implementation of these identified practices will be collected through classroom observation and shared at least monthly. Teachers will determine criteria for determining site-wide mastery. Once a strategy has been mastered, teachers may identify the next high-yield instructional strategy for implementation. Substitutes may be utilized to release teachers for gathering data in peers' classrooms ("Learning Walks").

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)
743	LCAP 1000-1999: Certificated Personnel Salaries LCAP - Collaboration, Subs
100	LCAP 4000-4999: Books And Supplies LCAP - Collaboration, Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students at all grades Not at Grade-Level in Reading or Math

Strategy/Activity

Before School Imagine Club -- Students not at grade level in ELA or Math will be invited to attend from 7:45 to 8:15am to utilize the Imagine programs to improve their literacy and numeracy skills.

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)
5200	LCAP 1000-1999: Certificated Personnel Salaries LCAP - Content Intervention, ESAs

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Students in Grade 1 & 2 who are Not Yet Readers

Strategy/Activity

Students in Grades 1 & 2 who are not yet reading will meet for differentiated reading instruction during Support Block. Instruction will be provided by a retired teacher or other individual knowledgeable in Early Literacy methodology. Materials will be n

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)
10412	LCAP

	5800: Professional/Consulting Services And Operating Expenditures LCAP - Content Intervention, early literacy intervention consultant
2613	Title I Part A: Allocation 4000-4999: Books And Supplies Early literacy intervention materials

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Regular professional development regarding instruction will be delivered by the Teacher Leader who will also monitor implementation of corresponding instructional strategies. Feedback and differentiated coaching will be provided to classroom teachers by the Teacher Leader. The Teacher Leader will also be responsible for ensuring various state and district assessments are completed in a timely manner, and will facilitate the analysis of the resulting data. The Teacher Leader will participate as part of the Design Team and Leadership Team and assist the principal in the responsibilities of instructional leadership on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
91023	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher Leader Salary
32385	Title I Part A: Allocation 3000-3999: Employee Benefits Teacher Leader Benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will be recognized for academic growth and achievement such as Reclassification (RFEP), growth on district assessments, progress and achievement in Imagine Language & Literacy and Imagine Math. Certificates and other like tokens will note their growth and achievement.

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)
1000	LCAP 4000-4999: Books And Supplies LCAP - Student Engagement & Recognition; certificates, etc.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hoot Camp -- Students will be identified and invited to participate in Hoot Camp, an intersession enrichment program developed jointly by teachers and After School Coordinator. Students will explore Math, Language Arts, Science, History and Environmental Sciences through a variety of engaging activities and learning opportunities which may include visits to the Loma Vista Farm. Certificated personnel will teach classes. Classified personnel will support with campus safety, custodial, office management and record keeping, and assisting classrooms.

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)
8500	LCAP 1000-1999: Certificated Personnel Salaries LCAP - Curriculum Enrichment, ESAs (5 teachers x 8 days x \$41.62/hr)
3500	LCAP 2000-2999: Classified Personnel Salaries LCAP - Curriculum Enrichment, EHW for Hoot Camp
8105	LCAP 4000-4999: Books And Supplies LCAP - Curriculum Enrichment, Materials for Hoot Camp

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Students in Grades 6-8

Strategy/Activity

Middle school-aged students who are failing any course at the first trimester will complete an action plan for improvement as part of a student academic contract. The contract will be shared with student's parent/guardians, kept on file, and reviewed and updated with the student until student sustains passing grades in all courses.

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)

None Specified
None Specified
student conferences

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Learners will receive daily instruction appropriate to their fluency level in English Language Development.

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)

None Specified
None Specified
professional responsibility

Annual Review

SPSA Year Reviewed: 2020-21

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.

Overall implementation of the strategies and activities focused on high quality first instruction and sustained student engagement will result in increases of our CAASPP scores and improve our attendance and decrease suspension rate.

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

NA

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.

NA

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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	\$211,093.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$126,021.00
Title I Part A: Parent Involvement	\$2,512.00

Subtotal of additional federal funds included for this school: \$128,533.00

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

State or Local Programs	Allocation (\$)
LCAP	\$82,560.00
None Specified	\$0.00
Other	\$0.00

Subtotal of state or local funds included for this school: \$82,560.00

Total of federal, state, and/or local funds for this school: \$211,093.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
LCAP	82,560.00
None Specified	0.00
Other	0.00
Title I Part A: Allocation	126,021.00
Title I Part A: Parent Involvement	2,512.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	118,652.00
2000-2999: Classified Personnel Salaries	4,800.00
3000-3999: Employee Benefits	32,385.00
4000-4999: Books And Supplies	18,844.00
5000-5999: Services And Other Operating Expenditures	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	16,412.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCAP	26,243.00
2000-2999: Classified Personnel Salaries	LCAP	4,500.00

4000-4999: Books And Supplies	LCAP	15,405.00
5000-5999: Services And Other Operating Expenditures	LCAP	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	16,412.00
None Specified	None Specified	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	91,023.00
3000-3999: Employee Benefits	Title I Part A: Allocation	32,385.00
4000-4999: Books And Supplies	Title I Part A: Allocation	2,613.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,386.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	300.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	826.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,512.00
Goal 2	39,200.00
Goal 3	169,381.00

School Site Council Membership

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

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

Name of Members	Role
Ryan Partika	Principal
Rose Fernandez	Parent or Community Member
Diana Espino	Parent or Community Member
Tara Bhairavi	Parent or Community Member
Maria Montanez	Parent or Community Member
Melanie Turner	Parent or Community Member
Diana Matlock	Other School Staff
Victoria Rose	Classroom Teacher
Dave Henderson	Classroom Teacher
Susan Smith	Classroom Teacher

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

On file

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 10/20/2021.

Attested:

On file

Principal, Ryan Partika on 10/20/2021

On file

SSC Chairperson, Maria Montanez on 10/20/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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