

School Year: **2023-24**



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
Vanden High School	48-70565-483881	January 23, 2024	February 6, 2024

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.

Our SPSA goals are a product of collaboration among our administration, certificated employees, and advisory groups that include classified employees, students, and parent/guardians. We disaggregated data and looked at both standardized measures, curriculum based assessments, MAP progress monitoring (Reading & Math), and report card grades.

We created goals and action items based on a lens of "what do our students need?" Recognizing that our work is based on equity, we know that not all students need the same amount of type of support. We plan to use our resources, time, energy, and work to provide all student groups with what they need to learn skills and demonstrate mastery.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 6
- Educational Partner Involvement 9
- Resource Inequities 9
- School and Student Performance Data 10
 - Student Enrollment..... 10
 - CAASPP Results..... 12
 - ELPAC Results 16
 - Student Population 19
 - Overall Performance 21
 - Academic Performance 23
 - Academic Engagement 30
 - Conditions & Climate..... 34
- Goals, Strategies, & Proposed Expenditures..... 36
 - Goal 1..... 36
 - Goal 2..... 44
 - Goal 3..... 52
 - Goal 4..... 54
 - Goal 5..... 56
- Budget Summary 57
 - Budget Summary 57
 - Other Federal, State, and Local Funds 57
- Budgeted Funds and Expenditures in this Plan 58
 - Funds Budgeted to the School by Funding Source..... 58
 - Expenditures by Funding Source 58
 - Expenditures by Budget Reference 58
 - Expenditures by Budget Reference and Funding Source 58
 - Expenditures by Goal 58
- School Site Council Membership 59
- Recommendations and Assurances 60

Instructions.....61
 Instructions: Linked Table of Contents.....61
 Purpose and Description.....62
 Educational Partner Involvement62
 Resource Inequities62
Goals, Strategies, Expenditures, & Annual Review63
 Annual Review64
 Budget Summary65
 Appendix A: Plan Requirements67
 Appendix B:.....70
 Appendix C: Select State and Federal Programs72

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).

Students, staff and parents are surveyed annually as part of the TUSD LCAP surveys. During 22-23, students were also surveyed as part of the WASC Self Study.

Summary of results:

Areas of Need:

- Improve Vanden student performance in learning and school engagement overall.
- Improve the ways in which students can access College and Career readiness.
- Ask whether or not A-G is enough to show readiness. Should we be focusing on more diverse/alternative measures?
- Improve Vanden student performance in learning and school engagement in particular in the areas of CAASPP (ELA and Math) for African American and Hispanic demographics. What programs can we try? What programs can we change? What barriers are impeding success?
- Examine ways in which tiered supports and interventions can be provided to students for both academics and social emotional wellbeing
- Increase ways and methods for communication centered around mental health support with families and students.
- Find ways to improve school community connections

Next Steps:

- We recognize that the themes listed above indicate a need to improve methods of support for students struggling with mental health and higher levels of academic achievement.
- Academic data tells us that a stronger examination of academic support needs for African American and Hispanic demographics is in order.
- We recognize the need to develop an annual school site survey to gather input on students achieving Schoolwide Learner Outcomes (SLOs)

Classroom Observations

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

Site administration observe classes as part of the evaluation process and also conduct regular informal drop in observations in all classrooms. Classroom observations provide evidence of aligned curriculum in similar courses, the implementation of standards based curriculum, technology used across all departments, and rigorous instruction in most classrooms. Also observed are students being held to school behavioral expectations in most areas, cooperative learning opportunities, and hand-on science classrooms.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Vanden High School assess students in grades 9-11 three times annually using the NWEA Measure of Academic Progress (MAP) in math and English. Teachers utilize the results of these assessments to locate individual student deficits and strengths and the data is also used to modify instruction to provide supports to all students.

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

Teachers have an opportunity weekly to collaborate in their departments and in content area teams one or two times per month during Common Planning Days. This collaboration opportunity allows teachers to meet in their departments to identify common misconceptions and identify supports for students who are struggling as well as extensions for those finding success. Common assessments are developed by teachers teaching similar courses and assessment data is reviewed and used to modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

As of December 12, 2023 Vanden High School has 67 fully credentialed teachers, 3 teachers on waivers (intern credentials), and 1 teacher working on a 30 day Emergency Credential (who will qualify for an Intern Credential as of January 2024)

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

In fall of 2023, Vanden High School met the sufficiency requirements to comply with the Williams lawsuit settlement current law, section 1240 of California Education Code. All teachers have access to materials and training for adopted instructional materials.

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

Staff development, either schoolwide or individually, are largely based on the data from the state assessments identified deficits, classroom observations, and professional needs of staff. Additionally, schoolwide training is aligned with the site action plan.

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

Ongoing instructional assistance and support for teachers is provided by TUSD/Solano County Office of Education in math and ELD. Support is also provided for PBIS training, SEL training and in Special Education. Teachers working on clearing their credential have mentor support through the Induction program. Department Chairs and administration also support new teachers.

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

Department meet once or twice monthly during designated Common Planning Time. Additionally, teachers of similar courses meet regularly to plan, align curriculum, review assessment data, etc.

Teaching and Learning

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

Vanden High School teachers implement the TUSD adapted curriculum that is aligned to CA State Standards.

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

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

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

As per Williams Act, students at Vanden High School all have access to standards-based instructional materials.

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 classes and courses at Vanden High School use SBE-adopted and standards-aligned instructional materials. School counselors ensure students enroll in standards-aligned core courses.

Opportunity and Equal Educational Access

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

Ninth graders identified as underperforming can elect to take Guidance class to provide ongoing academic support across disciplines along with executive functioning skills. Credit recovery and after school tutoring are available to identified students. The Wellness Center is staffed throughout the day and provides a place and support for students to re-regular to return to classes.

Evidence-based educational practices to raise student achievement

Vande High School utilize the Multi-Tiered Systems of Supports. The Tier 1 PBIS Team and Tier 2 PBIS Team meet regularly and includes administration, academic counseling staff, student support specialists, social worker, and teachers. The CARE Team meets weekly to review and identify supports for referred students.

Parental Engagement

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

Vanden/TUSD provide supports including, but not limited to: mental health support team, attendance liaison, attendance review teams, Multi-Tiered Systems of Support (CARE) team, college and career information via Naviance, drug intervention classes after school, and athletics. Booster organizations support students and staff in athletics, band, drama, Academic Decathlon and Robotics.

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)

Vanden High School has a Leadership Team (School Site Council) and an English Learner Advisory Council to include parents, administration, community representatives, classroom teachers, and students.

Funding

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

Guidance classes for 9th graders, after school tutoring, summer school and school year credit recovery, Student Support Specialists staff

Fiscal support (EPC)

Vanden High School receives funding such as Title II and Title III to provide an equitable, high quality instructional program for students.

Educational Partner 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

Leadership teams work with the admin team to provide guidance with respect to the implementation and monitoring of the Schoolwide Action Plan and its alignment with the SPSA. Each school year the Leadership Team (LT) reviews student performance and data and examines the effectiveness of strategies that have been implemented. There is continual ongoing refinement of this process and work toward monitoring and analyzing data. The Vanden Leadership team plays a significant role in reviewing, analyzing information (surveys, data review, etc.) developing, finalizing, and monitoring the schoolwide action plan. The WASC process brings even deeper review and development to the entire campus. Other regular sources of implementation and monitoring are through department chair meetings, department meetings, review of LCAP survey data, district administrative meetings, counseling meetings, PBIS meetings, and LCAP goals and progress reviews. Reflection of schoolwide action plan progress is continually happening through Vanden's regular whole staff meetings, department meetings, and Leadership Team meetings. Focus groups meetings began in the Spring of 2022 and continued into the Fall of the 2022-2023 school year. Stakeholders in each focus group were able to begin examining the effectiveness of the entire school program and its impact on student learning in relation to Student Learner Outcomes (SLOs), academic standards, and WASC criteria. In order to facilitate further analysis, group members were asked to serve as conduits between their Focus Groups and department members in terms of communicating questions and needs for additional data. The WASC Coordinator created a Self Study Google Classroom to which all staff members were added as students; this platform was used to share data, complete 'assignments' and upload needed artifacts, such as Course Outlines, Unit Plans, examples of student work, and survey results. Focus Groups began to solidify preliminary areas of strengths and areas for growth within their indicators to inform development and refinement of SLOs, vision and mission statements, and suggested next steps that could inform the action plan.

Resource Inequities

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

Vanden High School is not currently eligible for CSI or ATSI

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.30%	0.12%	7	5	2
African American	14.0%	14.41%	15.85%	234	241	260
Asian	4.8%	4.90%	5.3%	81	82	87
Filipino	13.3%	13.33%	12.74%	223	223	209
Hispanic/Latino	25.2%	25.28%	26.52%	422	423	435
Pacific Islander	0.8%	0.96%	0.91%	14	16	15
White	29.2%	26.72%	23.66%	490	447	388
Multiple/No Response	11.7%	13.03%	13.41%	197	218	220
	Total Enrollment			1,678	1,673	1640

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	430	469	398
Grade 10	446	431	476
Grade 11	406	404	385
Grade 12	396	369	381
Total Enrollment	1,678	1,673	1,640

Conclusions based on this data:

1. Overall slight decline in total Vanden enrollment in past 3 years
2. % of white and Filipino students decreasing
3. % of other (hispanic, black, multiple, asian) ethnicities slightly increasing

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	19	31	30	1.1%	1.9%	1.8%
Fluent English Proficient (FEP)	180	159	175	10.7%	9.5%	10.7%
Reclassified Fluent English Proficient (RFEP)	152	131	148	8.8%	8.0%	8.9%

Conclusions based on this data:

1. Overall increase in EL% over past 3 years
2. Dip in 21-22 for FEP and RFEP
3. 20-21 and 22-23 %s similar for EL and RFEP

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3												
Grade 11	395	384	362	0	375	357	0	375	357	0.0	97.7	98.6
All Grades	395	384	362	0	375	357	0	375	357	0.0	97.7	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2629.	2584.		29.60	21.29		42.67	31.09		18.93	25.77		8.80	21.85
All Grades	N/A	N/A	N/A		29.60	21.29		42.67	31.09		18.93	25.77		8.80	21.85

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		31.47	22.69		57.60	57.42		10.93	19.89
All Grades		31.47	22.69		57.60	57.42		10.93	19.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		32.27	26.05		57.07	51.26		10.67	22.69
All Grades		32.27	26.05		57.07	51.26		10.67	22.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		17.33	12.61		74.93	72.83		7.73	14.57
All Grades		17.33	12.61		74.93	72.83		7.73	14.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		26.13	18.49		66.93	65.27		6.93	16.25
All Grades		26.13	18.49		66.93	65.27		6.93	16.25

Conclusions based on this data:

1. Overall decrease in student meeting or above standard
2. Increase in % nearly meeting standard
3. African American and SED groups below all other groups

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	395	384	362	0	376	356	0	376	356	0.0	97.9	98.3
All Grades	395	384	362	0	376	356	0	376	356	0.0	97.9	98.3

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2570.	2573.		6.65	10.11		23.14	21.35		30.59	30.62		39.63	37.92
All Grades	N/A	N/A	N/A		6.65	10.11		23.14	21.35		30.59	30.62		39.63	37.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		9.84	14.61		55.59	45.51		34.57	39.89
All Grades		9.84	14.61		55.59	45.51		34.57	39.89

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		11.70	12.64		68.88	63.48		19.41	23.88
All Grades		11.70	12.64		68.88	63.48		19.41	23.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.78	9.83		75.27	66.85		15.96	23.31
All Grades		8.78	9.83		75.27	66.85		15.96	23.31

Conclusions based on this data:

1. Slight increase in overall % exceeding standard (increased by 4.4 points) and is in the green category
2. African American and SED students below all other groups.

3. Hispanic scores increased by 21.8 points. SWD increased by 167.5 points

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	1537.2	*	*	1525.4	*	*	1548.5	*	*	13	8
10	*	*	1580.3	*	*	1567.7	*	*	1592.3	9	4	11
11	*	1581.8	*	*	1550.2	*	*	1612.9	*	*	12	4
12	*	*	*	*	*	*	*	*	*	4	*	7
All Grades										16	30	30

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	7.69	*	*	30.77	*	*	46.15	*	*	15.38	*	*	13	*
10	*	*	45.45	*	*	27.27	*	*	18.18	*	*	9.09	*	*	11
11	*	25.00	*	*	50.00	*	*	16.67	*	*	8.33	*	*	12	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	13.33	33.33	25.00	40.00	33.33	37.50	36.67	20.00	6.25	10.00	13.33	16	30	30

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	15.38	*	*	46.15	*	*	23.08	*	*	15.38	*	*	13	*
10	*	*	45.45	*	*	27.27	*	*	18.18	*	*	9.09	*	*	11
11	*	25.00	*	*	58.33	*	*	8.33	*	*	8.33	*	*	12	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.50	20.00	33.33	25.00	50.00	43.33	18.75	20.00	16.67	18.75	10.00	6.67	16	30	30

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	7.69	*	*	15.38	*	*	61.54	*	*	15.38	*	*	13	*
10	*	*	36.36	*	*	27.27	*	*	27.27	*	*	9.09	*	*	11
11	*	16.67	*	*	50.00	*	*	25.00	*	*	8.33	*	*	12	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	10.00	20.00	12.50	36.67	30.00	56.25	43.33	33.33	6.25	10.00	16.67	16	30	30

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	*	0.00	*	*	92.31	*	*	7.69	*	*	13	*	
10	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11	
11	*	8.33	*	*	83.33	*	*	8.33	*	*	12	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	12.50	3.33	20.00	81.25	90.00	73.33	6.25	6.67	6.67	16	30	30	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	*	53.85	*	*	23.08	*	*	23.08	*	*	13	*	
10	*	*	72.73	*	*	18.18	*	*	9.09	*	*	11	
11	*	50.00	*	*	41.67	*	*	8.33	*	*	12	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	53.33	50.00	70.00	20.00	36.67	20.00	26.67	13.33	10.00	15	30	30	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	*	7.69	*	*	53.85	*	*	38.46	*	*	13	*	
10	*	*	36.36	*	*	54.55	*	*	9.09	*	*	11	
11	*	33.33	*	*	58.33	*	*	8.33	*	*	12	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	31.25	16.67	26.67	56.25	63.33	50.00	12.50	20.00	23.33	16	30	30	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	0.00	*	*	84.62	*	*	15.38	*	*	13	*
10	*	*	9.09	*	*	81.82	*	*	9.09	*	*	11
11	*	33.33	*	*	50.00	*	*	16.67	*	*	12	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.25	13.33	16.67	81.25	73.33	73.33	12.50	13.33	10.00	16	30	30

Conclusions based on this data:

1. Increased number of students tested in past two years
2. Increase in % of students L1 and decrease in % L2 over past three years
3. 46.4% making progress towards English Language Proficiency (increased by 7.5)

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1640	41.8	1.8	0.1
Total Number of Students enrolled in Vanden High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	1.8
Foster Youth	2	0.1
Homeless	6	0.4
Socioeconomically Disadvantaged	685	41.8
Students with Disabilities	134	8.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	260	15.9
American Indian	2	0.1
Asian	87	5.3
Filipino	209	12.7
Hispanic	435	26.5
Two or More Races	220	13.4
Pacific Islander	15	0.9
White	388	23.7

Conclusions based on this data:

1. Overall very low Homeless and foster %s

2. SED % more than 1/3 of student population

3. EL % overall very low

School and Student Performance Data

Overall Performance






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

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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Green	Chronic Absenteeism  No Performance Color	
College/Career Medium		

Conclusions based on this data:

1. ELA scores mirror state trend and are above Math scores
2. Graduation rate very high
3. Math moved into green for 2023

School and Student Performance Data

Academic Performance English Language Arts

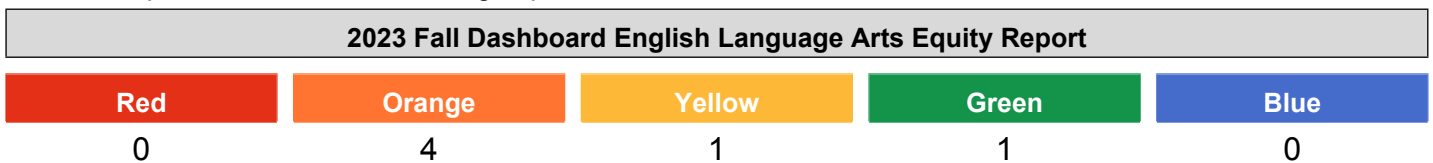
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 4.7 points above standard Decreased Significantly -45 points 351 Students	English Learners Less than 11 Students 6 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Orange 13.2 points below standard Decreased Significantly -46.8 points 169 Students	Students with Disabilities 98.3 points below standard Decreased -9.9 points 27 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 43.9 points below standard Decreased Significantly - 52.9 points 45 Students	Less than 11 Students 1 Student	60.8 points above standard Decreased Significantly - 25.6 points 17 Students	 Green 63.2 points above standard Decreased Significantly - 24.9 points 54 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 25.3 points below standard Decreased Significantly - 51.1 points 97 Students	 Orange 7.9 points below standard Decreased Significantly - 67.5 points 50 Students	Less than 11 Students 2 Students	 Yellow 25.5 points above standard Decreased Significantly - 29.8 points 83 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 3 Students	Less than 11 Students 3 Students	5 points above standard Decreased Significantly -44.6 points 306 Students

Conclusions based on this data:

1. African American and Hispanic below other subgroups
2. SED matches overall school level
3. No subgroups in very low or low

School and Student Performance Data

Academic Performance Mathematics

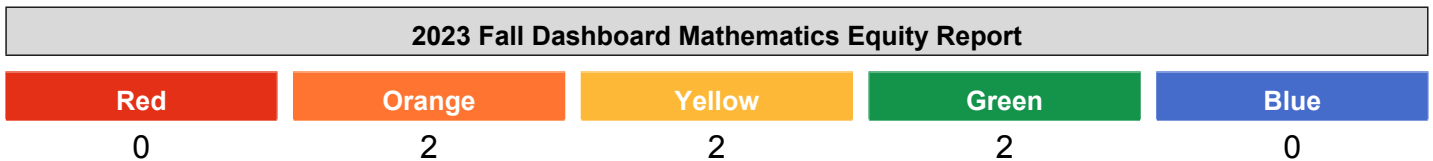
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 51.5 points below standard Increased +4.4 points 350 Students	English Learners Less than 11 Students 6 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 74.5 points below standard Maintained +0.2 points 169 Students	Students with Disabilities 167.5 points below standard Increased Significantly +19.5 points 26 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 111.2 points below standard Decreased Significantly - 24.7 points 45 Students	Less than 11 Students 1 Student	12.3 points above standard Increased Significantly +28 points 17 Students	 Green 4.6 points below standard Increased +8.4 points 54 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 72 points below standard Increased Significantly +21.8 points 97 Students	 Yellow 57.5 points below standard Decreased -10.5 points 50 Students	Less than 11 Students 2 Students	 Green 32.9 points below standard Increased +10.3 points 82 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 3 Students	Less than 11 Students 3 Students	51.9 points below standard Maintained +2 points 305 Students

Conclusions based on this data:

1. No subgroups in high or very high
2. African American and Hispanic in Low
3. SED below overall school level

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
46.4 points above standard making progress towards English language proficiency
Number of EL Students: 28 Students Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	9	1	12

Conclusions based on this data:

- Higher % progressed one level than decreased one level (by 5%)
- 46.4 making overall progress (increase from previous year)
- Overall decrease in students from 2022 to 2023 in % of students who decreased in level and overall increase in % of student who increased in level

School and Student Performance Data

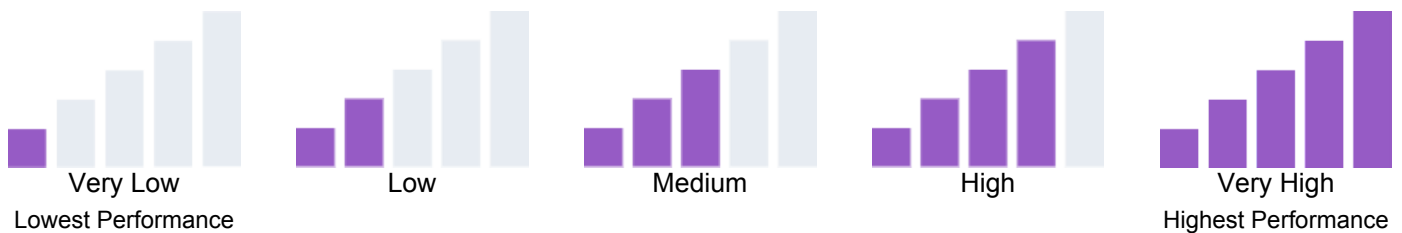
Academic Performance College/Career Report

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

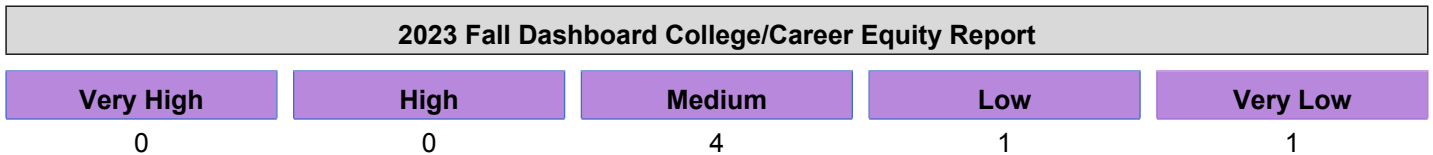
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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

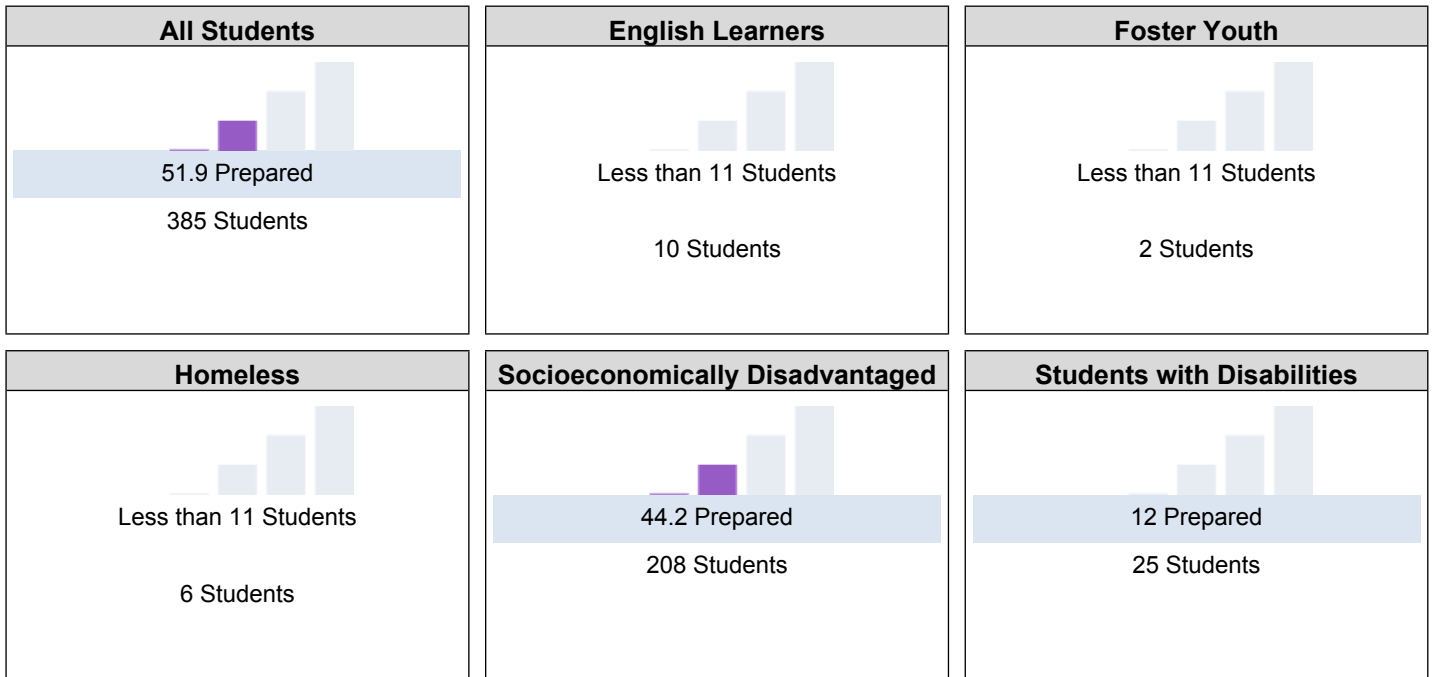


This section provides number of student groups in each level.

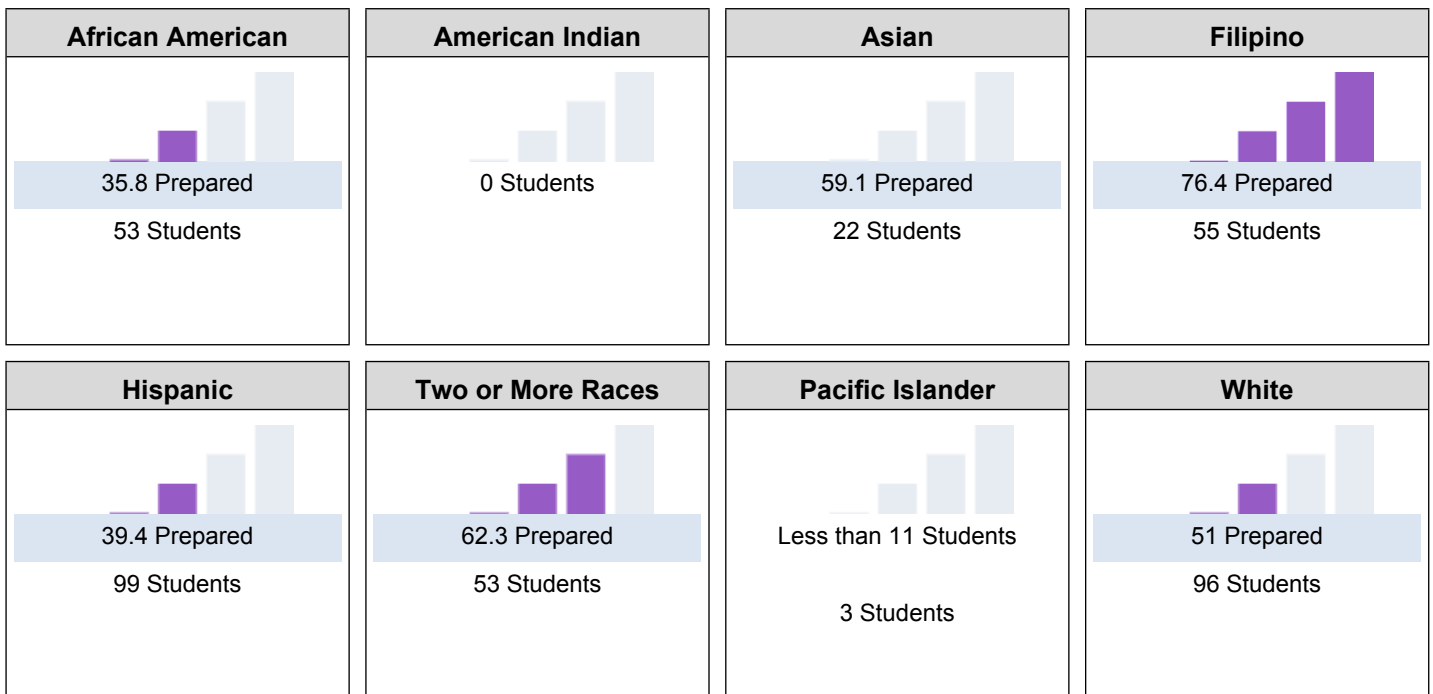


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. 51.9% prepared
2. Filipino highest percent prepared, followed by two or more races
3. White, Hispanic and African American all fall in the medium category but African American and Hispanic are lower than White by 10-15%

School and Student Performance Data

Academic Engagement Chronic Absenteeism

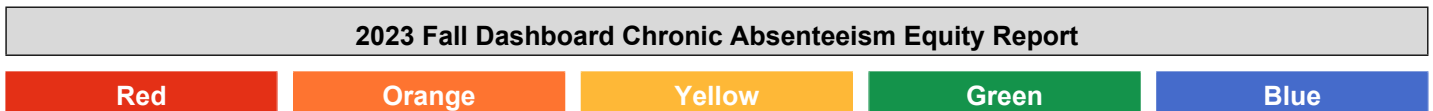
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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











This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

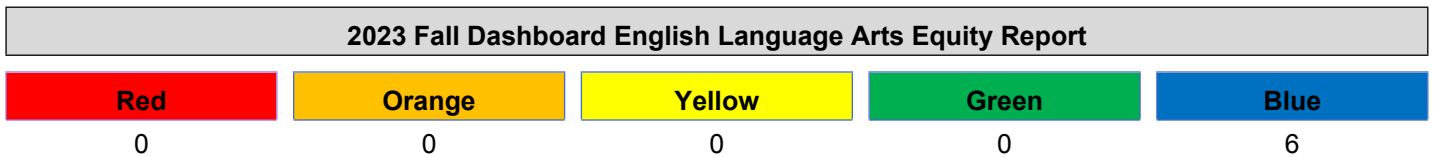
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 99.7% graduated Increased 1.6 385 Students	English Learners Less than 11 Students 10 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Blue 100% graduated Increased 2.1 208 Students	Students with Disabilities 100% graduated Increased Significantly 16.2 25 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 100% graduated Increased 1.9 53 Students	 No Performance Color 0 Students	100% graduated Increased Significantly 10.5 22 Students	 Blue 100% graduated Maintained 0 55 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 100% graduated Increased 3.1 99 Students	 Blue 100% graduated Maintained 0 53 Students	Less than 11 Students 3 Students	 Blue 99% graduated Maintained -0.1 96 Students

Conclusions based on this data:

1. 100% graduation rate for every subgroup

School and Student Performance Data

Conditions & Climate Suspension Rate

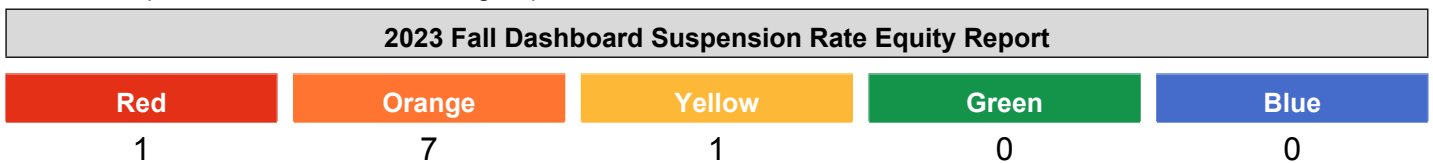
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 5.2% suspended at least one day Increased 2.7 1717 Students	English Learners Orange 5.3% suspended at least one day Increased 5.3 38 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged Orange 5.9% suspended at least one day Increased 2 740 Students	Students with Disabilities Yellow 8.2% suspended at least one day Declined -0.3 159 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 7.9% suspended at least one day Increased 1.5 279 Students	Less than 11 Students 2 Students	 Orange 2.2% suspended at least one day Increased 2.2 89 Students	 Orange 2.3% suspended at least one day Increased 1.5 214 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.9% suspended at least one day Increased 2.6 457 Students	 Orange 5.9% suspended at least one day Increased 2.6 256 Students	13.3% suspended at least one day Increased 13.3 15 Students	 Red 6.2% suspended at least one day Increased Significantly 3.7 405 Students

Conclusions based on this data:

1. All groups in same category (orange) except white (red) and SWD (yellow)
2. Suspension rate increased by 2.7% from 2022 to 2023
3. Suspension rate for SWD was the only area to decline between 2022 and 2023

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

Academic Achievement

LEA/LCAP Goal

Focus on instructional and institutional excellence to promote equity for all, close the achievement gap, and improve student learning in preparation for opportunities beyond high school including college and career.

Goal 1

1A Increase students academic achievement and improvement in the areas of: CAASPP (ELA and Math), A-G preparedness, AP course enrollment/exam completion and meeting the College & Career Indicator. Student engagement will improve through instructional practices including differentiation, standards-based instruction that is student-centered, and the use of multiple access points that address the range of student needs from remediation to acceleration, culturally relevant instructional practices, and opportunities for all students to experience academic success and college and career readiness.

Identified Need

Rationale: In order to be college and career ready, all programs utilize rigorous and appropriate materials to meet student learner outcomes and increase student achievement. Given the data as shared below, there needs to be a multi-pronged approach to increase student academic achievement in the areas of CAASPP (ELA and Math), A-G preparedness, AP course enrollment/exam completion and meeting the College & Career Indicator, specifically for the following groups of students:

African American
Hispanic
Students with disabilities

There is a need for increased student success in order to progress to subsequent math levels and have access to higher level math courses and pass these courses. Additionally, in order to be prepared for post-secondary opportunities, students must reach proficiency in ELA as measured by state assessments. If students are proficient on state assessments in 11th grade, they will not need remedial classes upon entering college. Test data, report card data, discussion, and recommendations from the staff support the need to continue to refine our implementation of the standards-based curriculum through instruction and effective use of assessment.

Critical Need(s):

Develop a systematic and data-driven approach to provide tiered academic supports and interventions.

All students receive need-specific structured support to increase CAASPP (ELA and Math) scores. Expand opportunities for students to access relevant and rigorous AP curriculum

Increase the number of students are A-G prepared and who meet College & Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase 11th grade African American students CAASPP passing scores (met or exceeded)		2% in Math and ELA each year of the six year cycle and/or be within 5% of the total percentage for all students
Increase 11th grade Hispanic students CAASPP passing scores (met or exceeded)		2% in Math and ELA each year of the six year cycle and/or be within 5% of the total percentage for all students
Increase 11th grade students with disabilities CAASPP passing scores (met or exceeded)		3% in Math and ELA each year of the six year cycle
Increase 11th grade CAASPP overall passing scores (met or exceeded)		3% growth rate each year in the six year cycle
Increase A-G completion		

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 Student

Strategy/Activity

Staff meet quarterly during Common Planning Day to examine data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/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

Formation of a data team within PBIS to provide quarterly data review of grades, student achievement, and progress to all staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/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

Formation of a data team within PBIS to provide quarterly data review of grades, student achievement, and progress to all staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/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

Counselors review CCI options annually with students

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/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

Build upon the services provided through the Vanden Tutoring center to provide interventions and support for ELA and Math

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/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

Increase equitable access for all students to be given opportunities in higher level courses such as AP by analyzing existing AP programs and identifying opportunity gaps

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Continue to refine the co-teacher and academic support elements in place for students with disabilities

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/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

Use incentives to motivate students on assessments that measure growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Utilize data analysis practices at department meetings to monitor progress of all students in the areas of Math and ELA

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Students with disabilities, EL

Strategy/Activity

Implement an inter-department collaboration between ELD, SPED and General Education departments in order to support vocabulary building across content areas

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Students with disabilities, EI, Foster, Homeless students

Strategy/Activity

Increase support systems for special education students, EL, and Foster/Homeless students which include access to general education courses, alternative programs, and socio-emotional services for higher graduation rates in disproportionality for equity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All 9th Graders

Strategy/Activity

Support incoming 9th grade students to transition to HS for success

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

At Risk Students

Strategy/Activity

Continue to build upon and grow the Guidance Program for At-Risk students 9th and 10th graders (23-24- Guidance class is only 9th)

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 14

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 communicate and share information with parents and guardians in order to help parents and guardians guide their student(s) toward academic and socio-emotional forward progress

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Professional Development to teachers and staff regarding student information system tools for communication between teachers and parents regarding student progress

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

Continue to build upon and grow the Check In-Check Out Program

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create and update curricular maps that show alignment with content standards and alignment within a course

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Math & ELA Departments will use and examine end of unit benchmark data and formative assessments to analyze the effectiveness of assessments and identify areas of strength and growth to inform future instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 19

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 use the TUSD core novels for all ELA courses and students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Socio-Emotional Wellness

LEA/LCAP Goal

Ensure a safe and productive environment using support systems to maintain calm classrooms focused on learning and to enhance student social and emotional wellness.

Goal 2

2A Improve School Culture and Climate: Develop a school culture and climate that fosters in our students and staff a greater sense of resilience, stronger mental health, a sense of belonging, and cultural awareness.

2B Improve and build systems of support and intervention that meet student social-emotional needs. By building an environment that supports the social and emotional well-being of students, there will be an increase in equitable experiences for all students as well as improving student learning.

Identified Need

Critical Need(s):

- Develop a systematic and data-driven approach to creating greater cultural awareness and improvement as determined by wellness/SEL feedback
- All students receive need-specific structured support to increase greater cultural awareness and improvement as determined by wellness/SEL feedback
- Enhance student learning through the improvement of attendance, reduction of tardiness, class and school suspensions of all student groups, and address the needs of students in need of behavioral/social emotional support.
- Improve school culture and climate through increased student and family participation and through trauma-informed care and restorative practices.
- Continue a focus on practices that ensure students are taught, practice, and reflect on the use of self-regulation strategies.
- Continuing the development of multi-tiered systems of support for students
- Increase communication with students and families regarding mental health supports in and out of the Vanden Campus
- Increase student knowledge of and ability to self-regulate when experiencing trauma or daily stressors

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Increase LCAP survey result percentage that indicate a positive “agree” or “strongly agree”

5% gain in positive direction

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease percentage of students who are absent		2% increase in ADA
Decrease discipline data percentages		5% decrease in suspension rate for special ed, black and hispanic students

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

Strategy/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

Roll out information to the Vanden community related to:

- Vision (updated 2022-23)
- Mission (updated 2022-23)
- Student Learner (updated 2022-23)
- Outcomes
- Core Values
- PBIS purpose

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/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

Continually revisit and examine Vanden HS measurable student outcomes and Teach and disseminate the updated measurable schoolwide student learner outcomes (SLOs)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/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

Develop and implement a semester school site based survey for student input for engagement, climate & culture

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/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 implementation of student-centered instructional delivery methods

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/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

Increase cultural relevance activities for students in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/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

Continue to grow PBIS work at Vanden. Send team members to PBIS conference(s) and training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/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

Continue the SEL lessons that foster an inclusive and caring community that broadens students' social and emotional competencies such as interacting with diverse individuals and groups in socially skilled and respectful ways. Further develop strategies to embed SEL into the calendar.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/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

Create a system of support for new teachers to work collaboratively within departments and across the Vanden learning community

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Examine best practices and implementation of strategies that address the need for students to maintain their mental and physical well-being along with a balanced academic and extra-curricular schedule and workload.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/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

Continue to build relationships with students to best identify how to meet their social/emotional and academic needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

.Provide and articulate services to students in the Multi-Tiered System of Support including continuing and growing the Wellness Center

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/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

Develop and Implement Digital Citizenship Lessons (such as how to use social media in a way to safe and responsible)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide professional learning opportunities on building relationships in class to create a meaningful and connected learning environment for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue the Check-In Check Out process as a resource for students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use of student-feedback data to ensure engagement and connectivity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Develop and implement a restorative practices approach to school culture that allows for skills and focus on relationship building as a top value in the school culture. The restorative practices and positive behavior intervention systems (PBIS) will support and engage students both in and out of the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Create and implement CARE team that supports Tier II and Tier III(PBIS/RTI/MTSS)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

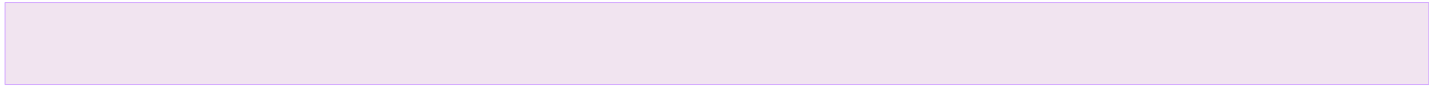
Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide continued training and support for Link Crew to support school culture and involvement, peer tutoring, and freshman/new student welcome



Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

Enhance constructive communication within and outside the school community with a special focus on involving parents as active partners in their child's education.

Goal 3

3A Increase communication with school families and community members

Identified Need

-Increase communication with students and families regarding mental health supports in and out of the Vanden Campus

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduce the percentage of "disagree" or "strongly disagree" responses to the LCAP survey questions related to feeling a part of the school community.		Decrease 5%
Increase the percentage of "agree" or "strongly agree" responses to the LCAP survey questions related to communication from the school		Increase 5%

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

Explore building a Vanden Parent Organization Group that would create opportunities for parents to meet regularly with the principal/admin team.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/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

Continue to communicate and share information with parents and guardians in order to help parents and guardians guide their student(s) toward academic and socio-emotional forward progress..

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/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

Roll out information to the Vanden community related to:

- Vision (updated 2022-23)
- Mission (updated 2022-23)
- Student Learner (updated 2022-23)
- Outcomes
- Core Values
- PBIS purpose

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Basic Services

LEA/LCAP Goal

LCAP GOAL #4 (LEA GOAL): Provide basic services and manage resources responsibly while maintaining the collaborative budget process. Enhance, create, and modernize facilities that support lifelong educational programs.

Goal 4

4A Plan and utilize funds allocated to sites in a collaborative way with stakeholder groups to maximize the effectiveness of Basic Services including technology, instructional materials, professional development, and facilities.

Identified Need

A second, co-instructor for Air Force JROTC was unable to be hired for the 23-24 school year.

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)

All Students

Strategy/Activity

Ensure there are highly-qualified teachers for every class throughout the year and work to address teacher-turnover from year-to-year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

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

5A

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	\$ <input type="text"/>
Total Federal Funds Provided to the School from the LEA for CSI	\$ <input type="text"/>
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ <input type="text"/>

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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

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
Donations	59838.00	59,838.00

Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

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
- 2 Parent or Community Members
- 6 Secondary Students

Name of Members	Role
Kristin Shields	Principal
Chris Carter	Parent or Community Member
Holly Trejo	Parent or Community Member
Jaymond O'Quinn	Secondary Student
Layla O'Quinn	Secondary Student
Tracy Rech	Other School Staff
Brent Manuel	Classroom Teacher
Carrie Nast	Classroom Teacher
Anna Paivinen	Classroom Teacher
Kaitlyn Kang	Secondary Student
Sydney Oyedeji Montgomery	Secondary Student
Lilyana Atkinson	Secondary Student
Malika Minhas	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental 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 .

Attested:

Principal, Kristin Shields on

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.

[Educational Partner 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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Authority Cited: 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 (Educational Partner Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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


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

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

Developed by the California Department of Education, January 2019

School Site Approval of Single Plan for Student Achievement
Signature Page

The School Site Council at Vanden High School approved the Single Plan for Student Achievement at our meeting dated January 23, 2024.

A handwritten signature in blue ink, appearing to read "Kevin Shuler", written over a horizontal line.

Principal

A complex, stylized handwritten signature in blue ink, written over a horizontal line.

SSC Chairperson