

School Year:

March 2025 – March 2026



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

School Name	Vista Continuation High School
Address	11300 Wright Road Lynwood, CA 90262
County-District-School (CDS) Code	19647741935428
Principal	Ramon Enriquez
District Name	Lynwood Unified School District
SPSA Revision Date	September 2024 - March 2025
Schoolsite Council (SSC) Approval Date	February 6, 2025
Local Board Approval Date	March 27, 2025

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile 4
- Educational Partner Involvement 5
- Resource Inequities 6
- School and Student Performance Data 7
 - Student Enrollment..... 7
 - CAASPP Results 10
 - ELPAC Results 13
 - Student Population 15
 - Overall Performance 17
 - Academic Performance 19
 - Academic Engagement 26
 - Conditions & Climate 29
- Needs Assessment 31
- Annual Review and Update 34
 - Goal 1 34
 - Goal 2 36
 - Goal 3 38
 - Goal 4 40
 - Goal 5 43
- School Plan for Student Achievement: Data Analysis and Evaluation..... 47
- Goals, Strategies, & Proposed Expenditures 50
 - Goal 1 50
 - Goal 2 53
 - Goal 3 56
 - Goal 4 59
 - Goal 5 62
- Budget Summary and Consolidation 66
 - Budget Summary 66
 - Allocations by Funding Source 66
 - Expenditures by Funding Source 67
 - Expenditures by Budget Reference 68
 - Expenditures by Budget Reference and Funding Source 69
- Vista Continuation High School Parent and Family Engagement Policy 70

Vista Continuation High School Parent and Family Engagement Policy (Spanish).....72
Lynwood District Parent and Family Engagement Policy74
Lynwood District Parent and Family Engagement Policy (Spanish)79
School Site Council Membership85
Recommendations and Assurances86
Addendum.....87
 Instructions: Linked Table of Contents87
 Appendix A: Plan Requirements for Schools Funded Through the ConApp.....90
 Appendix B: Select State and Federal Programs.....92

School Vision and Mission

The mission of Vista High School is aligned to the mission statement of Lynwood Unified School District. In 2011, LUSD formed a strategic team composed of parents, teachers, alumni, administrators and city representatives. This statement is reviewed yearly to make sure it aligns with district goals and objectives.

Our mission at Vista High School is to provide students with a nurturing learning environment that promotes academic achievement, fosters personal growth, respect for the rights and diversity of others, and cultivates the attitudes, skills and values necessary for students to become lifelong learners, responsible citizens, and productive members of society.

School goals are embraced within the Expected Schoolwide Learning Results (ESLR' 5) developed by staff and other stakeholders during the school year. Vista High School's ESLR statement indicates that we will prepare our graduates to possess the knowledge and skills to become:

1. Effective communicators who read and write proficiently and speak correctly.
2. Productive thinkers who demonstrate knowledge and understanding of key facts, concepts and principles, processes, and skills in all areas of instruction.

The vision of Vista High School has been developed with the input of stakeholders, including the district office, parent/guardians, students, staff, and community.

- Develop self-worth in students. Create responsible individuals with integrity and responsibility to themselves, their families, and society.
- Create an atmosphere of learning where the students and teachers develop a teamwork partnership each supporting the learning process with expectations that ensure the transfer of knowledge, the ability to process information, analyze concepts and ideas, interpret and evaluate information.
- Teachers interact with students in a manner that reflects respect for the students and students respond with like attitudes for the teachers and the institution.
- Teachers, while affecting a structured environment with specific rules and behavior expectations, also provide an atmosphere of trust and concern for the students and their ambitions, outlooks and dreams for the future. Develop responsibility to the contract criteria:

- a. Complete all assignments
- b. Turn-in-assignments on schedule.
- c. Promptness to class sessions.
- d. Maintain academic proficiency in all subjects.
- e. Attendance/maintain regular attendance.
 - Develop positive student expectations for behavior and attendance.
- a. Stress teacher expectations by creating an atmosphere where students will be expected to demonstrate proper attitude toward assignment time-lines.
- b. Create, between student and teacher, a teamwork attitude based on respect and trust.
 1. Students will be able to discuss problems that affect progress in subjects or attendance.
 2. Students will be able to express concerns that may impede the educational process.
 - Objectives for students, focused on success.
- a. Students will complete all assignments.
- b. Students will be able to demonstrate an ability to understand and explain concepts and ideas within the assignment.
- c. Students will be able to demonstrate proficiency in problem solving and analyzing materials and drawing conclusions.
- d. Students will be able to incorporate concepts and ideas into information learned previously and show the relationships to current material.
- e. Students will be able to make statements about subject content and verify statements with specific references to ideas and concepts within the content of assignments
- f. Students will be able to draw conclusions on information within subject content.
- g. Students will be able to score proficient or advanced or receive a passing score on completed tests; teacher designed; publisher designed standardized tests such as SBAC and ELPAC.

School Profile

Vista High School (VHS), established in 2000 in Lynwood, caters to a student population of 184, primarily Hispanic (86%) and African American (14%) students from working-class backgrounds. While predominantly serving seniors, a small percentage of 11th graders with insufficient credits are directed from feeder schools. VHS accommodates English learners and special education students, with programs like RSP and SDC. In addition, Vista shares its premises with the Adult Transition Program. Despite a recent slight dip in the graduation rate due to increased credit deficits, VHS remains committed to its mission of ensuring equity, inclusion, and access for all students, facilitated by initiatives like Student Learning Objectives (SLOs) and extensive college counseling efforts.

VHS takes pride in offering a curriculum aligned with California Common Core Standards, supplemented by various enrichment programs like art, leadership, and Ethnic Studies. Through partnerships with community colleges, students gain exposure to higher education and career pathways. The school also provides credit recovery options and flexible learning environments, including online courses. Title I funds support classroom resources, professional development, and cultural events, while the Mentor Program fosters student support and success. VHS emphasizes data-driven instruction and utilizes technology to enhance learning, supported by district initiatives aimed at addressing equity gaps. With a nurturing environment and a commitment to student achievement, VHS endeavors to empower its students to achieve their academic and personal goals, thereby making a positive impact in the community.



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

We hold meetings with our educational partners concerning the SPSA. We also involve our students by having them give their input at monthly meetings. Our School Site Council (SSC) sends out a survey to get further input from our educational partners. Our LEA was also instrumental with helping us move through the SPSA planning process. Parents play a significant role in supporting their children in learning, guiding their children successfully through school processes, and advocating for their children and for the effectiveness of schools. Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents. Parent engagement in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting this goal. With this relationship between schools and parents the engagement reinforces children's learning in the multiple settings—at home, in school, in the afterschool programs, and in the community. During these encounters SPSA information is gathered and used for the update. Parents are encouraged to participate in school activities.

All educational partners (e.g. parents and pupils, community members; local bargaining units; LEA personnel; foster youth educational partners; English learner representatives) have been engaged and involved in developing, reviewing, and supporting the implementation of the SPSA.

Educational Partners were given opportunities to note their input on feedback sheets as well as providing input on their top priorities for the updated SPSA. This information was captured via charts that were shared with the group. By having our educational partners involved in the process through multiple formats, we provided the district with feedback to update the actions/services/expenditures in the new SPSA. This information was then disseminated to all councils, SSC, ELAC and also included students.

Here at Vista we hold monthly parent council meetings that address critical issues of the school. Parent input is gathered and a Plan of Action is formulated. We hold a Title I meeting yearly in which we discuss services that our school and district provides for students and parents and funding sources to meet achievement goals. Our district provides an online

parent portal that allows parents a direct line of communication to our staff about issues that arise concerning their student or the school-site. We also have an annual Back to School Night and Open House that further gives educational partners an opportunity to connect to Vista. We electronically sent a Needs Assessment form to gather responses as to how Vista could be of more assistance to students and parents alike. Few were returned. This is all included in this current SPSA. Vista is currently conducting a self-study and is will be participating for WASC accreditation in April of 2025 with the hopes of renewing a 6-year WASC accreditation award.

Resource Inequities

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

Some of the students are experiencing financial hardship and requires them to be provided flexible schedules including online curriculum depriving them from the benefits from direct instruction and in person support. In addition, this subgroup reported having inadequate learning spaces at home and academic support resulting in student relying to other means of support such as online tutoring in which students have found it unfavorable in comparison to in person tutoring.

English Language Learners still find themselves Below Standard despite the small increase of 17.4 points. Due to the limited staffing, ELD supports have been embedded into the core classes even when teachers have limited experience in EL strategies. More interventions, EL strategies and ELD Courses will be the focus of the following school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	2.69%	5.48%	5.52%	5	12	10
Asian	0.54%	0%	%	1	0	
Filipino	%	0%	%		0	
Hispanic/Latino	95.16%	94.52%	93.92%	177	207	170
Pacific Islander	1.08%	0%	%	2	0	
White	0.54%	0%	0.55%	1	0	1
Multiple/No Response	%	0%	%		0	
Total Enrollment				186	219	181

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10		2	
Grade 11	25	29	5
Grade 12	161	190	176
Total Enrollment	186	219	181

Data Trends:

1. Our student population is made up of a majority of Hispanic students.
2. There is little diversity in our student population. African Americans make up less than 5% of our student population.
3. 2023-2024 (new)
 - Number of students
 - 10th Grade- 1
 - 11th Grade- 55
 - 12th Grade- 117
 - Adult Transition Students - 27

 - Race/Ethnicity
 - American Indian - 1
 - African American - 9
 - Asian American- 0

Filipino- 0
Latino/Hispanic- 160
Pacific Islander -0
White - 2
Multi Race- 0
No Response

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	80	82	58	39.90%	43.0%	32.0%
Fluent English Proficient (FEP)	69	81	75	39.20%	37.1%	41.4%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Data Trends:

1. Increase in intentional instructional support for our English Learners is needed.
2. In 23-24, 2 students scored a 4 on the ELPAC, but neither reclassified due to not meeting other reclassification criteria. Of the students that tested, 20 scored a 3, indicating that they may be close to reclassifying.
3. The percentage of EL students seems to be on a decreasing trend since the 21-22 academic year: 21-22: 43%; 22-23: 37.4%; 23-24: 32%

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	65	49	54	44	25	51	41	19	51	67.7	51.0	94.4
All Grades	65	49	54	44	25	51	41	19	51	67.7	51.0	94.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2439.	2489.	2415.	2.44	0.00	0.00	2.44	10.53	3.92	17.07	36.84	15.69	78.05	52.63	80.39
All Grades	N/A	N/A	N/A	2.44	0.00	0.00	2.44	10.53	3.92	17.07	36.84	15.69	78.05	52.63	80.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	7.89	*	0.00	47.37	*	33.33	44.74	*	66.67
All Grades	7.89	*	0.00	47.37	*	33.33	44.74	*	66.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	*	0.00	16.22	*	21.57	83.78	*	78.43
All Grades	0.00	*	0.00	16.22	*	21.57	83.78	*	78.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	*	0.00	71.05	*	62.75	28.95	*	37.25
All Grades	0.00	*	0.00	71.05	*	62.75	28.95	*	37.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5.00	*	0.00	37.50	*	49.02	57.50	*	50.98
All Grades	5.00	*	0.00	37.50	*	49.02	57.50	*	50.98

Data Trends:

1. More students are being fully tested. Most of enrolled 11th graders tested (94.4% of 11th grade students were tested)
2. Overall achievement improved significantly improved between 21-22 and 22-23 but dipped to its lowest in three years.
3. Students strongest domain was Listening while Writing was their weakest domain.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	65	49	54	29	11	50	25	11	50	44.6	22.4	92.6
All Grades	65	49	54	29	11	50	25	11	50	44.6	22.4	92.6

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2397.	2445.	2390.	0.00	0.00	0.00	0.00	0.00	0.00	8.00	18.18	6.00	92.00	81.82	94.00
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	8.00	18.18	6.00	92.00	81.82	94.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 11	*	*	0.00	*	*	40.00	*	*	60.00	
All Grades	*	*	0.00	*	*	40.00	*	*	60.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	0.00	*	*	46.00	*	*	54.00
All Grades	*	*	0.00	*	*	46.00	*	*	54.00

Data Trends:

1. There is a consistent drop in students that are scoring in the "below standards" range.
2. The continued need of resources that will increase student achievement in Math are necessary.
3. Still not meeting our targets in math. We must continue to increase our efforts in math achievement with interventions embedded into class time, and teacher in-services. Data inconclusive.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	1530.6	*	*	1518.1	*	*	1542.6	*	*	16	13	4
12	1573.2	1532.5	1548.2	1576.0	1539.2	1554.5	1570.0	1525.4	1541.2	28	39	34
All Grades										45	52	38

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	0.00	*	*	31.25	*	*	50.00	*	*	18.75	*	*	16	*	*
12	23.08	4.76	8.82	38.46	19.05	41.18	34.62	57.14	26.47	3.85	19.05	23.53	26	21	34
All Grades	13.95	10.00	7.89	34.88	26.67	39.47	41.86	50.00	28.95	9.30	13.33	23.68	43	30	38

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	12.50	*	*	37.50	*	*	37.50	*	*	12.50	*	*	16	*	*
12	34.62	19.05	29.41	53.85	47.62	38.24	7.69	19.05	20.59	3.85	14.29	11.76	26	21	34
All Grades	25.58	26.67	28.95	48.84	50.00	39.47	18.60	13.33	18.42	6.98	10.00	13.16	43	30	38

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
11	6.25	*	*	56.25	*	*	37.50	*	*	16	*	*	
12	12.00	0.00	8.82	72.00	78.95	67.65	16.00	21.05	23.53	25	19	34	
All Grades	9.52	7.14	7.89	66.67	78.57	68.42	23.81	14.29	23.68	42	28	38	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	50.00	*	*	37.50	*	*	12.50	*	*	16	*	*
12	92.31	76.19	77.42	0.00	19.05	19.35	7.69	4.76	3.23	26	21	31
All Grades	76.74	83.33	79.41	13.95	13.33	17.65	9.30	3.33	2.94	43	30	34

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	0.00	*	*	50.00	*	*	50.00	*	*	16	*	*
12	15.38	0.00	5.88	46.15	57.14	29.41	38.46	42.86	64.71	26	21	34
All Grades	9.30	0.00	5.26	46.51	56.67	31.58	44.19	43.33	63.16	43	30	38

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	6.25	*	*	75.00	*	*	18.75	*	*	16	*	*
12	15.38	6.67	8.82	73.08	80.00	70.59	11.54	13.33	20.59	26	15	34
All Grades	11.63	9.52	7.89	74.42	80.95	68.42	13.95	9.52	23.68	43	21	38

Data Trends:

1. There were slight increases in the percentage of students in the "Well Developed" performance level across all domains, however there were also increases in the percentage of students in the "Beginning" performance level in all domains as well. Writing, Reading, and Listening domains continue to experience the most decrease in performance.
2. We need to continue to research materials that can reinforce student achievement in Listening, Reading, and Writing.
3. Additional interventions for English Learners are necessary to increase performance such as more ELD support classes and ELD strategies in all content areas.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
181	97.8%	32%	2.2%
Total Number of Students enrolled in Vista Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	32%
Foster Youth	4	2.2%
Homeless	2	1.1%
Socioeconomically Disadvantaged	177	97.8%
Students with Disabilities	53	29.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	5.5%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	170	93.9%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	1	0.6%

Conclusions based on this data:

1. Majority of students are of Hispanic descent with about 1/3 being English Language Learners.

2. The majority of our students are socioeconomically disadvantaged at 97.8 %.
3. Students with disabilities makeup 23.8% of student population, or 1 out of every 4 students.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



No Performance Color

Academic Engagement

Graduation Rate



Orange

Conditions & Climate

Suspension Rate



Orange

Mathematics



No Performance Color

English Learner Progress



Yellow

College/Career



Red

Conclusions based on this data:

1. No performance data is included for ELA and Math.
2. Graduation rates have decreased slightly. English Learner progress is low due to an increase in overall ELPAC performance.
3. Suspension rates continue to be low due to continuing mentoring of students by teachers, positive reinforcement and implementation of student supports and resources however there was a slight increase in suspensions.

School and Student Performance Data

Academic Performance English Language Arts

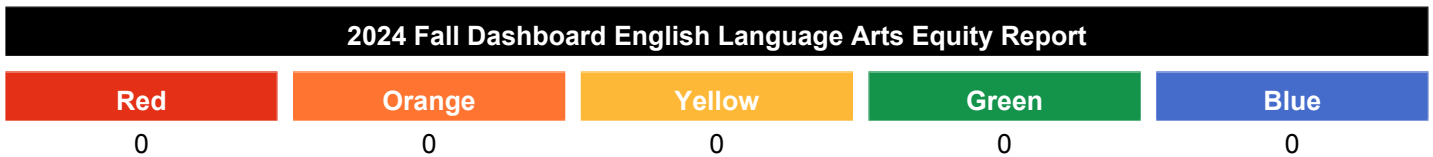
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p></p> <p>No Performance Color Less than 11 Students</p> <p>4 Students</p>	<p>English Learners</p> <p></p> <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p>Long-Term English Learners</p> <p></p> <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>
<p>Foster Youth</p> <p></p> <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p></p> <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p></p> <p>No Performance Color Less than 11 Students</p> <p>4 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>3 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color Less than 11 Students</p> <p>4 Students</p>
<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>

Conclusions based on this data:

1. Only four student met or exceeded expectations for the SBAC.
2. More students need to meet the standard to have better subgroup data.
3. More practice is required for prepare for the SBAC assessment in order to have more students meet or exceed standard.

School and Student Performance Data

Academic Performance Mathematics

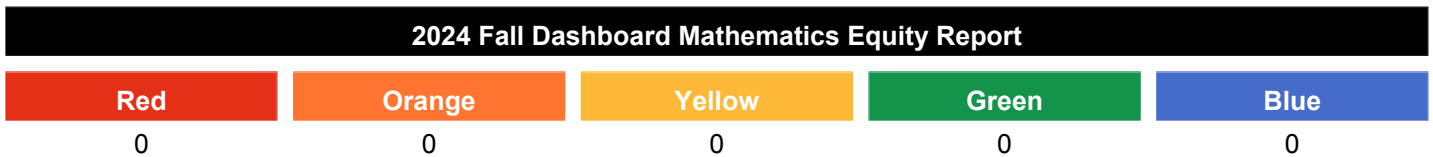
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students</p> <p>5 Students</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Long-Term English Learners</p> <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students</p> <p>5 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>4 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color Less than 11 Students</p> <p>4 Students</p>
<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>

Conclusions based on this data:

1. Few students took the SBAC in the 11th grade.
2. There is not enough data to make conclusions.
3. More 11th grade students need to successfully complete the SBAC.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Yellow 34.1% making progress. Number Students: 44 Students	Long-Term English Learner Progress  Yellow 32.6% making progress. Number Students: 43 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 22.7%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 18.2%	Maintained ELPI Level 4 2.3%	Progressed At Least One ELPI Level 22.7%

Conclusions based on this data:

1. Students are making progress and trending upward.
2. Approximately 32% of our students are still identified as ELs (English Learners) while approximately 40% have or are transitioning into English proficiency.
3. We must continue to provide resources to help our ELs reach the goal of English Language fluency.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

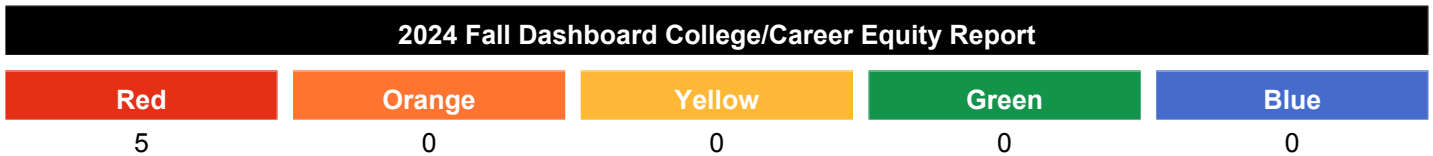
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>0 Prepared</p> <p>Maintained 0.6</p> <p>140 Students</p>	<p>English Learners</p> <p>Red</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>46 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>46 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>0 Prepared</p> <p>Maintained 0.6</p> <p>140 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>30 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>0 Prepared</p> <p>Maintained 0.7</p> <p>133 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>0 Students</p>

Conclusions based on this data:

1. More alternate pathways need to be explored that are aligned with college and career readiness such as dual enrollment and CalPADS.
2. Students enrolled at Vista need additional supports to successfully be college and career ready in their A-G coursework.
3. More CTE pathways and accessibility is needed to help students attain career goals beginning with Career Exploration opportunities.

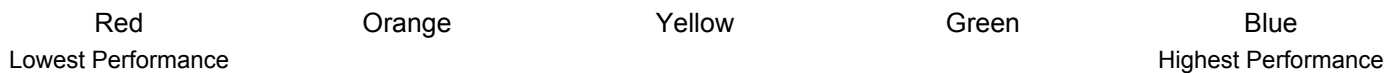
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

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

Conclusions based on this data:

1. No data is available. We will continue to monitor attendance closely and assist students in developing personalized schedules to support students needs while having access to school assignments and supports.
2. No data is available
3. No data is available

School and Student Performance Data

Academic Engagement Graduation Rate

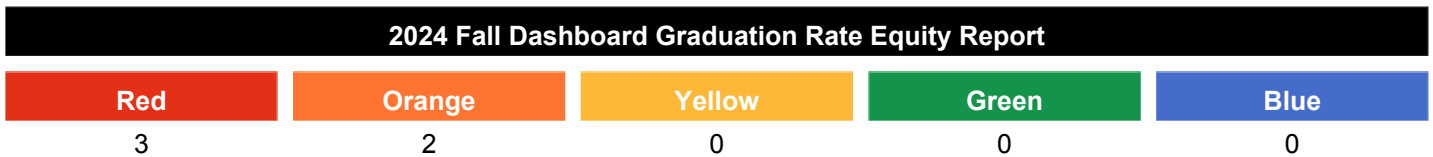
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>72.3% graduated</p> <p>Declined 5%</p> <p>141 Students</p>	<p>English Learners</p> <p>Red</p> <p>67.4% graduated</p> <p>Declined 8.6%</p> <p>46 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>67.4% graduated</p> <p>Declined 7.6%</p> <p>46 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>72.3% graduated</p> <p>Declined 5.3%</p> <p>141 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>56.7% graduated</p> <p>Declined 24.4%</p> <p>30 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>73.1% graduated</p> <p>Declined 4.6%</p> <p>134 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>0 Students</p>

Conclusions based on this data:

1. Graduation rates have dipped slightly for the majority of the sub groups with the exception of students with disabilities.
2. Students enrolling at Vista are transferring with historically low credits making more challenging to recuperate missing credits in order to meet graduation status.
3. More flexible schedules need to be explored to allow students to maximize the amount of credits students can earn.

School and Student Performance Data

Conditions & Climate Suspension Rate

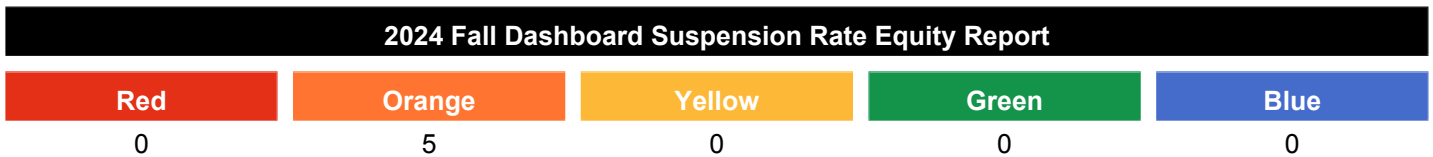
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 4.3%</p> <p>257 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 2.5%</p> <p>81 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 2.6%</p> <p>78 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>4.2% suspended at least one day</p> <p>Increased 4.2%</p> <p>237 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>7.1% suspended at least one day</p> <p>Increased 7.1%</p> <p>70 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Increased 7.1%</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>3.8% suspended at least one day</p> <p>Increased 3.8%</p> <p>240 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. Suspension rates increased especially with increase of possession and use of drugs on campus.
2. Many students transferred in at Vista transferred in with suspensions on their records.
3. Highest increase in suspensions came from students with disabilities.



Equity, Access, and Instructional Services Department
**2024-2025 School Site Council
 Needs Assessment**

**2024 - 2025 CONCILIO CONSEJERO
 EVALUACIÓN DE LAS NECESIDADES**

How is our school meeting the goals on our School Plan for Student Achievement (SPSA) ?
¿Cómo está logrando nuestra escuela las metas del programa del Plan Escolar?

Data Sources/Fuentes de Datos

CAASPP.org CDE.gov Dataquest.org
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Progress in Academic Areas - Math
Progreso en las Áreas Académicas - Matemáticas

Achievement Progress (SBAC) <i>Progreso del Rendimiento Académico (SBAC)</i>		Important Issues to Address the School Plan for Student Achievement (SPSA) Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to Math; student-friendly language/Escribir meta específica referente a las matemáticas en el plan escolar)
Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) English Learners, Students with Disabilities, African-American; Foster, Homeless: numbered too few to get appropriate data. 0% Met/Exceeded the Math standard on 2024 SBAC.	Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) English Learners, Students with Disabilities, African-American; Foster, Homeless: numbered too few to get appropriate data. 8% of students tested Nearly Met standard and 92% Did Not Meet standard on the 2024 SBAC in mathematics.	Our math department has looked at trends in High School math and are following these suggestions when planning and teaching: Math school goals are aligned to district goals. Look at Prerequisite Knowledge. Connect to Real Life. Varying Instruction. Dealing With Absences and work recovery. Grading Concerns. Need for After School Tutoring. Need for In-school Tutoring Having Students of Different Abilities in Class. An emphasis is being placed on mastery of basic math facts and operations which are implemented across all math subjects, especially Algebra.

Progress in Academic Areas – ELA
Progreso en las Áreas Académicas-Inglés

Achievement Progress (SBAC) Constancia del Progreso (SBAC)		Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to ELA; student-friendly language/Escribir meta específica referente al lenguaje en el plan escolar)
Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) English Learners, Students with Disabilities, African-American; Foster, Homeless: numbered too few to get appropriate data. 3.9% of students tested MET or Exceeded the standard in ELA on the 2024 SBAC.	Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) English Learners, Students with Disabilities, African-American; Foster, Homeless: numbered too few to get appropriate data. 15.69% of students nearly met the standard and 80.39% Did Not Meet the standard on the 2024 SBAC in ELA.	At Vista we seek to have every student feel successful. Our goal is that all of our students graduate on time and that he/she receive their full compliment of credits. Our ELA department aligns their syllabi with the California Core Standards and rigor is implemented. Our English department has looked at trends in High School ELA and are following these suggestions when planning and teaching. Best practices are being identified and will be implemented schoolwide. Look at Prerequisite Knowledge. Connect to Real Life. Varying Instruction. Dealing With Absences. Grading Concerns. Need for After School Tutoring. Having Students of Different Abilities in Class. Data reveals that the biggest struggle students are encountering is in the area of writing. Other concerns to consider is getting students to be encouraged to push themselves to rise above the norm when students are becoming more complacent to do the bare minimum in order to get a passing grade to obtain the credits.

Achievement in English Language Proficiency
Lograr un Nivel Competente en Inglés

Achievement Progress (ELPAC/Reclassification) Constancia del Progreso (ELPAC/Reclasificación)	Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific goal(s)/ Escribir metas específicas)
Less students successfully completed the ELPAC testing. Although EL students made some gains in Math, this subgroup still struggles with ELA. Out of 53 EL students, 6 passed the ELPAC and 3 reclassified. The students that did not reclassify did not meet all reclassification criteria.	The staff will look into what classroom resources will be adequate to meet the needs of our EL learners. The Levels of our EL's identified and made aware to teachers so that best instructional practices can be utilized. Designated ELD time will be implemented schoolwide across all subjects for mastery of skills and English Language. Practice ELPAC assessments will be embedded in assignments for ELD students. Data will be analyzed and interventions will be modified according to student progress. Simplified texts, graphic organizers, sentence stems, leveled reading text, different approaches to same material explanations being used in our classrooms?

School Programs
Programas de la Escuela

Meeting District Program Goals Cumplimiento de las Metas del Programa del Distrito (Specific Examples of Programs Funded Through Categorical Funds)	Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil
SSC ELAC Parent Engagement Foster Care services ArtWorx LA Student Mentorship Program Credit Recovery McKinney-Vento supports Student Mentorship Program PBIS Dual Enrollment CalAPS Community Schools Committee	That our school goals are reflected in the district's LCAP goals. That parents are notified and engaged in student achievement. We will continue to make sure that our Title III monies are being put to good use. The current programs that we are using and targeting must help us close the achievement gap for our ELL's. That all identified support systems that are in place for our Foster Care students are recognized and known about by our staff and parents.

College Readiness/ preparación para la universidad (Qualitative Measure/Medidas cualitativas)	Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil
Measuring the total numbers of students who attend college and continue through the sophomore year. Four years from high school graduation how many students still attend or have graduated from college.	That ALL of our graduates are career and/or college ready and if not we need additional resources to get them there. Our students need to understand the parameters and benefits of having a college education or establishing the skills for a career.

Also, How is Our School Meeting Your Needs as Parents?

¿También, Como Esta Nuestro Distrito Cumpliendo con sus Necesidades como Padres?

Evidence of Progress Constancia del Progreso (Qualitative Measure/Medidas cualitativas)	Important Issues to Address Temas Importantes que Discutir
Sign in sheets. Actual increase of parent attendance at school functions including Coffee with the Principal, Council Meetings and Parent Workshops.	How to maintain and increase parent involvement when new students are enrolled every quarter.
Parent surveys that indicate parent satisfaction with Vista.	Continue to have parents involved in student learning. More engagement than involvement and identifying to parents the difference. Continue to be a hub for community involvement and information.
Various means of communication in multiple languages.	Create opportunities for parental engagement on days and times that are easily accessible for parents and do not interfere with their working schedules and personal responsibilities. Daycare will need to be figured out for parents that have young children.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1

50% of students tested, including numerically significant subgroups, will meet the STANDARDS MET (Measurement) target in the area of English Language Arts on the SBAC (assessment).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023-2024 SBAC ELA scores	All students, including numerically significant subgroups, will meet the schoolwide target of 20% proficiency in the area of English Language Arts on the 2024 SBAC.	CAASPP data shows that 3.92% of students that took the ELA SBAC either met or exceeded the standards.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Intervention/mentoring through extra opportunities from companies like PAPER that includes the DOK (Depth of Knowledge) strategy and the use of Open End questions and responses to increase discussions.	Intervention/mentoring through extra opportunities from companies like PAPER that includes the DOK (Depth of Knowledge) strategy and the use of Open End questions and responses to increase discussions. (Fully Implemented)	Certificated Extra Duty Hours Provide extra hours for intervention and/or mentoring students to help them reach proposed goals and objectives. 1000-1999: Certificated Personnel Salaries Title I 3000.00	Certificated Extra Duty Hours Provide extra hours for intervention and/or mentoring students to help them reach proposed goals and objectives. Title I 3000.00
Provide students with supplemental materials to enhance extra exposure to writing and reading comprehension.	Provide students with supplemental materials to enhance extra exposure to writing and reading comprehension. (Fully Implemented)	Supply extra reading and writing opportunities. Purchase supplementary materials, visual materials, software, technology to assist with this strategy. 4000-4999: Books And Supplies Title I 2000.00	Supply extra reading and writing opportunities. Purchase supplementary materials, visual materials, software, technology to assist with this strategy. 4000-4999: Books And Supplies 2000.00
Supplemental planning time for teachers to focus on data analysis and evaluation for at risk students.	Supplemental planning time for teachers to focus on data analysis and evaluation for at-risk students in TIER 3. (Fully Implemented)	Additional time will be given for teachers/Counselor/Lead to plan lessons and collaborate with their colleagues and share	Additional time will be given for teachers/Counselor/Lead to plan lessons and collaborate with their colleagues and share

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>best practices. They will review formal and informal assessment data, review student work samples using a protocol, and plan strategies to help students be successful and meet high academic outcomes. Our target is level 3 on the SBAC. Common Assessments will be revisited and revised. 1000-1999: Certificated Personnel Salaries Title I 3000.00</p>	<p>best practices. They will review formal and informal assessment data, review student work samples using a protocol, and plan strategies to help students be successful and meet high academic outcomes. Our target is level 3 on the SBAC. Common Assessments will be revisited and revised. 1000-1999: Certificated Personnel Salaries 3000.00</p>

Analysis

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

PAPER Tutoring was provided to all students for 24/7 support. This program hardly utilized by students. Worksheets and graphic organizers in paper form seemed to have more effectiveness than any other resource provided to students that were online based.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The effectiveness was measured by the amount of assignments that were completed in class on paper in comparison to online assignments. Students can't learn if they are not engaging with the assignments. Giving students more extra time to plan did not seem to have a positive impact in student learning. Some teachers that did not take advantage of this opportunity outperformed teachers that did simply by establishing relationships with the students and executing lessons in a more collaborative environment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 1 will focus on emphasizing interventions where teacher/student relationships are encouraged and collaborative work is implemented.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2

20% of students tested, including numerically significant subgroups, will meet the STANDARDS MET (measurement) target in the area of Math on the SBAC (assessment).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023-2024 SBAC in mathematics	40% of students taking 2024 spring SBAC will score in Standard Met category.	92% of enrolled students were tested with zero percent of students meeting proficiency.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide additional math supplemental instructional supplies to improve academic achievement	Provide additional math supplemental instructional supplies to improve academic achievement (Partially Implemented)	<p>Supply students with supplemental materials</p> <p>Purchase supplementary student materials, visual materials, manipulatives, software, technology. Teacher supplemental materials to enhance classroom instruction.</p> <p>Provide students with real life, hands on, extra-curricular experiences to develop critical thinking skills, apply learned knowledge and create relevancy to content being learned.</p> <p>Provide teachers with professional development time and workshops.</p> <p>Additional time will be given to teachers to plan lessons and collaborative with their colleagues and share best practices.</p>	<p>Supply students with supplemental materials</p> <p>Purchase supplementary student materials, visual materials, manipulatives, software, technology. Teacher supplemental materials to enhance classroom instruction.</p> <p>Provide students with real life, hands on, extra-curricular experiences to develop critical thinking skills, apply learned knowledge and create relevancy to content being learned.</p> <p>Additional time will be given to teachers to plan lessons and collaborative with their colleagues and share best practices.</p> <p>Teachers will review formal/informal assessment data, review student work samples</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>Teachers will review formal/informal assessment data, review student work samples using a protocol and plan strategies to help students be successful and meet high academic outcomes.</p> <p>4000-4999: Books And Supplies Title I 3000.00</p>	<p>using a protocol and plan strategies to help students be successful and meet high academic outcomes.</p> <p>4000-4999: Books And Supplies Title I 3000.00</p>
<p>Close academic achievement gap through implementation of Extended Learning Opportunities and Enrichment Programs</p>	<p>Close academic achievement gap through implementation of Extended Learning Opportunities and Enrichment Programs (Partially Implemented)</p>	<p>Create math support programs where math is reinforced through real life, hands on activities aligned with STEM. Provide small group sessions for students.</p> <p>1000-1999: Certificated Personnel Salaries Title I 2000</p>	<p>Create math support programs where math is reinforced through real life, hands on activities aligned with STEM. Provide small group sessions for students.</p> <p>1000-1999: Certificated Personnel Salaries 2000</p>

Analysis

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

Collaboration for planning and professional development opportunities were offered to the math teachers. Many of the interventions and Extended Learning Opportunities were happening before school or afterschool which effected the amount of students that were participating as they were to drawn away by other activities such as credit recovery, work and other credit courses.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The collaboration did not prove to be as effective as intended since the two teachers focused on different math levels. There was also no consistency on the common assessments used. Attendance clearly shows that other programs offering graduation credit had more student interest than intervention opportunities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Pre-test taken by students demonstrated students there was a severe learning gap between student ability and expectation. A more remedial course needs to be considered to focus on the basic math skills. Interventions need to be provided during school hours otherwise students won't participate.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3

EL students will meet targets for SBAC and ELPAC achievement and students that reclassify will increase by 40%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023 ELPAC and SBAC test results	80% of English Language Learners (EL's) will achieve a score of 4 or 5 on the 2024 EL PAC.	53 student took the ELPAC test. Six students passed ELPAC but only 3 reclassified.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Identify EL student and utilize Student Needs Assessment surveys that will help teachers identify supplemental materials that can be used in the classroom to move students to becoming proficient in reading /language arts and math. Targeted. Classroom instruction will be supported with additional materials to enhance academic achievement.	Identify EL student and utilize Student Needs Assessment surveys that will help teachers identify supplemental materials that can be used in the classroom to move students to becoming proficient in reading /language arts and math. Targeted. Classroom instruction will be supported with additional materials to enhance academic progress (Partially Implemented).	Create intervention classes before school, after-school, and Saturdays to target ELLs. Small group instruction during school with data analysis for student progress. Implementation of supplemental ELD instruction schoolwide. Purchase supplementary materials, visual materials, software, technology. Provide students with real life, hands on, extra-curricular experiences.	Create intervention classes before school, after-school, and Saturdays to target ELLs. Small group instruction during school with data analysis for student progress. Implementation of supplemental ELD instruction schoolwide. Purchase supplementary materials, visual materials, software, technology. Provide students with real life, hands on, extra-curricular experiences. Title III 2500
Teachers will receive extra duty hours to plan and to implement this strategy. Smaller group settings and direct Instruction for this group will be utilized.	Teachers will receive extra duty hours to plan and to implement this strategy. Smaller group settings and direct Instruction for this group will be utilized.	Certificated Extra Duty Hours for professional development, collaboration time, data analysis and substitute coverage. 1000-1999:	Certificated Extra Duty Hours for professional development, collaboration time, data analysis and substitute coverage. Title III 1,500
		4000-4999: Books And Supplies Title III 2500	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	will be utilized. (Partially Implemented)	Certificated Personnel Salaries Title III 500	
Through the use of professional development, teachers remain current with the use of strategies to reach and support our EL learners assisting them to reach a higher level of academic achievement.	Through the use of professional development, teachers remain current with the use of strategies to reach and support our EL learners assisting them to reach a higher level of academic achievement (Partially Implemented).	Teachers attend professional development trainings, use these strategies to improve EL student learning and share with the Lead Teacher any new and effective strategies to implement school-wide. 5000-5999: Services And Other Operating Expenditures Title III 1000.00	Teachers attend professional development trainings, use these strategies to improve EL student learning and share with the Lead Teacher any new and effective strategies to implement school-wide. 5000-5999: Services And Other Operating Expenditures Title III 0

Analysis

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

ELD Support class was established to add additional help to EL students in smaller group instruction while using Summit K12 to monitor student progress. Curriculum was created by the teacher to support student progress in the different domains.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students are demonstrating progress in the practice assessments. The final scores will not available until ELPAC testing is administered.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Additional funds were used from CSI and Equity Multiplier in addition to these fund allocated for the goal. Professional Development was provided by the district and therefore at no cost to the site.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

EL support class will begin earlier in the school year and possibly adding a second class to accommodate all EL students. There will also be implementation of ELD strategies across all courses.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 4

Parent participation at school and district events will increase annually by 50%

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Council membership, Sign-in sheets	Parent participation will increase by 50% as evidenced by sign-in sheets for various events.	Parent participation increased by 120% from 5 parents to 11 regular attending parents.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
On going parent workshops - CAFE Community Outreach Activities	On going parent workshops - CAFE Community Outreach Activities (Partially Implemented)	Provide materials and supplies needed to improve parent involvement opportunities and increase parent engagement. Provide workshops to meet the needs of parents from parent feedback including need assessments and surveys. Parent workshops and conferences during hours that accommodate parent participation and engagement to build capacity in parents and support student learning Supplemental supplies (technology, software, etc) for enhanced parent learning and increased communication Provide parents with real life, hands on, extra-curricular experiences to support their children. 4000-4999: Books And Supplies Title I 1000.00	Provide materials and supplies needed to improve parent involvement opportunities and increase parent engagement. Provide workshops to meet the needs of parents from parent feedback including need assessments and surveys. Parent workshops and conferences during hours that accommodate parent participation and engagement to build capacity in parents and support student learning Supplemental supplies (technology, software, etc) for enhanced parent learning and increased communication Provide parents with real life, hands on, extra-curricular experiences to support their children. 1000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Parent and Community outreach activities that give opportunities to participate in school functions at a deeper level. Classroom assisting with teacher approval. Campus activities and parent involved.</p>	<p>Parent and Community outreach activities that give opportunities to participate in school functions at a deeper level. Classroom assisting with teacher approval. Campus activities and parent engagement. (Partially Implemented)</p>	<p>Staff facilitates: Student and Parent informational events (FAFSA, graduation, college enrollment) Parent workshops and conferences Certificated extra duty hours to assist parents with technology trainings, college applications, Financial Aid applications, Lynwood Community Adult School, Employment, Resume building and other community services. Career day Teachers attend professional development, share with the Instructional Lead any new and effective strategies to implement school-wide that are effective with including stakeholders. 1000-1999: Certificated Personnel Salaries Title I 651.00</p>	<p>Staff facilitates: Student and Parent informational events (FAFSA, graduation, college enrollment) Parent workshops and conferences Certificated extra duty hours to assist parents with technology trainings, college applications, Financial Aid applications, Lynwood Community Adult School, Employment, Resume building and other community services. Career day Teachers attend professional development, share with the Instructional Lead any new and effective strategies to implement school-wide that are effective with including stakeholders. 651.00</p>
<p>Parent in-services/workshops such as attending the California Association of Bilingual Education Conference</p>	<p>Parent in-services/workshops such as attending the California Association of Bilingual Education Conference (Fully Implemented)</p>	<p>EL parent in-services, workshops, parent meeting needs. CABE 5000-5999: Services And Other Operating Expenditures Title III 1000.00</p>	<p>EL parent in-services, workshops, parent meeting needs. CABE Title III 1000.00</p>

Analysis

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

With the support of a bilingual Community Liaison, relationships were the primary goal by establishing personal contact with the parents and inviting to see what the school has to offer in our Community Room where our Community School Case Manager also resides. Through social interaction and surveys, parent interests were identified and workshops and services were provided to them. A major factor was providing SPED workshops for our parents and resources guidance.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Attendance was taken at every event and parents were tracked to see how many of the parents were becoming regulars. Data was also collected on times of the day parents would be present as well as topics of workshops provided.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The main difference that is not reflected is that we had to add more money from our LCAP funds to provide support to the growing request of parent workshops and supports.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Not reflecting in the data, as of January 2025, our parents that normally participated stopped attending almost instantly. Goal 4 will focus on how to keep parents engaged, either physically or virtually, in their child's learning and educational journey.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 5

All students will be provided a positive, safe and equitable learning environment conducive to learning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation rates / College Enrollment / Financial Aid Applicants	10% increase in graduation rate	Graduation rate decreased 5%.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide students with supplemental materials to support students academic growth attain graduation.	Provide students with supplemental materials to support students academic growth attain graduation. (Fully Implemented)	Supplemental class resources (instructional materials, visual aids, technology, educational software) Software access to explore and develop post secondary college and career goals Certificated extra duty hours Provide students with real life, hands on, extra-curricular experiences. Motivational guest speakers. Student registration and transportation to student forums, summits, conferences related to college and career. 4000-4999: Books And Supplies Title I 15,000.00	Supplemental class resources (instructional materials, visual aids, technology, educational software) Software access to explore and develop post secondary college and career goals Certificated extra duty hours Provide students with real life, hands on, extra-curricular experiences. Motivational guest speakers. Student registration and transportation to student forums, summits, conferences related to college and career. 4000-4999: Books And Supplies Title I 15,000.00
Professional development for teachers. Use of instructional strategies that prepare students for future college attendance	Professional development for teachers. Use of instructional strategies that prepare students for future college attendance or careers skills	Staff conferences Transportation for community outings including but not limited to community colleges, career explorations,	Staff conferences Transportation for community outings including but not limited to community colleges, career explorations,

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
or careers skill development.	development. (Fully Implemented)	college expos, career day events. Student Supports and services Provide students with real life, hands on, extra-curricular experiences. 5000-5999: Services And Other Operating Expenditures Title I 7,000	college expos, career day events. Student Supports and services Provide students with real life, hands on, extra-curricular experiences. 5000-5999: Services And Other Operating Expenditures Title I 7,000.00
College and Career Readiness	College and Career Readiness (Fully Implemented)	Student and parent informational events (FAFSA, graduation, college enrollment) Certificated extra duty Supplemental class resources (instructional materials, visual aids, technology, educational software) related to college and career Teachers attend professional development, share with the Lead Teacher any new and effective strategies to implement school-wide. Provide students with real life exposure, hands on, extra-curricular experiences through on the field activities 1000-1999: Certificated Personnel Salaries Title I 2,000	Student and parent informational events (FAFSA, graduation, college enrollment) Certificated extra duty Supplemental class resources (instructional materials, visual aids, technology, educational software) related to college and career Teachers attend professional development, share with the Lead Teacher any new and effective strategies to implement school-wide. Provide students with real life exposure, hands on, extra-curricular experiences through on the field activities 1000-1999: Certificated Personnel Salaries 2,000.00
		Student and parent informational events (FAFSA, graduation, college enrollment) Certificated extra duty Supplemental class resources (instructional materials, visual aids, technology, educational software) related to college and career Teachers attend professional development, share with	Student and parent informational events (FAFSA, graduation, college enrollment) Certificated extra duty Supplemental class resources (instructional materials, visual aids, technology, educational software) related to college and career Teachers attend professional development, share with

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>the Lead Teacher any new and effective strategies to implement school-wide. Provide students with real life exposure, hands on, extra-curricular experiences through on the field activities Transportation for College accessibility for Dual Enrollment. 5000-5999: Services And Other Operating Expenditures Title I 3,000</p>	<p>the Lead Teacher any new and effective strategies to implement school-wide. Provide students with real life exposure, hands on, extra-curricular experiences through on the field activities Transportation for College accessibility for Dual Enrollment. 5000-5999: Services And Other Operating Expenditures 3,000.00</p>
<p>Personalized Student Mentorship</p>	<p>Personalized Student Mentorship (Fully Implemented)</p>	<p>Teachers will be assigned student mentees for regular communication through daily check-in/out meetings, monitor student academic and attendance progress, connect student to on site resources, support with college/FAFSA application, offer academic assistance, promote student self advocacy and empowerment, facilitate goals and post secondary planning, student empowerment and growth, and celebrate student achievements. 1000-1999: Certificated Personnel Salaries Title I 10,859.00</p>	<p>Teachers will be assigned student mentees for regular communication through daily check-in/out meetings, monitor student academic and attendance progress, connect student to on site resources, support with college/FAFSA application, offer academic assistance, promote student self advocacy and empowerment, facilitate goals and post secondary planning, student empowerment and growth, and celebrate student achievements. 1000-1999: Certificated Personnel Salaries Title I 10,859.00</p>

Analysis

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

A college and career course was established where the teacher received professional development in order to best help students prepare for college/career exploration. Extra duty hours were provided for teachers to provide additional 1:1 support to students in tier 3 so they can be guided to enroll for Financial Aid and apply to community college.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The amount of students that applied for financial aid met our highest yet as well as community college applicants. More students passed courses according to our D and F rate however this was not enough increase graduation rate. It should be noted that incoming students to Vista are coming in with a historically low amount of credits which even with students making tremendous progress towards graduation, mathematically it won't be enough for some seniors to meet graduation status in time. Extended learning afterschool for additional credit recovery did provide some support. Many students enrolled in the courses but 30% of the students enrolled did not successfully complete the program. Because many of the extended learning were conducted through an online platform, some students were able to complete courses at a faster rate allowing them to begin a second course. Students that did not complete a course in time would be enrolled in Edgenuity during their elective period to finish off the course they had begun without having to repeat the course.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

This data does not reflect additional funds that were provided through CSI funds and Equity Multiplier to support student college and career readiness.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The College and Career course and 1:1 mentorship will continue to

School Plan for Student Achievement: Data Analysis and Evaluation

Overall Data Findings Based on Assessment Results (Narrative)

Students coming through Vista Continuation High School are lacking fundamental academic skills which continue to be impact students to successfully master core subjects. This makes it challenging for students to pass higher levels 11th grade and 12 grade content as they as they encounter the rigor that is provided through scaffolding.

Assessment Results:

Identify ELA areas of strength:

CAASPP data shows students strengths in the area of Listening which includes Demonstrating effective communication skills with 62.75% of students scoring "At or Near Standard"

Identify ELA areas of need:

Student scores dropped from 10.53% to 3.92% of student meeting standard with a lowest scores in the areas Writing with 78.43% of students scoring Below Standard.

Identify ELD areas of strength:

Despite having more EL students enrolled at Vista, 34% are made progress towards English Language Proficiency with 22.7% progressing at least one ELPI level. Data shows EL students strongest domain is Speaking with 79% of the students scoring under Well Developed.

Identify ELD areas of need:

The Reading and Writing domains are areas of concentration which is frequently required to access the curriculum in the classrooms.

Identify Math areas of strength:

92% of the students took the test making the data very reliable for planning. Data reveals students did slightly better on Problem Solving and Modeling/Data analysis.

Identify Math areas of need:

Math is a serious concern and biggest challenge. Math scores continue to decrease consistently every year.

School: Vista Continuation High School

2024-2025 Activities/interventions

2024-2025 ACTIVITIES/INTERVENTIONS	CONTENT AREA	EVALUATION DATA SOURCE	EVALUATION DATA PRE	EVALUATION DATA POST	Implementation Status and Comments Fully, Partially or Not Implemented
1:1 Mentorship	ELA / Math	AERIES Credits Earned	Base credits at commencement of mentorship.	100% of students passed quarter 2 classes with only one or no F.	Fully Implemented
EL Support	ELA	Summit K12	Initial Pre-test	Summative Post test.	Partially Implemented
Edgenuity Online Extended Learning	ELA / Math	D/F Rate	Completion of course with passing grade.	92% of students in ELA courses successfully completed and passed a course online. In the contrary, 62% successfully completed and passed an online course in math.	Fully Implemented
Small Group	ELA / Math	DF Rate	Completion of Assignments	DF Rate	Partially met
Winter Sessions	ELA / Math	DF Rate			Fully Implemented
Tutoring	ELA / Math	Attendance / DF Rate	Initial Credits	Earned credits at the end of each quarter	Partially met
Push-in Study Skills	ELA / Math	DF Rate	Completion of Assignments	Grade earned	Partially met

2025-2026 Next Steps (narrative)

As a result of the school's data analysis, describe the school's action plan and next steps for 2025-2025:

<p>What 2024-2025 actions/interventions worked? Although the data is not officially in for the 2024-2025, we have implemented new programs that seem to be revealing positive impact including our ELD 3 support class, Transportation for Dual Enrollment to community college for vocational courses.</p>
<p>What 2024-2025 actions/interventions will you keep for 2025-2026? The College & Career course, 1:1 student mentorship, ELD 3 course</p>

What 2024-2025 actions/interventions need to be modified to ensure more accelerated achievement in 2025-2026?

The extended learning will be offered but less courses will be reduced.

What 2024-2025 actions/interventions need to be eliminated in 2025-2026 due to limited or no academic increase in achievement?

Before/after school interventions will be eliminated being that these courses had minimal impact. Math will not be offered in Edgenuity online courses. Winter session had limited success with

What new interventions will you implement in 2025-2026 as a result?

Math support will be embedded into the day through small group pullout or math support elective courses to assist students to learn basic skills.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Planned Improvements in Student Performance in English Language Arts

Goal Statement

50% of students tested, including numerically significant subgroups, will meet the STANDARDS MET (Measurement) target in the area of English Language Arts on the SBAC (assessment).

Basis for this Goal

CAASPP DATA from students who took the SBAC in 2023-2024 is what we used to form this goal.

Only 37 students took the SBAC assessment however combined the student scored 248 point below the standard.

The ELA data reveals that students that took the SBAC maintained a -1.1.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2023-2024 SBAC ELA scores	70% of students who tested did NOT Meet the Standard	All students, including numerically significant subgroups, will meet the schoolwide target of 20% proficiency in the area of English Language Arts on the 2025 SBAC.

Planned Strategies/Activities

Strategy/Activity 1

Intervention/mentoring through extra opportunities with the use of online learning platforms that includes the DOK (Depth of Knowledge) strategy and the use of Open End questions and responses to increase discussions.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-March 2026

Person(s) Responsible

LEAD
ELA teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Extra Duty Hours Provide extra hours for intervention and/or mentoring students to help them reach proposed goals and objectives.

Strategy/Activity 2

Provide students with supplemental materials to enhance extra exposure to writing and reading comprehension.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Instructional improvement Lead
ELA teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supply extra reading and writing opportunities. Purchase supplementary materials, visual materials, software, technology to assist with this strategy.

Strategy/Activity 3

Supplemental planning time for teachers to focus on data analysis and evaluation for at risk students.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

LEAD Teacher- Instructional Improvement

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
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Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Additional time will be given for teachers/Counselor/Lead to plan lessons and collaborate with their colleagues and share best practices. They will review formal and informal assessment data, review student work samples using a protocol, and plan strategies to help students be successful and meet high academic outcomes. Our target is level 3 on the SBAC. Common Assessments will be revisited and revised.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

10% of students tested, including numerically significant subgroups, will meet the STANDARDS MET (measurement) target in the area of Math on the SBAC (assessment).

Basis for this Goal

We used classroom formal/informal assessments and state SBAC results to form this goal.

Overall, 92.6% of students enrolled in 2023-24 tested on SBAC which gave us accurate data in comparison to the 22.4% of students that tested in 2022-23. However, the data revealed that students scores decreased significantly (-12%) for students that met or nearly met the standard.

Our students will take the SBAC practice assessment to monitor their academic progress. Teachers will do extended practice to assist with improvement in this area. The use of Open Response math questions will be utilized to increase problem solving skills.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2024-2025 SBAC in mathematics	80% of students tested did not Meet or Exceed the Math Standard	10% of students taking SBAC in the Spring of 2025 will score in Standard Met category.

Planned Strategies/Activities

Strategy/Activity 1

Provide additional math supplemental materials, supports and resources to improve academic achievement.

Students to be Served by this Strategy/Activity

All students.

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Assistant
Math Teachers
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	<p>Supply students with supplemental materials</p> <p>Purchase supplementary student materials, visual materials, manipulatives, software, technology. Teacher supplemental materials to enhance classroom instruction.</p> <p>Provide students with real life, hands on, extra-curricular experiences to develop critical thinking skills, apply learned knowledge and create relevancy to content being learned.</p> <p>Provide teachers with professional development time and workshops.</p> <p>Additional time will be given to teachers to plan lessons and collaborative with their colleagues and share best practices.</p> <p>Teachers will review formal/informal assessment data, review student work samples using a protocol and plan strategies to help students be successful and meet high academic outcomes.</p>

Strategy/Activity 2

Close academic achievement gap through implementation of Extended Learning Opportunities and Enrichment Programs

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-March 2026

Person(s) Responsible

LEAD Teacher
Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Create math support programs where math is reinforced through real life, hands on activities aligned with STEM.
Provide small group sessions for students.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Planned improvement in EL learners student performance

Goal Statement

EL students will meet targets for SBAC and ELPAC achievement and students that reclassify will increase by 40%.

Basis for this Goal

ELPAC assessment data was used as well as previous SBAC data.

34.1% of students are working towards proficiency, demonstrating a 13.8% increase in progress from 2023 to 2024.

Students will take practice exams through their English classes that focus on ELD standards aligned to the ELPAC assessment. The use of supportive online resources will be instituted as needed to help increase Literacy and Fluency.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2025 ELPAC and SBAC test results	Less than 20% of our EL's scored proficient or near proficient on the language section	80% of English Language Learners (EL's) will achieve a score of 4 or 5 on the 2025 EL PAC.

Planned Strategies/Activities

Strategy/Activity 1

Identify EL student and utilize Student Needs Assessment surveys that will help teachers identify supplemental materials that can be used in the classroom to move students to becoming proficient in reading /language arts and math. Targeted. Classroom instruction will be supported with additional materials to enhance academic achievement.

Students to be Served by this Strategy/Activity

ELL (English Language Learner) students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Counselor
Instructional Lead
Instructional Coaches
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Create intervention classes before school, after-school, and Saturdays to target ELLs. Small group instruction during school with data analysis for student progress. Implementation of supplemental ELD instruction schoolwide. Purchase supplementary materials, visual materials, software, technology. Provide students with real life, hands on, extra-curricular experiences.

Strategy/Activity 2

Teachers will receive extra duty hours to plan and to implement this strategy. Smaller group settings and direct instruction for this group will be utilized.

Students to be Served by this Strategy/Activity

EL Learners

Timeline

March 2025-March 2026

Person(s) Responsible

Lead Teacher
EL Student Support Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Extra Duty Hours for professional development, collaboration time, data analysis and substitute coverage.

Strategy/Activity 3

Through the use of professional development, teachers remain current with the use of strategies to reach and support our EL learners assisting them to reach a higher level of academic achievement.

Students to be Served by this Strategy/Activity

EL Students

Timeline

March 2025-March 2026

Person(s) Responsible

LEAD Teacher

Proposed Expenditures for this Strategy/Activity

Amount	424.00
Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Teachers attend professional development trainings, use these strategies to improve EL student learning and share with the Lead Teacher any new and effective strategies to implement school-wide.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent and Family Engagement

Goal Statement

Parent participation at school and district events will increase annually by 25%

Basis for this Goal

Council membership numbers
Back to School Night attendance by parents
Open House Parent Attendance
FAFSA completion rates
Williams Complaints
Sign in sheets from parent meetings such as Coffee with the Principal, Workshops and Volunteer Applicants

We will evaluate the progress of this goal by using the following strategies:

Council membership increased or decreased numbers.
Back to School Night increased or decreased numbers
Open House increased or decreased numbers.
Graduation rate increases.
FAFSA completion rate improvement.
Williams Complaints decreasing numbers.
Parent Surveys

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Council membership, Sign-in sheets		Parent participation will increase by 25% as evidenced by sign-in sheets for various events.

Planned Strategies/Activities

Strategy/Activity 1

On going parent workshops - CABE Community Outreach Activities

Students to be Served by this Strategy/Activity

Parents of English Language Learners, Parents of All Learners

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional lead
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Provide materials and supplies needed to improve parent involvement opportunities and increase parent engagement. Provide workshops to meet the needs of parents from parent feedback including need assessments and surveys. Parent workshops and conferences during hours that accommodate parent participation and engagement to build capacity in parents and support student learning Supplemental supplies (technology, software, etc) for enhanced parent learning and increased communication Provide parents with real life, hands on, extra-curricular experiences to support their children.

Strategy/Activity 2

Parent and Community outreach activities that give opportunities to participate in school functions at a deeper level. Classroom assisting with teacher approval. Campus activities and parent engagement.

Students to be Served by this Strategy/Activity

Parents of All Students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Community School Case Manager
School Counselor
Parent Leaders

Proposed Expenditures for this Strategy/Activity

Amount	651.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff facilitates: Student and Parent informational events (FAFSA, graduation, college enrollment) Parent workshops and conferences

Certificated extra duty hours to assist parents with technology trainings, college applications, Financial Aid applications, Lynwood Community Adult School, Employment, Resume building and other community services.
 Career day
 Teachers attend professional development, share with the Instructional Lead any new and effective strategies to implement school-wide that are effective with including stakeholders.

Strategy/Activity 3

Parent in-services/workshops such as attending the California Association of Bilingual Education Conference

Students to be Served by this Strategy/Activity

Parents of All Learners

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
 LEAD Teacher
 Parent Leaders
 District Office Partnership
 School Counselor
 Community Case Manager

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	EL parent in-services, workshops, parent meeting needs. CABE

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

School Culture and Climate

Goal Statement

All students will be provided a positive, safe and equitable learning environment conducive to learning.

Basis for this Goal

What data did you use to form this goal?

- Teacher Referral Data
- Teacher Conversations
- CDE Suspension Data
- Youth Truth Survey Responses
- Student Complaints
- Parent Complaints
- D/F rates
- Graduation rates
- Attendance / Engagement
- Incident Report
- YouthTruth Survey

How will the school evaluate the progress of this goal?

- Guidance alignment
- Graduation rates
- Quarterly Credit Checks
- Mentoring / Tutoring programs
- Daily Attendance / Engagement

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Graduation rates / College Enrollment / Financial Aid Applicants	N/A	90% of students passing at least 5/6 classes every quarter, 100% of Seniors complete FAFSA and enroll to Community College, 25% percent of students enroll in Dual Enrollment Course(s).

Planned Strategies/Activities

Strategy/Activity 1

Provide students with supplemental materials to support students academic growth attain graduation.

Students to be Served by this Strategy/Activity

All students, with a focus on students who need additional assistance.

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Counselor
Instructional Lead
Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	15,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental class resources (instructional materials, visual aids, technology, educational software) Software access to explore and develop post secondary college and career goals Certificated extra duty hours Provide students with real life, hands on, extra-curricular experiences. Motivational guest speakers. Student registration and transportation to student forums, summits, conferences related to college and career.

Strategy/Activity 2

Professional development for teachers. Use of instructional strategies that prepare students for future college attendance or careers skill development.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-March 2026

Person(s) Responsible

Teacher Mentors
School Counselor
Instructional Lead
Principal

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	Title I

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Staff conferences Transportation for community outings including but not limited to community colleges, career explorations, college expos, career day events. Student Supports and services Provide students with real life, hands on, extra-curricular experiences.

Strategy/Activity 3

College and Career Readiness

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Community Liaison
Community Case Manager
Counselor
Office Staff
ASB Director

Proposed Expenditures for this Strategy/Activity

Amount	7,971.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Student and parent informational events (FAFSA, graduation, college enrollment) Certificated extra duty Supplemental class resources (instructional materials, visual aids, technology, educational software) related to college and career Teachers attend professional development, share with the Lead Teacher any new and effective strategies to implement school-wide. Provide students with real life exposure, hands on, extra-curricular experiences through on the field activities

Amount	3,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Student and parent informational events (FAFSA, graduation, college enrollment) Certificated extra duty Supplemental class resources (instructional materials, visual aids, technology, educational software) related to college and career Teachers attend professional development, share with the Lead Teacher any new and effective strategies to implement school-wide.

Provide students with real life exposure, hands on, extra-curricular experiences through on the field activities
Transportation for College accessibility for Dual Enrollment.

Strategy/Activity 4

Personalized Student Mentorship to guide students to meet post secondary goals

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Counselor
Teachers
Community Case Manager
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10859
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be assigned student mentees for regular communication through daily check-in/out meetings, monitor student academic and attendance progress, connect student to on site resources, support with college/FAFSA application, offer academic assistance, promote student self advocacy and empowerment, facilitate goals and post secondary planning, student empowerment and growth, and celebrate student achievements.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	62,905.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	62,905.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	58,481.00	0.00
Title III	4,424	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	58,481.00
Title III	4,424.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	27,981.00
4000-4999: Books And Supplies	23,500.00
5000-5999: Services And Other Operating Expenditures	11,424.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	27,481.00
4000-4999: Books And Supplies	Title I	21,000.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
1000-1999: Certificated Personnel Salaries	Title III	500.00
4000-4999: Books And Supplies	Title III	2,500.00
5000-5999: Services And Other Operating Expenditures	Title III	1,424.00

Vista Continuation High School Parent and Family Engagement Policy



Title I Parent and Family Engagement Policy

To involve parents and family members in the Title I program, the following practices have been established at Vista Continuation High School:

(a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. Section 6318[c][1])

Vista High School will continue to hold an annual Title I meeting in the fall of the new school year to inform families of participation, requirements, and parent rights under the Title I, Part A program via in-person, virtual, and webinar format.

(b) Offer a flexible number of meetings, such as meetings in the morning or evening, and the school may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. Section 6318[c][2])

Vista High School will continue to identify families' needs via the Annual Title I Family Survey that may prevent them from being involved in a child's education.

Extra measures are to be taken to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

(c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program (SWP) plan.(20 U.S.C. Section 6318[c][3])

The Parent and Family Engagement Policy will continue to be reviewed annually by Vista High School Schoolsite Council (SSC) and English Learner Advisory Committee (ELAC). Families will continue to be provided with formal and informal opportunities to provide feedback.

Vista High School Title I program will continue to be reviewed annually as part of the annual development of the School Plan for Student Achievement (SPSA).

(d) Provide parents of participating children with the following

i. Timely information about the Title I programs. (20 U.S.C. Section 6318[c][4][A])

Vista High School will continue to provide timely information about the Title I, Part A program in various ways, but not limited to, notifications, all-call messages, site newsletters, postings on the school's website, parent resource center, family meetings/events, Schoolsite Council (SSC), English Learner Advisory Committee (ELAC), Coffee with the Principal, Back to School Night, Parent-Teacher Conferences, Open House, celebratory events, flyers and personalized live calling in home languages.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. Section 6318[c][4][B])

The curriculum used at Vista High School incorporates different means to meet the needs of the students. The primary curriculum is based on district-adopted materials in addition to the online curriculum. All curriculum is A-G approved and aligned to state standards.

Vista High School will continue to provide quarterly Parent-Teacher Conferences as needed as an opportunity to share information to families on student progress on their academic plans and performance, in relation to state and local academic assessments, curriculum being used, grade-level expectations for proficiency, data reporting for state and local academic assessments, and available interventions for students needing assistance. Interventions and parent conferences will continue to be logged on Aeries for documentation.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. Section 6318[c][4][C])

Vista High School will continue to provide opportunities to families to meet with point staff to discuss student needs and suggested support through formal scheduled Parent-Teacher Conferences quarterly, as well as informal requests made for meetings, as needed. Teacher mentors are responsible for meeting with at-risk students regularly and as needed with parents to ensure academic success. More workshops will be provided on navigating the AERIES parent portal to help parents monitor their child's academic progress and attendance behaviors in live time.

(e) If the SWP plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. (20 U.S.C. Section 6318[c][5])

Vista High School will continue to annually share ways families can provide informal and formal feedback on areas of strength and improvement of school goals and actions as identified in Vista High School's Plan for Student Achievement (SPSA).

Parent and family member's feedback will continue to be gathered and written documentation of comments that reflect the program is not satisfactory will be submitted to Lynwood USD.

Revised and Approved by SSC on February 6, 2025.

Vista Continuation High School Parent and Family Engagement Policy (Spanish)



Política de Involucramiento de Padres y Familias de Título I

Para involucrar a los padres y familiares en el programa Título I, se han establecido las siguientes prácticas en la Escuela Preparatoria Alternativa Vista:

(a) Convocar una reunión anual, en un momento conveniente, a la que se invitará y alentará a todos los padres de los niños participantes a asistir, para informar a los padres y familiares sobre la participación de su escuela en el programa Título I, Parte A y explicar los requisitos, y el derecho de los padres a participar. (20 USC Sección 6318[c][1])

La Escuela Preparatoria Vista continuará programando una reunión anual de Título I en otoño del nuevo año escolar para informar a las familias sobre la participación, los requisitos y los derechos de los padres bajo el programa Título I, Parte A. La reunión se llevará a cabo de formato virtual, webinario, y en persona.

(b) Ofrezca una cantidad flexible de reuniones, como reuniones por la mañana o por la noche, y la escuela puede proporcionar, con fondos del Título I, transporte, cuidado infantil o visitas domiciliarias, según dichos servicios se relacionen con la participación de los padres. (20 USC Sección 6318[c][2])

La Escuela Preparatoria Vista continuará identificando las necesidades de las familias a través de la Encuesta Familiar Anual de Título I que puede impedirles participar en la educación de un niño.

Se deben tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los entornos acogedores, proporcionar notificaciones de manera oportuna, utilizar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o en diferentes horarios, brindar cuidado infantil, garantizar que la información se brinde en un idioma y formato fácilmente comprensibles para las familias y brindar interpretación.

(c) Involucrar a los padres, de manera organizada, continua y oportuna, en la planificación, revisión y mejora del programa de Título I de la escuela, incluida la planificación, revisión y mejora de la política de involucramiento de padres y familias de la escuela y el desarrollo conjunto de la plan del programa escolar (SWP). (20 USC Sección 6318[c][3])

La Política de Involucramiento de Padres y Familias continuará siendo revisada anualmente por el Consejo Directivo Escolar (SSC) y el Comité Asesor de Padres de Aprendices de Inglés (ELAC) de la Escuela Preparatoria Vista. Las familias seguirán teniendo oportunidades formales e informales para brindar comentarios.

El programa Título I de la Escuela Preparatoria Vista continuará siendo revisado anualmente como parte del desarrollo anual del Plan Escolar del Rendimiento Estudiantil (SPSA).

(d) Proporcionar a los padres de los niños participantes lo siguiente:

i. Información oportuna sobre los programas del Título I.(20 USC Sección 6318[c][4][A])

La Escuela Preparatoria Vista continuará brindando información oportuna sobre el programa Título I, Parte A de varias maneras, entre otras, notificaciones, mensajes de llamadas, boletines informativos del sitio, publicaciones en el sitio web de la escuela, centro de recursos para padres, reuniones/eventos familiares, Consejo Directivo Escolar (SSC), Comité Asesor de Padres de Aprendices de Inglés (ELAC), Café con el Director, Noche de Regreso a Clases, Conferencias de Padres y Maestros, Casa Abierta, eventos de celebración, volantes informativos, y llamadas telefónicas personalizadas en lenguajes de hogar.

ii. Una descripción y explicación del plan de estudios utilizado en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de logro de los desafiantes estándares académicos estatales. (20 USC Sección 6318[c][4][B])

El plan de estudios utilizado en Vista High School incorpora diferentes medios para satisfacer las necesidades de los estudiantes. El plan de estudios primario se basa en materiales adoptados por el distrito además del plan de estudios en línea. Todo el plan de estudios está aprobado A-G y alineado con los estándares estatales.

La Escuela Preparatoria Vista continuará brindando conferencias de padres y maestros de otoño y primavera como una oportunidad para compartir información con las familias sobre el progreso y el desempeño de los estudiantes, en relación con las evaluaciones académicas estatales y locales, el plan de estudios que se utiliza, las expectativas de competencia a nivel de grado y la presentación de informes de datos para evaluaciones académicas estatales y locales, e intervenciones disponibles para estudiantes que necesitan ayuda. Las intervenciones y conferencias de padres se anotarán en Aeries para tener documentación.

iii. Si los padres lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias tan pronto como sea posible. (20 USC Sección 6318[c][4][C])

La Escuela Preparatoria Vista continuará brindando oportunidades a las familias para reunirse con el personal para discutir las necesidades de los estudiantes y sugerir apoyo a través de conferencias formales de padres y maestros programadas cada cuatrimestre, así como solicitudes informales de reuniones, según sea necesario. Los maestros mentores son responsables de reunirse regularmente con los estudiantes prometedores y, según sea necesario, con los padres para garantizar el éxito académico. Se brindarán más talleres sobre cómo navegar por el portal para padres de AERIES para ayudar a los padres a monitorear el progreso académico y los comportamientos de asistencia de sus hijos en tiempo real.

(e) Si el plan SWP no es satisfactorio para los padres de los niños participantes, envíe cualquier comentario de los padres sobre el plan cuando la escuela lo ponga a disposición de la LEA. (20 USC Sección 6318[c][5])

La Escuela Preparatoria Vista continuará compartiendo anualmente formas en que las familias pueden brindar comentarios informales y formales sobre las áreas de fortaleza y mejora de las metas y acciones escolares identificadas en el Plan Escolar del Rendimiento Estudiantil (SPSA) de la Escuela Preparatoria Vista.

Se seguirán recopilando comentarios de los padres y miembros de la familia y se enviará documentación escrita de los comentarios que reflejen que el programa no es satisfactorio al Distrito USD de Lynwood.

Revisado y aprobado Por SSC 6 de febrero del 2025.

Lynwood District Parent and Family Engagement Policy



Title I Part A Parent and Family Engagement Policy

What is Family Engagement?

The US Department of Education defines Family Engagement as the participation of parents and family members in regular, two-way, meaningful communication involving student academic learning and other school activities, including:

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

LUSD's Family Engagement Vision

Lynwood Unified School District embraces families of all races, ethnicities, and cultures in their engagement as an integral component for the social, emotional, and academic success of all students. All educational partners will be knowledgeable to work collaboratively and respectfully as equal partners by sharing responsibility and leadership to sustain quality family engagement across all schools.



1) Purpose of Parent and Family Engagement Policy:

The Lynwood Unified School District (LUSD) has developed this Parent and Family Engagement Policy to support and partner with families. This policy establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen powerful partnerships with students and families in all LUSD schools. This plan describes LUSD's commitment to engage parents and family members in the education of their children and to build staff capacity to successfully implement family engagement practices designed to meet the district's vision for family engagement.

2) How will parents and family members be involved in the development of this Policy (ESSA sections 1116[a][2][A], and 1116[a][2][F])?

LUSD has developed a written Title I Parent and Family Engagement Policy with input from parents and family members of participating children. Parent and family member input was gathered through the needs assessment process which included family surveys and discussion forums. Additional input was gathered from district level advisory committees and other parent advisory groups.

3) How will parents and family members be involved in developing school improvement plans (ESSA Section 1116[a][2][A])?

LUSD will continue to invite all parents and family members annually to take an active role by participating on site decision making councils and advisory committees, as well as, district level advisory committees in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

Parents and family members will continue to provide feedback on areas of strength and improvement of the Local Control Accountability Plan (LCAP) as well as, school goals and actions as identified in sites' School Plans for Student Achievement (SPSAs). Parent and family member feedback is also gathered at school meetings/forums, district and school advisory committee meetings, Schoolsite Council meetings, and through other means. The information gathered is used to revise the district's LCAP and the sites' SPSAs.

4) How does the Local Educational Agency (LEA) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance? Does this include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116 [a][2][B])?

District staff will continue to work collaboratively with site administrators and support teams to plan and implement district-wide parent and family engagement practices that are linked to student achievement. The district administration team will continue to include parent and family engagement during Principals' Meetings and other forums to assist in establishing protocols to ensure family engagement strategies and activities are being implemented (such as, but not limited to, running effective decision making and advisory groups, Coffee with the Principal, Curriculum Nights, and other parent/family information nights/workshops). Though the activities will be site-specific as described in schools' School-Parent Compacts, Parent and Family Engagement Policies, and SPSAs, best practices should be evidenced across all school sites.

In addition, district staff will continue to work as a team to address items related to family engagement to support the district's LCAP, Equity, and Strategic Plans. They will also continue to provide technical assistance for district and site support staff to discuss best practices that will help inform staff on effective family engagement practices such as, but not limited to, Analyzing and Sharing Data with Families, Welcoming Environments, Building Partnerships with Families, and Improving School-Family 2-Way Communication.

5) How will LEAs coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA sections 1116[a][2][C], and 1116[e][4])?

LUSD will continue to coordinate and integrate parent and family engagement strategies for all programs, such as Early Childhood Education, English Language Learners, Special Education, Migrant Program, and Career Technical Education as offered through Title I, Part A.

6) How will LEAs conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?

To evaluate the effectiveness of the Parent and Family Engagement Policy, LUSD will continue to conduct an annual evaluation of the content and effectiveness of this policy. Parents and family members will have opportunities to provide feedback. Each site will ensure families have multiple opportunities to provide input by making the family survey and policy input form available both in a digital and paper format. In addition to the annual family survey, there will be other means of providing input such as, but not limited to, LCAP parent survey, district level committee feedback, and/or discussion forums. LUSD will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.

7) What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with particular attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):

LUSD will continue to gather input from educational partners through the LCAP survey, family survey, discussion forums, as well as district advisory committees and site decision making councils/advisory committees to evaluate the effectiveness of the Parent and Family Engagement Policy. Barriers are identified through this process and actions will be put into place to address the needs of families, such as, take extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and offer interpretation services.

8) What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?

LUSD will continue to provide families with ongoing educational and leadership opportunities to support families in building stronger and more effective partnerships with school staff, so that they can better understand student academic expectations and learn how to navigate the educational system. These opportunities will be offered via engaging workshops, leadership academies, decision making and advisory group trainings, conferences, and/or events. In addition to face-to-face and/or virtual opportunities, every effort will be made to post resources (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) on the district/school site websites and Google Site for families to access remotely. Also, the district advisory councils and LCAP Committee will continue to advise the district on matters related to family engagement.

LUSD will continue to ensure families have knowledge of the Parent Volunteer Tiers and access to forms in an effort to increase family engagement.

9) What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?

LUSD will continue to coordinate capacity building opportunities for both families and staff to help strengthen school and family partnerships. District staff will continue to collaborate across departments to provide families with a series of educational opportunities on various topics to help families strengthen school-home partnerships and their interactions with staff. Motivational strategies, as well as Social Emotional Learning (SEL) programs will be utilized to encourage parents and families to participate in capacity building opportunities both at the district and school level.

In addition, LUSD will ensure that systems are put in place for meaningful 2-Way Communication between families and staff, such as, utilizing different communication methods (flyers, AERIES System, social media platforms, district and site websites, and other methods).

10) LEAs provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?

LUSD will coordinate support to assist schools to utilize evidence-based strategies in an effort to design systemic and more effective family engagement practices, programs, and services as outlined in the Dual Capacity Framework for Family-School Partnerships, US Department of Education, as well as Family Engagement Toolkit, California Department of Education. Parents and family members will also continue to be provided with technical support in the areas of parent leadership and advocacy through a train-the-trainer program model to address the needs of families.

11) How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?

LUSD reserves at least one percent of the Title I, Part A allocation to support district-wide parent and family engagement activities. Family engagement activities are included in the district's LCAP. District level staff are also in place to support parent and family engagement efforts.

12) How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?

Funds reserved by the district for parent and family engagement activities are used to support the activities and strategies addressed in this policy, including funding Parent Involvement Specialists. Parent Involvement Specialists will continue to provide information, resources, and professional learning on best practices regarding engaging families such as participating in community events for families, connecting families to resources, and organizing meetings, activities, and workshops to engage families.

13) How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])??

Using federal funding formulas and data from California Longitudinal Achievement Data System (CALPADS), sites will be ranked and ordered. Funds are distributed among the sites while prioritizing high-need sites.

14) How will LEAs provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?

Information and resources will continue to be provided to parents and family members on strategies to assist them in supporting their children's at-home learning on topics, such as but not limited to, Preparing for a Parent-Teacher Conference, Understanding the Common Core State Standards, and Understanding State and Local Assessments. The assistance will come in the form of workshops as part of the Parent and Family Education Plan developed by LUSD's Parent Involvement Specialists. Parent Involvement Specialists will also continue to collaborate with other departments, personnel, and parents to provide additional learning experiences that are enriching for families.

15) How will LEAs provide materials and training to help parents and families work with their children to improve their achievement, such as literary training and using technology (ESSA Section 1116[e][2])?

LUSD will continue to work collaboratively with parents and family members to identify programs and services needed to support families in helping their children succeed. Parent and family workshops that promote literacy (reading and writing) will be included in the Parent Educational Plan. Additional learning opportunities for families to attend conferences and/or trainings that will support them in helping their children meet academic and personal goals will be offered when possible.

In addition, Parent Involvement Specialists will continue to collaborate with the Technology Services Department and/or partners to provide technology related workshops that support families in understanding the 21st Century, such as but not limited to, tools and knowledge to engage in virtual platforms, digital citizenship, educational websites, and applications.

16) How will LEAs educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school (ESSA Section 1116[e][3])?

LUSD will continue to provide professional development for staff and families in the areas of Cultural Proficiency, Building Trusting Relationships, Welcoming Environments, and other areas of need in an effort to build effective home-school partnerships.

In addition, LUSD will continue to partner with parents and family members to address strengths and challenges of existing family engagement practices to provide recommendations that will contribute to creating stronger trusting relationships and activities/programs that are more effectively connected to student learning.

17) How will LEAs coordinate and integrate parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?

LUSD under the direction of the Equity, Access, and Instructional Services Department will continue to support each school site as they develop their SPSA which include goals, actions, strategies, and expenditures for parent and family engagement, as well as goals to improve academic achievement. School sites will be provided with SPSA support through training provided to the administration and support staff, student, and parent representatives on the requirements of the SPSA development. The Equity, Access, and Instructional Services Department will review the sites' SPSAs to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.

In addition, every school site has identified a Parent Resource Center to provide a place for families to participate more actively in activities such as decision making council meetings, advisory committee meetings, and workshops, as well as,

accessing resources for social services, and technology. Site staff and volunteers will receive additional support to assist them in fully implementing their centers.

18) How will LEAs ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5])?

LUSD will continue to communicate with families in a format and language that they can understand using a variety of platforms to reach as many families as possible. Notifications will be shared via, but not limited to, district and school websites, school messaging systems, newsletters, flyers, and social media postings. Hard copies of materials will be available.

In addition, site support staff will assist with communication between home and school and other parent and family engagement efforts.

19) How will LEAs provide such other reasonable support for parental involvement activities under this section (ESSA Section 1116[e][14])?

LUSD will continue to support sites by providing schools with support staff who assist with home-school communication as well as connect families to additional resources, available both at school and in the community.

In addition, Parent Involvement Specialists will continue to provide the sites with a monthly family education calendar, along with resources, to be shared with the parents and families at each site, that will inform parents and families on upcoming educational opportunities and strategies that they can use to support their children at home.

20) How will the LEA ensure that the Parent and Family Engagement Policy is in a format and language that is easy for parents and families to understand (ESSA Section 1116[f])?

LUSD will continue to make this policy available by notifying families on the various ways to access the policy such as notifications, all-call messages, site newsletters, Parent and Student Handbook, postings on the district's and schools' website, parent resource centers, and annual Title I meetings. Parents and family members are welcome and encouraged to provide ongoing feedback regarding this policy at any time by submitting written comments to district or school sites.

LUSD will continue to ensure the policy is accessible to all families in a format and language that parents and family members can understand.

This Policy was adopted by the Lynwood Unified School District in Spring, 2025 and will be in effect until Spring, 2026.

Lynwood District Parent and Family Engagement Policy (Spanish)



Política de Involucramiento del Padre y Familia del Título I Parte A

¿Qué es el Involucramiento Familiar?

El Departamento de Educación de EE. UU. define el Involucramiento Familiar como la participación de los padres y miembros de la familia en una comunicación significativa regular y bidireccional que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo:

- (A) Que los padres juegan un papel integral en ayudar al aprendizaje de sus hijos.
- (B) Que se aliente a los padres a participar activamente en la educación de sus hijos.
- (C) Que los padres sean socios plenos en la educación de sus hijos y se incluyan, según proceda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos.
- (D) La realización de otras actividades, como las descritas en la Sección 1116 de la Ley del éxito de todos los estudiantes (ESSA).

La Visión de Involucramiento de Familia de LUSD

El Distrito Escolar Unificado de Lynwood abarca a las familias de todas las razas, etnias y culturas en su compromiso como un componente integral para el éxito social, emocional y académico de todos los estudiantes. Todos los socios educativos estarán capacitados para trabajar de manera colaborativa y respetuosa como socios iguales al compartir la responsabilidad y el liderazgo para mantener un involucramiento familiar de calidad en todas las escuelas.



1) Propósito de la Política del Involucramiento del Padre y Familia:

El Distrito Escolar Unificado de Lynwood (LUSD) ha desarrollado esta Política de Involucramiento del Padre y Familia para apoyar y asociarse con las familias. Esta política establece las expectativas y objetivos del distrito para un involucramiento de familia significativo y guía las estrategias y los recursos que fortalecen las asociaciones poderosas con los estudiantes y las familias en todas nuestras escuelas LUSD. Este plan describe el compromiso de LUSD de involucrar a los padres y miembros de la familia en la educación de sus hijos y desarrollar la capacidad del personal para implementar con éxito las prácticas del involucramiento familiar diseñadas para cumplir con la visión del distrito para el involucramiento familiar.

2) ¿Cómo participarán los padres y los miembros familia en el desarrollo de esta Política (ESSA secciones 1116 [a] [2] [A] y 1116 [a] [2] [F])?

LUSD ha desarrollado una Política de Involucramiento del Padre y Familia del Título I por escrito con aportes de los padres y miembros de familia de los niños participantes. Los aportes del padre y miembro de familia se obtuvieron a través del proceso de evaluación de necesidades que incluyó encuestas de familia y foros de discusión. Se recopiló información adicional de los comités asesores a nivel de distrito y otros grupos asesores de padres.

3) ¿Cómo se involucrarán los padres y los miembros de familia en el desarrollo de planes de mejoras de la escuela (ESSA Sección 1116 [a] [2] [A])?

LUSD continuará invitando a todos los padres y miembros de la familia anualmente para que tomen un rol de participación activo en los concilios para tomar decisiones/comités asesores de las escuelas y/o comités asesores a nivel de distrito para que se involucren en el desarrollo de planes de mejora de las escuelas. Los miembros de los concilios y comités continuarán siendo entrenados en sus roles y responsabilidades.

Los padres y los miembros de familia continuarán brindando comentarios sobre las áreas de fortaleza y mejora del Plan de Responsabilidad de Control Local (LCAP, por sus siglas en inglés), así como las metas de las escuelas y las acciones identificadas en los Planes Escolares para el Logro Estudiantil (SPSAs, por sus siglas en inglés) de las escuelas. Los comentarios del padre y el miembro de familia también se recopilarán en las reuniones/foros escolares, las reuniones del comité asesor del distrito y por las reuniones del Consejo Directivo Escolar (SSC, por sus siglas en inglés) y por otros medios. La información recopilada se utiliza para revisar el LCAP del distrito y los SPSAs de las escuelas.

4) ¿Cómo proporciona la Agencia Educativa Local (LEA) la coordinación, asistencia técnica y otro tipo de apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes dentro de la LEA en la planificación e implementación de actividades efectivas de involucramiento del padre y familia para mejorar el rendimiento académico de los estudiantes y el desempeño de la escuela? ¿Incluye esto una consulta significativa con empleadores, líderes empresariales y organizaciones filantrópicas, o individuos con experiencia en involucrar efectivamente a los padres y miembros de la familia en la educación (ESSA Sección 1116 [a] [2] [B])?

El personal del distrito continuará trabajando en colaboración con los administradores de las escuelas y los equipos de apoyo para planificar e implementar prácticas en todo el distrito de involucramiento de padres y familias que estén vinculadas con el rendimiento estudiantil. El equipo de administración del distrito continuará incluyendo el involucramiento del padre y familia durante las Reuniones de Directores y otros foros para asistir en establecer protocolos para garantizar que se implementen las estrategias y actividades de involucramiento de familia (tales como, incluyendo pero sin limitarse, dirigiendo eficazmente grupos de toma de decisiones y asesores, Café con el Director, Noches de Currículo y otras noches/talleres de información para el padre o familia). Sin embargo las actividades serán específicas para la escuela, tal como se describe en los Convenios entre Padre y Escuelas, Políticas de Involucramiento de Padre y Familias, y los SPSAs, las mejores prácticas deben evidenciarse en todos los sitios escolares.

Además, el personal del distrito continuará trabajando como equipo para abordar los temas relacionados con el involucramiento de la familia para apoyar los planes del LCAP, Equidad y Estratégicos del distrito. Continuarán brindando asistencia técnica al distrito y al personal de apoyo del sitio para discutir las mejores prácticas que ayudarán a informar al personal sobre prácticas efectivas de involucramiento de familia como, incluyendo pero sin limitarse, Analizar y Compartir Datos con las Familias, Ambientes Acogedores, Crear Alianzas con las Familias y Mejorar la Comunicación Bidireccional entre la Escuela y la Familia.

5) ¿Cómo coordinarán o integrarán las LEAs las estrategias de involucración del padre y familia con otras leyes y programas federales, estatales y locales relevantes (ESSA sección 1116 [a] [2] [C] y 1116 [e] [4])?

LUSD continuará coordinando e integrando estrategias de involucramiento del padre y familia para todos los programas, tales como Educación de la Primera Infancia, Estudiantes Aprendices del Idioma Inglés, Educación Especial, Programa para Migrantes y Educación Técnica Profesional como se ofrece a través del Título I, Parte A.

6) ¿Cómo llevarán a cabo las LEAs, con una participación significativa de los padres y los miembros de familia, una evaluación anual del contenido y la efectividad de esta Política para mejorar la calidad académica de todas las escuelas atendidas en virtud del Título I, Parte A, y usar el hallazgo para diseñar estrategias basadas en evidencia? (ESSA secciones 1116 [a] [2] [D] y 1116 [a] [2] [E])?

Para evaluar la efectividad de la Política de Involucramiento del Padre y Familia, LUSD continuará realizando una evaluación anual del contenido y la efectividad de esta política. Los padres y los miembros de la familia tendrán la oportunidad de brindar aportaciones. Cada escuela asegurará que las familias tengan múltiples oportunidades para brindar información al hacer que la encuesta familiar y el formulario de aportes de esta política estén disponibles tanto en formato digital como en papel. Además de la encuesta anual a la familia, habrá otros medios para proporcionar información como, por ejemplo, incluyendo pero sin limitarse a la encuesta LCAP de padres, aportación de los comités asesores a nivel del distrito y/o los foros de discusión. LUSD continuará utilizando los hallazgos de todas las fuentes de datos para revisar la Política de Involucramiento del Padre y Familia para que refleje las necesidades de todas las familias.

7) ¿Cuáles son las barreras para una mayor participación de los padres en actividades autorizadas por la Sección 1116 de ESSA? Tenga en cuenta con especial atención que los padres y miembros de la familia que están en desventaja económica, están discapacitados, tienen un dominio limitado del inglés, tienen una alfabetización limitada o tienen antecedentes de minorías raciales o étnicas (ESSA Sección 1116 [a] [2] [D] [i]):

LUSD continuará reuniendo la aportación de los socios educativos a través de la encuesta LCAP, la encuesta de familia, los foros de discusión, así como los comités asesores del distrito y los concilios/comités asesores que toman decisiones de las escuelas para evaluar la efectividad de la Política de Involucramiento del Padre y Familia. Las barreras se identifican a través de este proceso y se implementarán acciones para abordar las necesidades de las familias, tales como, tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los ambientes acogedores, proporcionar notificaciones de manera oportuna, usar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o diferentes horarios, proporcionar cuidado de niños, garantizar de que la información se proporcione en un idioma y formato fácilmente comprensible para las familias, y ofrecer servicios de interpretación.

8) ¿Cuáles son las necesidades de los padres y los miembros de familia para que puedan ayudar con el aprendizaje de sus hijos, incluida la colaboración con el personal escolar y los maestros (ESSA Sección 1116 [a] [2] [D] [iii])?

LUSD continuará brindando a las familias oportunidades educativas y de liderazgo para apoyar a las familias en construir alianzas más sólidas y efectivas con el personal de la escuela, para que puedan comprender mejor las expectativas académicas de los estudiantes y aprender a navegar el sistema educativo. Estas oportunidades se ofrecerán a través de talleres interactivos, academias de liderazgo, capacitación para grupos de toma de decisiones y asesores, conferencias y/o eventos. Además de las oportunidades en persona y/o virtual se hará todo lo posible para publicar recursos (materiales de talleres, guías/boletines para los padres y familias, materiales de aprendizaje para el hogar y recursos digitales) en el sitio web del distrito/escuelas, y Sitio Google para que las familias puedan acceder de forma remota. Además, los comités asesores del distrito y el Comité del LCAP continuarán asesorando al distrito sobre asuntos relacionados con el involucramiento familiar.

LUSD continuará asegurándose de que las familias tengan conocimiento de los Niveles de Padres Voluntarios y acceso a los formularios en un esfuerzo por aumentar el involucramiento familiar.

9) ¿Cuáles son las estrategias utilizadas para apoyar las interacciones exitosas entre la escuela y la familia (Sección 1116 [a] [2] [D] [iii] ESSA)?

LUSD continuará coordinando oportunidades de desarrollo creando oportunidades de capacitación tanto para las familias como para el personal para ayudar a fortalecer las alianzas entre las escuelas y familias. El personal del distrito continuará colaborando con todos los departamentos para brindar a las familias una serie de oportunidades educativas sobre diversos temas para ayudar a las familias a fortalecer las alianzas entre la escuela, el hogar y sus interacciones con el personal. Se utilizarán estrategias de motivación así como programas de Aprendizaje Socioemocional (SEL, por sus siglas en inglés) para alentar a los padres y familias a participar en oportunidades de desarrollo de capacidades tanto a nivel del distrito como de la escuela.

Además, LUSD se asegurará de que se establezcan sistemas para una comunicación bidireccional significativa entre las familias y el personal, por ejemplo, utilizando diferentes métodos de comunicación (folletos, sistema AERIES, plataformas de redes sociales, sitios web de distrito y escuelas, y otros métodos).

10) Las LEAs brindan coordinación, asistencia técnica y otro tipo de apoyo para ayudar a las escuelas a planificar e implementar actividades efectivas de participación de padres y familias. Esto puede incluir consultas con empleadores, líderes empresariales, organizaciones filantrópicas o individuos. ¿Qué asistencia técnica se proporcionará a los padres (ESSA Sección 1116 [a] [3] [A])?

LUSD coordinará el apoyo para ayudar a las escuelas a utilizar estrategias basadas en evidencia en un esfuerzo para diseñar un sistema más efectivo con prácticas de involucramiento de padres, programas y servicios más efectivos como se describe en el Marco de Capacidad Dual para Alianzas de Familia-Escuela, Departamento de Educación de California. Los padres y los miembros de familia también continuarán recibiendo asistencia técnica en las áreas de liderazgo y abogacía a través de un programa de formación de formadores para abordar las necesidades de las familias.

11) ¿Cómo reservarán las LEAs el 1 por ciento de los fondos del Título I, Parte A para cumplir con los requisitos de involucración de padres y familias (ESSA Sección 1116 [a] [3] [A])?

LUSD reserva al menos el uno por ciento de la asignación de Título I, Parte A para apoyar las actividades de involucramiento del padre y la familia en todo el distrito. Las actividades del involucramiento de familia se incluyen en el LCAP del distrito. El personal a nivel del distrito también está en el lugar para apoyar los esfuerzos de involucramiento de padres y familias.

12) ¿Cómo asignará LEA los fondos para la participación de los padres y la familia (ESSA Sección 1116 [a] [3] [B])?

Los fondos reservados por el distrito para actividades de involucramiento de padre y familia se utilizan para apoyar las actividades y estrategias abordadas en esta política, incluyendo el financiamiento de Especialistas en Participación de Padres. Especialistas de Participación de Padres continuarán brindando información, recursos y aprendizaje profesional sobre las mejores prácticas para involucrar a las familias tal como participar en eventos comunitarios para familias, conectar a las familias con los recursos, y organizar reuniones, actividades y talleres para involucrar a las familias.

13) ¿Cómo distribuirán las LEAs el 90 por ciento de la reserva del 1 por ciento a las escuelas (ESSA Sección 1116 [a] [3] [C])?

Utilizando fórmulas de financiamiento federal y datos del Sistema de Datos Longitudinales del Rendimiento de los Alumnos de California (CALPADS, por sus siglas en inglés), las escuelas se clasificarán y ordenarán. Los fondos se distribuyen entre las escuelas al tiempo que se les da prioridad a las escuelas de alta necesidad.

14) ¿Cómo proporcionarán las LEAs asistencia a los padres y las familias para comprender los estándares académicos estatales, las evaluaciones académicas estatales y locales, los requisitos del Título I, Parte A, cómo monitorear el progreso de sus hijos y cómo trabajar con los educadores para ayudar a todos los estudiantes a tener éxito (Sección ESSA 1116 [e] [1])?

Se continuará brindando información y recursos a los padres y miembros de la familia tales como, pero no limitado, a estrategias para ayudarlos a apoyar el aprendizaje en el hogar de sus hijos sobre temas como la Preparación para una Conferencia de Padre y Maestro, Entendiendo los Estándares Estatales Comunes y Entendiendo las Evaluaciones Estatales y Locales. El apoyo vendrá en forma de talleres como parte del Plan de Educación para Padres y la Familia desarrollado por las Especialistas de Participación de Padres de LUSD. Las Especialistas de Participación de Padres también continuarán colaborando con otros departamentos, personal y padres para proporcionar experiencias de aprendizaje adicionales que sean enriquecedoras para las familias.

15) ¿Cómo proporcionarán las LEAs materiales y capacitación para ayudar a los padres y las familias a trabajar con sus hijos para mejorar sus logros, como la capacitación literaria y el uso de la tecnología (ESSA Sección 1116 [e] [2])?

LUSD continuará trabajando en colaboración con los padres y los miembros de familia para identificar programas y servicios necesarios para ayudar a las familias a ayudar a sus hijos a tener éxito. Los talleres para padres y familias que promueven la alfabetización (leyendo y escribiendo) se incluirán en el Plan de Educación para Padres. Proveen, cuando sea posible, oportunidades de aprendizaje adicionales para que las familias asistan a conferencias y/o capacitaciones que los apoyarán a ayudar a sus hijos a cumplir metas académicas y personales.

Además, Especialistas de Participación de Padres continuarán colaborando con el Departamento de Servicios de Tecnología y/o socios para brindar talleres relacionados con la tecnología que ayuden a las familias a comprender el aprendizaje del siglo XXI, como, entre otros, herramientas y conocimientos para participar en plataformas virtuales, la ciudadanía digital, los sitios web educativos y las aplicaciones.

16) ¿Cómo educarán las LEAs a los maestros, al personal de apoyo educativo, los directores y otros líderes y personal escolar, con la ayuda de los padres y las familias, en el valor y la utilidad de las contribuciones de los padres y las familias, y se acercarán, se comunicarán y trabajarán con los padres y familias como socios iguales, implementando y coordinando programas para el padre y la familia se crearan lazos entre padres y familias y la escuela (ESSA Sección 1116 [e] [3])?

LUSD continuará brindando desarrollo profesional para el personal y las familias en las áreas de Dominio Cultural, Creación de Relaciones de Confianza, Ambientes Acogedores y otras áreas de necesidad en un esfuerzo en crear asociaciones efectivas entre el hogar y la escuela.

Además, Especialistas en Participación de los Padres continuarán trabajando con padres y miembros de familia para abordar las fortalezas y desafíos de las prácticas existentes de participación familiar para proporcionar recomendaciones que contribuyan a crear relaciones y actividades/programas de confianza más sólidos que estén conectados de manera más efectiva al aprendizaje de los estudiantes. Las recomendaciones y mejores prácticas proporcionadas por el equipo se compartirán con los equipos de liderazgo de las escuelas.

17) ¿Cómo coordinarán e integrarán las LEAs los programas de participación de padres y familias con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y llevarán a cabo otras actividades, como los centros de recursos para padres y familias que alientan y apoyan a los padres y familias a participar más plenamente en la educación de sus hijos (ESSA Sección 1116 [e] [4])?

LUSD bajo la dirección del Departamento de Equidad, Acceso y Servicios Instruccionales seguirá apoyando a cada escuela a medida que desarrollen sus SPSAs que incluyan metas, acciones, estrategias y gastos para la participación del padre y la familia, así como metas para mejorar el rendimiento académico. Las escuelas recibirán apoyo de SPSA a través de capacitación brindada a la administración, al personal de apoyo, y representantes de estudiantes y padres sobre los requisitos del desarrollo de SPSA. El Departamento de Equidad, Acceso y Servicios Instruccionales revisará los SPSAs de las escuelas para garantizar que las metas de participación del padre y familia se planifiquen y apoyen con actividades, materiales y recursos.

Además, cada escuela ha identificado un Centro de Recursos para Padres para proporcionar un lugar en donde las familias participen más activamente en actividades tal como en las reuniones del concilio de toma de decisiones, comité asesor y los talleres, así como el acceso a recursos para servicios sociales y tecnología. El personal de la escuela y los voluntarios recibirán apoyo adicional para ayudarlos a implementar sus centros.

18) ¿Cómo garantizarán las LEAs que la información relacionada con los programas, reuniones y otras actividades de la escuela y los padres se envíe a los padres de los niños participantes en un formato y, en la medida sea posible, en un idioma que los padres y las familias puedan entender (ESSA Sección 1116 [e] [5])?

LUSD continuará comunicándose con las familias en un formato y lenguaje que puedan entender usando una variedad de plataformas para llegar a tantas familias como sea posible. Las notificaciones se compartirán a través de, incluyendo pero sin limitarse, sitios web del distrito y de las escuelas, sistemas de mensajes escolares, boletines informativos, volantes y publicaciones en redes sociales. Copias impresas de materiales estarán disponibles.

Además, el personal de apoyo ayudará con la comunicación entre el hogar y la escuela y otros esfuerzos de involucramiento de los padres y la familia.

19) ¿Cómo proporcionarán las LEAs otro apoyo razonable para las actividades de participación de los padres en esta sección (ESSA Sección 1116 [e] [14])?

LUSD continuará apoyando a las escuelas al proporcionar personal de apoyo que ayude con la comunicación entre el hogar y la escuela, y conectar a las familias con recursos adicionales, disponibles tanto en la escuela como en la comunidad.

Además, Especialistas en Participación de los Padres continuarán brindando a las escuelas un calendario mensual de educación familiar, junto con recursos, para compartir con los padres y las familias en cada escuela, que informará a los padres y las familias sobre las próximas oportunidades educativas y estrategias que pueden usar para apoyar a sus hijos en el hogar.

20) ¿Cómo se asegurará el LEA de que la Política de Involucramiento de Padre y Familia esté en un formato y lenguaje que sea fácil de entender para los padres y las familias (ESSA Sección 1116 [f])?

LUSD continuará poniendo a disposición esta política notificando a las familias sobre las diversas formas de acceder a la política, tales como notificaciones, llamadas de mensaje, boletines de las escuelas, Manual para Padres y Estudiantes, publicaciones en el sitio de web del distrito y las escuelas, centros de recursos para padres y reuniones anuales del Título I. Padres y los miembros de familia son bienvenidos y alentados a proporcionar comentarios continuos sobre esta política en cualquier momento mediante la presentación de comentarios sea por escrito al distrito o a las escuelas.

LUSD continuará asegurando que la política sea accesible para todas las familias en un formato e idioma que los padres y los miembros de la familia puedan entender.

Esta Política fue adoptada por el Distrito Escolar Unificado de Lynwood en la primavera de 2025 y estará vigente hasta la primavera de 2026.

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
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Ramon Enriquez	Principal
Anthony Garza	Classroom Teacher
Ruth Rodriguez	Classroom Teacher
Oscar Luna	Classroom Teacher
Cheryl Headspeth	Other School Staff
Veira Zepeda	Parent or Community Member
Ashley Perez	Parent or Community Member
Sandra Cruz	Parent or Community Member
Alan Garcia Tellez	Secondary Student
Cindy Hernandez	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 has reviewed and adopted the School Site and LUSD Board Approved Parent and Family Engagement Policies, and the policies have been distributed school-wide.

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

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 03/6/25.

Attested:



Principal, Ramon Enriquez on March 6, 2025



SSC Chairperson, Alan Garcia Tellez on March 6, 2025

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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

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? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program