



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Victor Valley High School	36-67934-3638012	5/8/2025	6/5/2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Victor Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Victor Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

Victor Valley High School has developed a School Plan for Student Achievement (SPSA) that meets the essential guidelines of the "Every Student Succeeds Act" by ensuring all children have an opportunity to receive a fair, equitable, and high-quality education with the goal of closing educational achievement gaps. VVHS engages in timely and meaningful consultation with stakeholders both in the planning stage as well as implementation of the SPSA. The stakeholder groups review data and evaluate programs that target our historically low-performing groups of students. VVHS recognizes achievement gaps are deepest and most prevalent among Students with Disabilities, African American students, and English learners. Many students belong to two or more of these groups, heightening the need for additional supports and services to close these gaps. The plan is also developed with the Victor Valley Union High School District Local Control and Accountability Plan goals, actions and service as a guide for continued academic progress. The goals in the SPSA are aligned to the goals in the LCAP. The school community is committed to meeting the guidelines set forth of all federal, state and local funding sources with the goal of providing a well rounded educational experience where every student attending Victor Valley High School graduates with the tools and skills to be successful, contributing members of our community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council meets throughout the year. The meeting dates are posted on the school website and all are invited to attend. The 2025-26 SPSA was approved on 5/8/2025 by the SSC. The SPSA draft was shared with the SSC meeting on 5/1/2025, prior to approval. Student, staff and parent members are elected and serve a 2 year term. Vacant positions are up for election and voted upon by their peers. Coffee with the Principal gatherings planned by the Parent Engagement Liaison, meet monthly. During this time, parents and community members gather and discuss school concerns, student academic and athletic needs as well as parental assistance opportunities. Additionally the principal meets with a student group (PLUS) twice a year to review concerns on campus and talk about what is going well. Additional input into the SPSA is gathered from the Curriculum and Instruction team (department leads) during spring monthly meetings.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

The following resource inequities have been identified through our needs assessment:

- 1.) The need for additional collaborative learning spaces to support student engagement.
- 2.) The need for additional bilingual instructional assistant (BIA) support for English Language Learners.
- 3.) The need for additional training in the "collaborative learning model" for all teachers who work with Students with Disabilities.
- 4.) The need for additional training in how to effectively monitor and utilize data to help guide instructional practices for African American students, English Language Learners, and Students with Disabilities.

5.) The need to continue to provide staff who will focus on data for the purpose of progress monitoring and to provide the ability to course correct if and when it is needed in order to support the academic and social emotional growth of African America Students, English Language Learners, Low Income Students and Students with Disabilities.

6.) The need to provide academic and social emotional mentoring for African American students, Low Income and our Foster Youth population.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

1 School-wide performance for English is in the "Yellow" with students performing 34.4 points (increased 38.4 points) below standard.

"Red"

a.) Students with Disabilities student performance for ELA is in the "Red" with students performing 155.1 points (declined 6.7 points) below standard.

"Orange"

a.) African American student performance for ELA is in the "Orange" with students performing 50.5 points (increased 57.9 points) below standard.

b.) English Learners student performance for ELA is in the "Orange" with students performing 96.5 points (increased 18.7 points) below standard.

c.) Long Term English Learners student performance for ELA is in the "Orange" with students performing 92.7 points (increased 22.7 points) below standard.

2. School-wide performance for Mathematics is in the "Orange" with students performing 151.7 points (increased 17.4 points) below standard.

"Red"

a.) Students with Disabilities student performance for Math is in the "Red" with students performing 221.5 points (declined 5.9 points) below standard.

b.) English Learners student performance for Math is in the "Red" with students performing 196.3 points (maintained) below standard.

c.) Long Term English Learners student performance for Math is in the "Red" with students performing 209.4 points (declined 8.7 points) below standard.

"Orange"

a.) African American student performance for Math is in the "Orange" with students performing 165.1 points (increased 55.1 points) below standard.

b.) Hispanic student performance for Math is in the "Orange" with students performing 148.6 points (increased 11.4 points) below standard.

c.) Low Income student performance for Math is in the "Orange" with students performing 152.4 points (increased 22 points) below standard.

3. School-wide performance for the College/Career Indicator is in the "Orange" with students performing 25.6 prepared. (Maintained)

"Red"

a.) Students with Disabilities student performance for College/Career is in the "Red" with students performing at 1.1% prepared (declined 3.6%).

"Orange"

- a.) English Learner student performance for College/Career is in the "Orange" with students performing at 14.3% prepared (declined 3.5%).
- b.) Long Term English Learner student performance for College/Career is in the "Orange" with students performing at 13.8% prepared (declined 6.3%).
- c.) Hispanic student performance for College/Career is in the "Orange" with students performing at 27.4% prepared (maintained).
- d.) Low Income student performance for College/Career is in the "Orange" with students performing at 25% prepared (maintained).

4. School-wide performance for the Graduation Rate Indicator is in the "Orange" with students performing 82.3% (declined 2.6%)

"Red"

- a.) Students with Disabilities student performance for Graduation Rate is in the "Red" with students performing at 63% Graduated (declined 2.9%).

"Orange"

- a.) English Learner student performance for Graduation Rate is in the "Orange" with students performing at 84.7% graduated (declined 4.6%).
- b.) Long Term English Learner student performance for Graduation Rate is in the "Orange" with students performing at 87.5% graduated (declined 4.9%).
- c.) Hispanic student performance for Graduation Rate is in the "Orange" with students performing at 86.8% graduated (declined 1.8%).
- d.) Low Income student performance for Graduation Rate is in the "Orange" with students performing at 82.2% graduated (declined 2.5).
- e.) African American student performance for Graduation Rate is in the "Orange" with students performing at 71.3% graduated (declined 10.6%).

5. School-wide performance for the Suspension Rate Indicator is in the "Green" with students 2.2% suspended at least one day. (declined 3.0%)

"Orange"

- a.) Two or More Races student performance on the Suspension Rate Indicator is at 3.7% students suspended at least one day. (increase by .5%)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

VVHS has three identified student groups that are two or more performance levels below the "all student" performance category. They are "Students with Disabilities" in the Red category in English, "Students with Disabilities" in the Red category in College/Career and "Two or More Races" in the Orange category for Suspension rate.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Data using during the Comprehensive Needs Assessment includes internal A-G progress monitoring, D and F rates, office referrals and PLUS student survey data. Additionally, we use the Panorama Data for feedback from Parents, Students and Staff. This data revealed the need to continue with parent engagement events, continued academic and socio emotional support for our African American, Low Income and Foster students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Victor Valley High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	0.32%	0.29%	0.18%	6	6	4
African American	19.82%	17.6%	16.92%	377	360	367
Asian	1.10%	1.08%	1.29%	21	22	28
Filipino	0.26%	0.34%	0.51%	5	7	11
Hispanic/Latino	68.14%	69.88%	69.85%	1296	1429	1515
Pacific Islander	0.21%	0.2%	0.14%	4	4	3
White	5.94%	5.53%	5.76%	113	113	125
Two or More Races	3.42%	3.91%	4.43%	65	80	96
Not Reported	0.79%	1.17%	0.92%	15	24	
Total Enrollment				1902	2045	2169

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	511	547	591
Grade 10	475	569	541
Grade 11	464	473	554
Grade 12	452	456	483
Total Enrollment	1,902	2,045	2,169

Conclusions based on this data:

1. The Hispanic/Latino population at VVHS has steadily increased over the past three years. This has resulted in an increase in our English Learner population.
2. The total enrollment at VVHS has steadily increased by over 267 the past three years.
3. Increased enrollment has resulted in more classroom sections being maxed out.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	336	410	402	17.7%	20.0%	18.5%
Fluent English Proficient (FEP)	387	398	443	20.3%	19.5%	20.4%

Conclusions based on this data:

1. The number of EL students at VVHS has increased by 2% over a 3 year span.
2. There is a need to focus on the reclassification of EL students at VVHS.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	440	441	514	432	429	498	430	429	498	98.2	97.3	96.9
All Grades	440	441	514	432	429	498	430	429	498	98.2	97.3	96.9

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	2506.	2503.	2544.	7.91	5.13	12.85	17.91	21.21	26.51	27.44	24.24	29.72	46.74	49.42	30.92
All Grades	N/A	N/A	N/A	7.91	5.13	12.85	17.91	21.21	26.51	27.44	24.24	29.72	46.74	49.42	30.92

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	9.53	8.18	14.06	53.49	56.78	58.63	36.98	35.05	27.31
All Grades	9.53	8.18	14.06	53.49	56.78	58.63	36.98	35.05	27.31

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	8.67	7.28	16.50	45.20	42.49	49.09	46.14	50.23	34.41
All Grades	8.67	7.28	16.50	45.20	42.49	49.09	46.14	50.23	34.41

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	6.28	6.07	10.04	69.07	71.73	72.29	24.65	22.20	17.67
All Grades	6.28	6.07	10.04	69.07	71.73	72.29	24.65	22.20	17.67

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	8.60	5.14	13.25	63.26	67.52	63.86	28.14	27.34	22.89
All Grades	8.60	5.14	13.25	63.26	67.52	63.86	28.14	27.34	22.89

Conclusions based on this data:

1. Based on current data, 73.66% of VVHS students are not meeting grade level standards as measured by the ELA CAASPP test.
2. We offer 4 sections of Language Skills (reading support) to address the students reading below a 5.5 reading level. With the increase of student scoring below standard, we may need to expand the number of students taking a reading support class in 9th grade.
3. Also, 50.23% of VVHS students scored below standard in writing indicating we need to increase writing being explicitly taught throughout all subject areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	440	440	515	428	431	503	428	431	502	97.3	98.0	97.7
All Grades	440	440	515	428	431	503	428	431	502	97.3	98.0	97.7

* 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	2455.	2451.	2470.	1.17	2.09	1.00	6.78	3.48	8.57	10.05	11.83	12.55	82.01	82.60	77.89
All Grades	N/A	N/A	N/A	1.17	2.09	1.00	6.78	3.48	8.57	10.05	11.83	12.55	82.01	82.60	77.89

Concepts & Procedures Applying mathematical concepts and procedures									
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	3.27	3.25	2.39	20.33	15.55	24.10	76.40	81.21	73.51
All Grades	3.27	3.25	2.39	20.33	15.55	24.10	76.40	81.21	73.51

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	3.04	2.09	2.19	51.87	49.19	51.39	45.09	48.72	46.41
All Grades	3.04	2.09	2.19	51.87	49.19	51.39	45.09	48.72	46.41

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	2.10	2.32	1.20	54.67	51.97	55.38	43.22	45.71	43.43
All Grades	2.10	2.32	1.20	54.67	51.97	55.38	43.22	45.71	43.43

Conclusions based on this data:

1. Math scores at VVHS have dipped in every major category.
2. VVHS students continue to struggle with the application of math, math reasoning, and articulating their thinking.
3. Math instruction at VVHS needs to take a step back before it can take a step forward. Basic skills must be enhanced before more advanced concepts can be mastered. This year, our math department will continue focusing on the Essentials Standards developed by VVUHSD.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) website for more information about the ELPAC.

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
9	1536.2	1515.5	1532.0	1528.6	1508.4	1531.1	1543.4	1521.9	1532.5	104	103	98
10	1551.6	1536.9	1542.4	1555.6	1535.4	1542.4	1547.2	1537.8	1541.7	90	118	92
11	1550.9	1548.9	1543.6	1550.1	1550.4	1547.0	1551.1	1547.0	1539.6	69	88	94
12	1552.3	1551.1	1553.3	1548.6	1558.6	1568.4	1555.5	1543.0	1537.7	55	65	66
All Grades										318	374	350

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
9	11.54	4.85	5.10	34.62	27.18	40.82	33.65	36.89	34.69	20.19	31.07	19.39	104	103	98
10	16.67	16.95	13.04	35.56	29.66	47.83	34.44	29.66	17.39	13.33	23.73	21.74	90	118	92
11	13.04	14.77	15.05	31.88	29.55	29.03	34.78	30.68	35.48	20.29	25.00	20.43	69	88	93
12	14.55	9.23	15.15	29.09	33.85	39.39	43.64	36.92	30.30	12.73	20.00	15.15	55	65	66
All Grades	13.84	11.76	11.75	33.33	29.68	39.26	35.85	33.16	29.51	16.98	25.40	19.48	318	374	349

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
9	21.15	10.68	27.55	40.38	40.78	40.82	22.12	27.18	16.33	16.35	21.36	15.31	104	103	98
10	25.56	24.58	35.87	45.56	36.44	32.61	22.22	22.03	15.22	6.67	16.95	16.30	90	118	92
11	21.74	26.14	35.48	52.17	37.50	32.26	15.94	21.59	15.05	10.14	14.77	17.20	69	88	93
12	27.27	27.69	42.42	41.82	46.15	34.85	18.18	18.46	9.09	12.73	7.69	13.64	55	65	66
All Grades	23.58	21.66	34.67	44.65	39.57	35.24	20.13	22.73	14.33	11.64	16.04	15.76	318	374	349

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
9	7.69	0.97	2.04	18.27	5.83	16.33	41.35	50.49	45.92	32.69	42.72	35.71	104	103	98
10	4.44	5.93	3.26	26.67	16.95	29.35	33.33	38.98	30.43	35.56	38.14	36.96	90	118	92
11	4.35	3.41	3.23	20.29	18.18	9.68	43.48	37.50	46.24	31.88	40.91	40.86	69	88	93
12	0.00	0.00	0.00	18.18	20.00	7.58	60.00	43.08	54.55	21.82	36.92	37.88	55	65	66
All Grades	4.72	2.94	2.29	21.07	14.71	16.33	42.77	42.51	43.55	31.45	39.84	37.82	318	374	349

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
9	3.85	4.85	6.12	73.08	64.08	65.31	23.08	31.07	28.57	104	103	98
10	8.89	11.86	7.61	74.44	61.02	68.48	16.67	27.12	23.91	90	118	92
11	1.45	5.68	7.61	68.12	68.18	55.43	30.43	26.14	36.96	69	88	92
12	7.27	10.77	4.55	60.00	61.54	71.21	32.73	27.69	24.24	55	65	66
All Grades	5.35	8.29	6.61	70.13	63.64	64.66	24.53	28.07	28.74	318	374	348

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
9	60.58	62.14	67.35	25.00	17.48	18.37	14.42	20.39	14.29	104	103	98
10	77.27	69.49	65.22	17.05	13.56	19.57	5.68	16.95	15.22	88	118	92
11	82.09	67.05	70.97	10.45	20.45	18.28	7.46	12.50	10.75	67	88	93
12	70.59	81.54	84.85	21.57	12.31	7.58	7.84	6.15	7.58	51	65	66
All Grades	71.61	68.98	71.06	19.03	16.04	16.62	9.35	14.97	12.32	310	374	349

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
9	12.50	3.88	10.20	36.54	39.81	43.88	50.96	56.31	45.92	104	103	98
10	10.00	10.17	13.04	44.44	45.76	48.91	45.56	44.07	38.04	90	118	92
11	7.25	6.82	5.38	50.72	38.64	41.94	42.03	54.55	52.69	69	88	93
12	9.09	0.00	0.00	49.09	41.54	46.97	41.82	58.46	53.03	55	65	66
All Grades	10.06	5.88	7.74	44.03	41.71	45.27	45.91	52.41	46.99	318	374	349

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
9	0.96	0.00	1.02	76.92	72.82	68.37	22.12	27.18	30.61	104	103	98
10	2.22	0.85	0.00	76.67	77.97	73.91	21.11	21.19	26.09	90	118	92
11	11.59	12.50	1.08	72.46	59.09	82.80	15.94	28.41	16.13	69	88	93
12	9.09	10.77	0.00	80.00	63.08	77.27	10.91	26.15	22.73	55	65	66
All Grades	5.03	5.08	0.57	76.42	69.52	75.36	18.55	25.40	24.07	318	374	349

Conclusions based on this data:

1. 25.04% of students are at level 1, 33.16% of students at level 2, 29.68% of students tested at level 3, and 11.76 of students are at level 4. These numbers have decreased at every level from the previous year.
2. There is a need to decrease the number of students performing at levels 1-3 while increasing the number of students performing at level 4.

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,169	89.5%	18.5%	1.2%
Total Number of Students enrolled in Victor Valley 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	402	18.5%
Foster Youth	26	1.2%
Homeless	50	2.3%
Socioeconomically Disadvantaged	1,941	89.5%
Students with Disabilities	373	17.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	367	16.9%
American Indian	4	0.2%
Asian	28	1.3%
Filipino	11	0.5%
Hispanic	1,515	69.8%
Two or More Races	96	4.4%
Pacific Islander	3	0.1%
White	125	5.8%

Conclusions based on this data:

- Nearly 72.5% of students at VVHS are socioeconomically disadvantaged indicating the need to allocate additional resources to provide equity, access and supplemental supports.

2. Nearly 20% of the students at VVHS are classified as English Language Learners indicating the need to allocate resources to provide equity, access and supplemental supports.
3. English Language Learners (20%) and Students with Disabilities (18.2%) continue to be two of our largest student groups.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Graduation Rate



Orange

Conditions & Climate

Suspension Rate



Green

Mathematics



Orange

English Learner Progress



Green

College/Career



Orange

Conclusions based on this data:

1. Math and English Language Arts continue to fall in the "Red" category indicating both areas need to be areas of focus for the 2024/2025 school year.
2. Suspension rate data continues to decrease and fell in the "Green" category the last two years.
3. Our graduation rate remains below standard and is currently in the "Orange" category.

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>Yellow</p> <p>34.4 points below standard</p> <p>Increased 38.4 points</p> <p>451 Students</p>	<p>English Learners</p> <p>Orange</p> <p>96.5 points below standard</p> <p>Increased 18.7 points</p> <p>106 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>92.7 points below standard</p> <p>Increased 22.7 points</p> <p>86 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>34.1 points below standard</p> <p>Increased 45.2 points</p> <p>414 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>155.1 points below standard</p> <p>Declined 6.7 points</p> <p>65 Students</p>	<p>African American</p>  <p>Orange</p> <p>50.5 points below standard</p> <p>Increased 57.9 points</p> <p>60 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>28.3 points below standard</p> <p>Increased 38.7 points</p> <p>346 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>41.5 points below standard</p> <p>Increased 18.0 points</p> <p>17 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>52.8 points below standard</p> <p>Increased 13.9 points</p> <p>21 Students</p>

Conclusions based on this data:

1. Three (Socioeconomically Disadvantaged, African American and Hispanic) of our five significant subgroups showed a decline from the previous year.
2. All three of our five significant subgroups were ranked in the "Red" category.
3. VVHS Socioeconomically Disadvantaged (79.3) and African American (108.3) students had the largest amount of points separating them from "Standard."

School and Student Performance Data

Academic Performance Mathematics

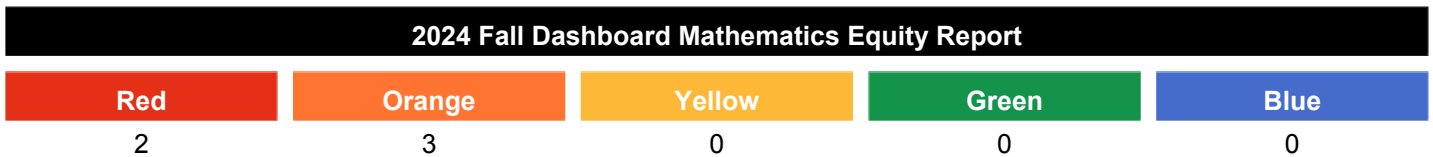
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This section provides number of student groups in each level.



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>Orange</p> <p>151.7 points below standard</p> <p>Increased 17.4 points</p> <p>450 Students</p>	<p>English Learners</p> <p>Red</p> <p>196.3 points below standard</p> <p>Maintained 2.0 points</p> <p>106 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>209.4 points below standard</p> <p>Declined 8.7 points</p> <p>86 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>152.4 points below standard</p> <p>Increased 22.0 points</p> <p>413 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>221.5 points below standard</p> <p>Declined 5.9 points</p> <p>64 Students</p>	<p>African American</p>  <p>Orange</p> <p>165.1 points below standard</p> <p>Increased 55.4 points</p> <p>59 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>148.6 points below standard</p> <p>Increased 11.4 points</p> <p>346 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>168.8 points below standard</p> <p>Declined 24.6 points</p> <p>17 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>153.9 points below standard</p> <p>Increased 6.1 points</p> <p>21 Students</p>

Conclusions based on this data:

1. Two (Socioeconomically Disadvantaged (-6.1) and African American (-22.6)) of our five significant subgroups showed a decline from the previous year.
2. Three of our five significant subgroups were ranked in the "Red" category.
3. VVHS Socioeconomically Disadvantaged (174.4) and African American (220.6) students had the largest amount of points separating them from "Standard."

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  Green 48.7% making progress. Number Students: 318 Students	Long-Term English Learner Progress  Green 49.3% making progress. Number Students: 286 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	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.4%	29.6%	0.6%	48.1%

Conclusions based on this data:

1. There is a need to decrease the percentage of students performing at levels 1-3 while increasing the percentage of students performing at level 4.

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.

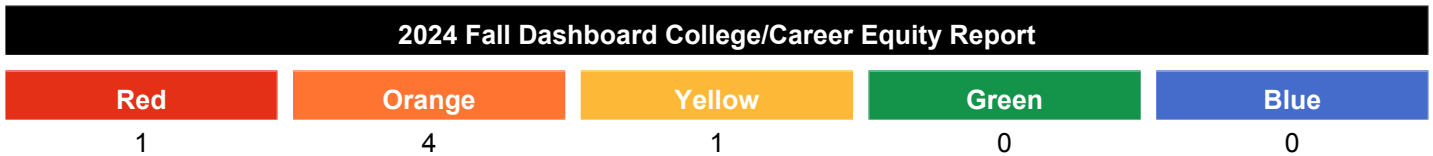
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












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>Orange</p> <p>25.6 Prepared</p> <p>Maintained 1.2</p> <p>461 Students</p>	<p>English Learners</p> <p>Orange</p> <p>14.3 Prepared</p> <p>Declined 3.5</p> <p>98 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>13.8 Prepared</p> <p>Declined 6.3</p> <p>80 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>8.3 Prepared</p> <p>Increased 8.3</p> <p>12 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>11.9 Prepared</p> <p>Declined 3.9</p> <p>42 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>25 Prepared</p> <p>Maintained 1.4</p> <p>444 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>1.1 Prepared</p> <p>Declined 3.6</p> <p>91 Students</p>	<p>African American</p>  <p>Yellow</p> <p>18.4 Prepared</p> <p>Increased 6.4</p> <p>87 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>27.4 Prepared</p> <p>Maintained 0.4</p> <p>317 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>17.6 Prepared</p> <p>Declined 10.9</p> <p>17 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>21.7 Prepared</p> <p>Maintained 0.1</p> <p>23 Students</p>

Conclusions based on this data:

1. All of our subgroups performed in the "Low" to "Very Low" range.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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.

School and Student Performance Data

Academic Engagement Graduation Rate

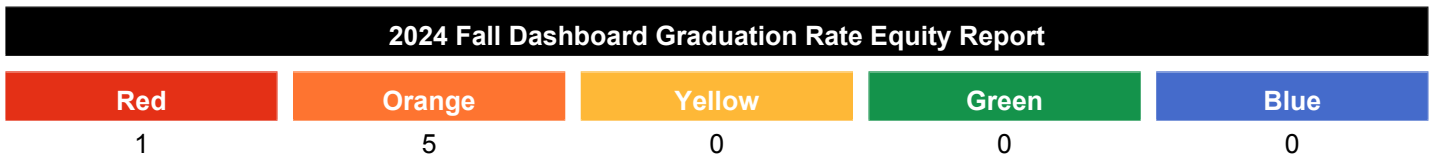
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This section provides number of student groups in each level.



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>82.3% graduated</p> <p>Declined 2.6%</p> <p>462 Students</p>	<p>English Learners</p> <p>Orange</p> <p>84.7% graduated</p> <p>Declined 4.6%</p> <p>98 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>87.5% graduated</p> <p>Declined 4.9%</p> <p>80 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>66.7% graduated</p> <p>Increased 12.1%</p> <p>12 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>66.7% graduated</p> <p>Increased 14.3%</p> <p>42 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>82.2% graduated</p> <p>Declined 2.5%</p> <p>445 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>63% graduated</p> <p>Declined 2.9%</p> <p>92 Students</p>	<p>African American</p>  <p>Orange</p> <p>71.3% graduated</p> <p>Declined 10.6%</p> <p>87 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>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>86.8% graduated</p> <p>Declined 1.8%</p> <p>317 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>58.8% graduated</p> <p>Declined 34%</p> <p>17 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>79.2% graduated</p> <p>Increased 22.9%</p> <p>24 Students</p>

Conclusions based on this data:

1. The two student groups that saw a significant decrease in graduation rates was Foster Youth (-18.2), Socioeconomically Disadvantaged (-2) and Students with Disabilities (-4.9).
2. The Foster Youth student groups at VVHS had the lowest (54.5 %) graduation rate indicating the need to allocate resources to improve this number.

School and Student Performance Data

Conditions & Climate Suspension Rate

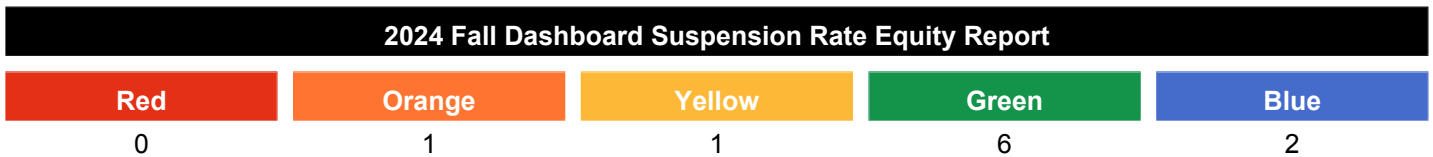
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This section provides number of student groups in each level.



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> Green</p> <p>2.2% suspended at least one day</p> <p>Declined 3%</p> <p>2594 Students</p>	<p>English Learners</p> <p> Blue</p> <p>0.8% suspended at least one day</p> <p>Declined 2.2%</p> <p>491 Students</p>	<p>Long-Term English Learners</p> <p> Blue</p> <p>1% suspended at least one day</p> <p>Declined 2.3%</p> <p>416 Students</p>
<p>Foster Youth</p> <p> Green</p> <p>1.6% suspended at least one day</p> <p>Declined 0.4%</p> <p>63 Students</p>	<p>Homeless</p> <p> Green</p> <p>1.1% suspended at least one day</p> <p>Declined 8.1%</p> <p>92 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>2.5% suspended at least one day</p> <p>Declined 2.8%</p> <p>2351 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>4.3% suspended at least one day</p> <p>Declined 4.5%</p> <p>463 Students</p>	<p>African American</p>  <p>Yellow</p> <p>6.3% suspended at least one day</p> <p>Declined 9.6%</p> <p>476 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>31 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>14 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>1.2% suspended at least one day</p> <p>Declined 1.8%</p> <p>1772 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>3.7% suspended at least one day</p> <p>Increased 0.5%</p> <p>135 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>White</p>  <p>Green</p> <p>0.7% suspended at least one day</p> <p>Maintained 0.1%</p> <p>152 Students</p>

Conclusions based on this data:

1. There is a need to decrease suspension rates for all student student groups at VVHS.
2. African American students are suspended at the highest rate of any significant student group at VVHS (15.9%).

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Performance

VVHS will increase the percentage of students "meeting or exceeding" California State Standards in English Language Arts and Mathematics. In addition, VVHS will also focus on increasing the percentage of English Learners who make progress towards English language proficiency on the ELPAC.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

VVUHSD LCAP Goal #1: The Victor Valley Union High School District will provide a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators.

VVUHSD LCAP Goal #9: By June 2027, Victor Valley High School will increase academic achievement in Mathematics and English Language Arts for all students with a focus on AA, H, and LI by reducing the distance from standard. Additionally, the school will improve English Learner Progress and improve graduation rates and college and career preparedness for students with disabilities.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2024 California School Dashboard for Victor Valley High School in the areas of English Language Arts, Mathematics, and English Learners indicates:

1. School-wide performance for English Language Arts is in the "Yellow" category with students performing 34.4 points below standard which reflects an increase of 38.4 points
 - a.) Students with Disabilities performed in the "Red" category with students scoring 155.1 points below standard reflecting a decline of 6.7 points
 - b.) African American student performance for ELA is in the "Orange" category with students performing 50.5 points below standard, reflecting an increase of 57.9 points
 - c.) English Learners student performance for ELA is in the "Orange" category with students performing 96.5 points below standard, reflecting an increase of 18.7 points
 - d.) Long Term English Learners student performance for ELA is in the "Orange" category with students performing 92.7 points below standard, reflecting an increase of 22.7 points.
2. School-wide performance for Mathematics increased to the "Orange" category with all students performing 151.7 points below standard which is an increase of 17.4 points
 - a.) English Learner students are in the "Red" category with students performing 196.3 points below standard which is maintained
 - b.) Long-Term English Learners are in the "Red" category with students performing 209.4 points below standard which is declined 8.7 points
 - c.) Student with Disabilities are "Red" category with students performing 221.5 points below standard which is declined 5.9 points.
3. School-wide performance on the English Language Progress Indicator (2024 California School Dashboard 2024) for 318 students is 48.7% making progress which reflects and increase of 20.2%. While this is a large jump, we must continue our focus on and support of our English Learners so they all become proficient and have more options for high interest electives, CTE and higher level academic courses.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Academic Performance Data: All Students/Student Group (Ca School Dashboard 2024)	All Students: 34.4 points below standard Students with Disabilities 155.1 points below standard African American Students 50.0 points below standard English Learners 95.5 points below standard Long Term English Learners 92.7 points below standard	All Students: increase 10 points to 24.4 points below standard Students with Disabilities: increase 20 points to 135.1 points below standard African American Students: increase 20.0 points to 30 points below standard English Learners: increase 20 points to 75.5 points below standard Long Term English Learners: increase 20 points to 72.7 points below standard
Mathematics Academic Performance Data: All Students/Student Group (Ca School Dashboard 2024)	All Students: 151.7 points below standard English Learner students are in the "Red " category with students performing 196.3 points below standard which is maintained Long-Term English Learners are in the "Red " category with students performing 209.4 points below standard which is declined 8.7 points Student with Disabilities are "Red " category with students performing 221.5 points below standard which is declined 5.9 points.	All Students: increase 10 points to 141.7 points below standard English Learners: increase 20 points to 176.3 points below standard Long-Term English Learners: increase 20 points to 99.4 points below standard Student with Disabilities: increase to 201.5 points below standard
English Learner Progress Indicator (Ca School Dashboard 2024)	48.7% of students making progress towards English language proficiency.	Increase 10 % to 58.7% of students making progress towards English language proficiency.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	VVHS supports opportunities to participate in Professional Learning focused on collaboration (PLC) and vertical articulation, Math and ELA instructional strategies and the collaborative teaching model as well as provides access for conference attendance for staff of all students with a focus on African American students, ELs, Hispanic, Low Income & Students with Disabilities to improve outcomes and increase academic achievement as measured by metrics 9.1 and 9.2. LCAP action item 9.1	African American, English Learners, Hispanic, Low Income & Students with Disabilities	300,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Pull out days (Substitutes), Conferences related to ELA, Math and instruction 5800: Professional/Consulting Services And Operating Expenditures West Ed Contract (Collaborative Learning)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Title I 5800: Professional/Consulting Services And Operating Expenditures Solution Tree (PLCs)
1.2	VVHS will continue the initiative aimed at enhancing student achievement for all students with a focus on African American, Hispanic, & Low Income through designated, unique learning spaces for students to collaborate in math and English classes to increase critical thinking and problem-solving to enable better access to the curriculum and increase achievement as measured by metrics 9.1 and 9.2 in the VVUHSD LCAP. LCAP action item 9.2	African American, Hispanic & Low Income students	600,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Collaborative student learning desks, spaces
1.3	VVHS will provide additional staffing hours for direct support to all students including African American, English Learners, Hispanic, & Students with Disabilities in order to allow for academic coaching in English and math. Additionally, VVHS will provide for release time for teachers to collaborate in their PLCs to increase instructional effectiveness. This actions will be measured by metrics 9.1 and 9.2 in the VVUHSD LCAP. LCAP action item 9.3	African American, English Learners, Hispanic & Students with Disabilities	50,000 Equity multiplier 1000-1999: Certificated Personnel Salaries Additional Hours for academic coaching in English and math. 15,000 Equity multiplier 1000-1999: Certificated Personnel Salaries Substitutes to cover release time for collaboration and for staff to visit model classrooms.
1.4	VVHS will provide additional hours for Bilingual Instructional Assistants (BIA) to support English Learners in core classes with translation and support on assignments. Additionally, BIAs will connect with parents to improve communication about academic requirements and progress. This action is focused on ELs and will be measured by metrics 9.2 and 9.3 in the VVUHSD LCAP. LCAP action item 9.7	English Learners	90,000 Equity multiplier 2000-2999: Classified Personnel Salaries Additional Hours and additional BIA
1.5	VVHS will purchase evidence based additional instructional materials to enhance learning opportunities for students over and above the base instructional program.	African American, English Learners, Hispanic, Low Income & Students with Disabilities	350,000 Title I 4000-4999: Books And Supplies Supplies Additional materials include but are not limited to graphing calculators, graphing paper, compasses, pencils, colored pencils, markers, pens, glue, supplies for classroom

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			projects, binders, dividers, Dry Erase markers, highlighters, poster board, and other like instructional materials. Additional copy paper for use in creating student interactive notebooks, use of Cornell Notes, foldables, and other student-created study materials
1.6	Provide student engagement platforms, programs, and supplemental materials to allow for a variety of learning opportunities. Provide staff development for staff to use these platforms/programs to support and improve teaching and learning.	African American, English Learners, Hispanic, Low Income & Students with Disabilities	20,000 Title I 5000-5999: Services And Other Operating Expenditures Programs to enhance learning (examples: Kami, Moby Max, Math IX, Nearpod)
1.7	Provide additional support to our Mock Trial team. The preparation for this program require long hours and an incredible amount of reading and research that will improve our students literacy skills. This will include the section in the master schedule.	African American, Hispanic	40,000 Title I 5000-5999: Services And Other Operating Expenditures Entrance Fees, Travel Expenses.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The majority of these strategies / activities were partially for fully implemented. Strategies / Activities 1.1, 1.2, 1.4, 1.5 and 1.6 were fully implemented. The effectiveness of the strategies / activities is evidenced in the data above.

Strategy/Activity 1.3 was partially implemented as we did not provide specific coaching in English and math.

Effective: Overall, in ELA, students increased 38.4 points and all student groups are out of the Red except for the Students with Disabilities who declined by 6.7 points. African American, English Learners and Long-Term English Learners all increased between 18-57.9 points. Regarding the English Learner Progress Indicator, VVHS students experienced extreme success with a 20.2% growth.

Somewhat Effective: In Math, while the all student group increased by 17.4 points, English Learners maintained their performance and Long-Term English Learners and Students with Disabilities all declined 8.7 and 5.9 respectively. VVHS has work to do to increase math scores.

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

Activity / Strategy 2.3: VVHS did not hire academic coaches.

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 reflects the goals and actions of Goal 2 in the 2024 SPSA. VVHS will not hire academic coaches and will adjust the number of coordinators for A-G in the 2025-26 school year. This is reflective of the needs assessment and review of the data.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Culture

VVHS will continue to create a school environment conducive to student learning where students feel safe and respected. We will increase the gains made in the 2024/25 school year by continuing to implement behavioral and SEL interventions in an effort to decrease our suspension rate and increase academic success as reflected on the Ca School Dashboard with an intentional focus on African American students, English Learners and Students with Disabilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

VVUHSD LCAP Goal #1: The Victor Valley Union High School District will provide a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators.

VVUHSD LCAP Goal #2: The Victor Valley Union High School District will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement.

VVUHSD LCAP Goal #9: By June 2027, Victor Valley High School will increase academic achievement in Mathematics and English Language Arts for all students with a focus on AA, H, and LI by reducing the distance from standard. Additionally, the school will improve English Learner Progress and improve graduation rates and college and career preparedness for students with disabilities.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2024 California School Dashboard data for VVHS in the area of Suspension Rates indicates:

1. VVHS school-wide suspension rate is in the "Green" category at 2.2%.
 - a.) the Two or More Races student group suspension rate is in the Orange" category at 3.7%
 - b.) the African American student group suspension rate is in the "Yellow" category at 6.3%, a decrease of 9.6%.
2. The school-wide performance for English Language Arts is in the "Yellow" category with students performing 34.4 points below standard which reflects an increase of 38.4 points
 - a.) Students with Disabilities performed in the "Red" category with students scoring 155.1 points below standard reflecting a decline of 6.7 points
 - b.) African American student performance for ELA is in the "Orange" category with students performing 50.5 points below standard, reflecting an increase of 57.9 points
 - c.) English Learners student performance for ELA is in the "Orange" category with students performing 96.5 points below standard, reflecting an increase of 18.7 points
 - d.) Long Term English Learners student performance for ELA is in the "Orange" category with students performing 92.7 points below standard, reflecting an increase of 22.7 points.
3. School-wide performance for Mathematics increased to the "Orange" category with all students performing 151.7 points below standard which is an increase of 17.4 points
 - a.) English Learner students are in the "Red " category with students performing 196.3 points below standard which is maintained
 - b.) Long-Term English Learners are in the "Red " category with students performing 209.4 points below standard which is declined 8.7 points
 - c.) Student with Disabilities are "Red " category with students performing 221.5 points below standard which is declined 5.9 points.
4. School-wide performance on the English Language Progress Indicator (2024 California School Dashboard 2024) for 318 students is 48.7% making progress which reflects and increase of 20.2%.
5. Panorama Survey Data - Students - Spring 2025
 - a.) Climate of Support for Academic Learning - 72% of students reported favorably, which is a 2 point decrease since the Fall of 2024
 - b.) Sense of Belonging (School Connectedness) - 51% of students reported favorably, which is a 1 point increase since the Fall of 2024
 - c.) Self Management - 68% of students reported favorably with reflects no change from the Fall of 2024
 - d.) Student Wellbeing (Supportive Relationships) - 82% of students reported having a supportive relationship which is a 1 point increase from the Fall of 2024.
6. Panorama Survey Data - Staff - Spring 2025
 - a.) Climate of Support for Academic Learning - 90% of staff reported favorably, which is a 4 point decrease since the Fall of 2024
 - b.) Sense of Belonging (School Connectedness) - 64% of staff reported favorably, which is a 19 point decrease since the Fall of 2024
7. Panorama Survey Data - Families - Spring 2025
 - a.) Climate of Support for Academic Learning - 93% of families reported favorably, which is a 1 point increase since the Fall of 2024
 - b.) Sense of Belonging (School Connectedness) - 92% of families reported favorably, which is a 2 point increase since the Fall of 2024
 - c.) Safety - 82% of families reported favorably which reflects a 10 point increase since the Fall of 2024
 - d.) Family Engagement - 13% of families reported being engaged in their child's school which reflects a 3 point increase since the Fall of 2024.
8. Plus Forum Data - Students Spring 2025
 - a) I feel unsafe at school = 27% of students surveyed (59 students)
 - b) I have one trusted adult on that I can talk to on campus = 68% of students surveyed (59 students)
 - c) Students are frequently recognized for good behavior = 66% of students surveyed (59 students)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (Ca School Dashboard 2024)	All Students: 2.2% Two or More Races: 3.7% African American: 6.3%	All Students: decrease to 1.0% Two or More Races: decrease to 1.0% African American: decrease to 4.0%
English Language Arts Academic Performance Data (Ca School Dashboard 2024)	All Students: 34.4 points below standard Students with Disabilities 155.1 points below standard African American Students 50.0 points below standard English Learners 95.5 points below standard Long Term English Learners 92.7 points below standard	All Students: increase 10 points to 24.4 points below standard Students with Disabilities: increase 20 points to 135.1 points below standard African American Students: increase 20.0 points to 30 points below standard English Learners: increase 20 points to 75.5 points below standard Long Term English Learners: increase 20 points to 72.7 points below standard
Mathematics Academic Performance Data: All Students/Student Group (Ca School Dashboard 2024)	All Students: 151.7 points below standard English Learner students are in the "Red " category with students performing 196.3 points below standard which is maintained Long-Term English Learners are in the "Red " category with students performing 209.4 points below standard which is declined 8.7 points Student with Disabilities are "Red " category with students performing 221.5 points below standard which is declined 5.9 points.	All Students: increase 10 points to 141.7 points below standard English Learners: increase 20 points to 176.3 points below standard Long-Term English Learners: increase 20 points to 99.4 points below standard Student with Disabilities: increase to 201.5 points below standard
English Language Proficiency (Ca School Dashboard 2024)	48.7% of students making progress towards English language proficiency.	Increase 10% to 58.7% of students making progress towards English language proficiency.
Panorama Survey Spring 2025	Students: Climate of Support for Academic Learning - 72% of students reported favorably, which is a 2 point decrease since the Fall of 2024 Sense of Belonging (School Connectedness) - 51% of students reported favorably, which is a 1 point increase since the Fall of 2024 Self Management - 68% of students reported favorably with reflects no change from the Fall of 2024 Student Wellbeing (Supportive Relationships) - 82% of students reported having a supportive relationship which is a 1 point increase from the Fall of 2024.	Students: Climate of Support for Academic Learning - 85% of students report favorably Sense of Belonging (School Connectedness) - 60% of students report favorably Self Management - 75% of students report favorably Student Wellbeing (Supportive Relationships) - 92% of students report having a supportive relationship. Staff: Climate of Support for Academic Learning - 95% of staff report favorably

	<p>Staff: Climate of Support for Academic Learning - 90% of staff reported favorably, which is a 4 point decrease since the Fall of 2024 Sense of Belonging (School Connectedness) - 64% of staff reported favorably, which is a 19 point decrease since the Fall of 2024</p> <p>Families: Climate of Support for Academic Learning - 93% of families reported favorably, which is a 1 point increase since the Fall of 2024 Sense of Belonging (School Connectedness) - 92% of families reported favorably, which is a 2 point increase since the Fall of 2024 Safety - 82% of families reported favorably which reflects a 10 point increase since the Fall of 2024 Family Engagement - 13% of families reported being engaged in their child's school which reflects a 3 point increase since the Fall of 2024.</p>	<p>Sense of Belonging (School Connectedness) - 74% of staff report favorably</p> <p>Families: Climate of Support for Academic Learning - 100% of families report favorably Sense of Belonging (School Connectedness) - 100% of families report favorably Safety - 92% of families report favorably Family Engagement - 25% of families report being engaged in their child's school</p>
PLUS Student Survey Data	<p>Plus Forum Data - Students Spring 2025</p> <p>a) I feel unsafe at school = 27% of students surveyed (59 students)</p> <p>b) I have one trusted adult on that I can talk to on campus = 68% of students surveyed (59 students)</p> <p>c) Students are frequently recognized for good behavior = 66% of students surveyed (59 students)</p>	<p>Plus Forum Data - Students Spring 2025</p> <p>a) I feel unsafe at school = 37% of students surveyed</p> <p>b) I have one trusted adult on that I can talk to on campus = 78% of students surveyed</p> <p>c) Students are frequently recognized for good behavior = 76% of students surveyed</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Victor Valley High School will establish a framework to build an academic culture and community for all students and staff guided by research based decision-making, expanding learning opportunities beyond the classroom and supporting a college going culture with a focus on African American, English learners, Hispanic, Low Income & Students with Disabilities. LCAP action items 9.6, 9.8	African American, English Learners, Students with Disabilities	<p>40,000 Equity multiplier 4000-4999: Books And Supplies Materials</p> <p>200,000 Title I 5000-5999: Services And Other Operating Expenditures Content Specific Study Trips</p> <p>20,000 Title I 1000-1999: Certificated Personnel Salaries</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	The PBIS team will continue to review data, organize events and monitor effectiveness to improve school culture for students, staff and the community. Metrics will include Panorama and PLUS Student Forum.	African American, Hispanic, Low Income and Students with Disabilities.	Substitutes 30,000 Equity multiplier 4000-4999: Books And Supplies PBIS Supplies 5,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures 5 Star 40,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Conference for PBIS Team members 3000 Equity multiplier 1000-1999: Certificated Personnel Salaries Substitutes for Pull out days
2.3	Peer Leaders Uniting Students (PLUS) allows for student voices to be heard to improve school climate and culture. PLUS students meet everyday as a small group and every month as a large group. Small group activities include planning specific events on campus to promote climate and culture. Large group actives include the PLUS student team running through small group activities with VVHS students. This is done to get student feedback and focus on the climate and culture of the school.	African American, English Learners, Hispanic, & Students with Disabilities	12,000 Title I 4000-4999: Books And Supplies Materials & Supplies for PLUS activities
2.4	VVHS will improve communication with educational partners by providing, in addition to, school information for parents, students, and the community in English and Spanish, information regarding parental educational support information.	English Learners, Hispanic, Low Income & Students with Disabilities	5,000 Title I 4000-4999: Books And Supplies Provide information regarding training, workshops, handouts, planners and district policies to better support parental involvement in educational programs and student performance. 2,000 Title I 5000-5999: Services And Other Operating Expenditures Postage / mailing costs
2.5	Provide parents and students strategies to close the achievement gap during parent meetings. Coffee with the Principal, informational meetings and events will provide parents tools to assist their	African American, English Learners, Hispanic, Low Income & Students with Disabilities	5,000 Title I 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	students and increase the parent presence on campus.		Refreshments for parent meetings. 7,000 Title I 4000-4999: Books And Supplies Supplies for parent engagement events
2.6	VVHS will continue Link Crew which supports freshmen as they transition into high school. Provide Link Crew training for all leads and support materials to ensure full implementation. Provide the students with the opportunity to present to the community and/or attend seminars in order to motivate at-risk students to improve their educational goals and increase positive behavior. Support the Link Crew freshmen orientation to introduce students to the school and promote a positive school culture by increasing school connectedness. LCAP Goal 9.8.	African American, English Learners, Hispanic, Low Income & Students with Disabilities	10,000 Equity multiplier 1000-1999: Certificated Personnel Salaries Additional Hours for Link Crew staff. 8,000 Equity multiplier 4000-4999: Books And Supplies Link Crew Supplies 12,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Student Leadership Trip
2.7	VVHS will strengthen student support and intervention by increasing administrative support. The assistant principal will lead efforts to expand intervention programs, increase access to A-G coursework, and improve academic and socio-emotional support services focused on English and Math proficiency and decreasing the suspension rates. Particular focus will be given to AA, EL, H, LI and Students with Disabilities student groups. LCAP Goal 9.3	African American, English Learners, Hispanic, Low Income & Students with Disabilities	240,000 Equity multiplier 1000-1999: Certificated Personnel Salaries Assistant Principal for Intervention

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal, focused on increasing school culture was fully implemented. The PBIS team was extremely successful in implementing activities to engage students and reward achievements. Link Crew met 6 times throughout the year with ninth graders to provide support and an additional connection to school.

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

There are no major differences.

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 2 reflects the goal and actions of Goal 1 in the 2024/25 SPSA. VVHS added the Panorama Survey as a metric to measure effectiveness of the strategies / activities in this goal. Additionally, VVHS added an Assistant Principal to oversee intervention. This is reflected in Activite 2.7.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Engagement (College Going Culture)

Develop and refine targeted school-wide intervention programs that help improve A-G rates, graduation rates, and address the needs of African American, English Learner, Hispanic, Low Income, and Students with Disabilities who experience academic struggles.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

VVUHSD LCAP Goal #1: The Victor Valley Union High School District will provide a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators.

VVUHSD LCAP Goal #4: Victor Valley Union High School District will provide staff and resources to support African American student academic achievement and create a college-going culture.

VVUHSD LCAP Goal #9: By June 2027, Victor Valley High School will increase academic achievement in Mathematics and English Language Arts for all students with a focus on AA, H, and LI by reducing the distance from standard. Additionally, the school will improve English Learner Progress and improve graduation rates and college and career preparedness for students with disabilities.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1 School-wide performance for English is in the "Yellow" with students performing 34.4 points (increased 38.4 points) below standard.

"Red"

a.) Students with Disabilities student performance for ELA is in the "Red" with students performing 155.1 points (declined 6.7 points) below standard.

"Orange"

a.) African American student performance for ELA is in the "Orange" with students performing 50.5 points (increased 57.9 points) below standard.

b.) English Learners student performance for ELA is in the "Orange" with students performing 96.5 points (increased 18.7 points) below standard.

c.) Long Term English Learners student performance for ELA is in the "Orange" with students performing 92.7 points (increased 22.7 points) below standard.

2. School-wide performance for Mathematics is in the "Orange" with students performing 151.7 points (increased 17.4 points) below standard.

"Red"

a.) Students with Disabilities student performance for Math is in the "Red" with students performing 221.5 points (declined 5.9 points) below standard.

b.) English Learners student performance for Math is in the "Red" with students performing 196.3 points (maintained) below standard.

c.) Long Term English Learners student performance for Math is in the "Red" with students performing 209.4 points (declined 8.7 points) below standard.

"Orange"

a.) African American student performance for Math is in the "Orange" with students performing 165.1 points (increased 55.1 points) below standard.

b.) Hispanic student performance for Math is in the "Orange" with students performing 148.6 points (increased 11.4 points) below standard.

c.) Low Income student performance for Math is in the "Orange" with students performing 152.4 points (increased 22 points) below standard.

3. School-wide performance for the College/Career Indicator is in the "Orange" with students performing 25.6 prepared. (Maintained)

"Red"

a.) Students with Disabilities student performance for College/Career is in the "Red" with students performing at 1.1% prepared (declined 3.6%).

"Orange"

a.) English Learner student performance for College/Career is in the "Orange" with students performing at 14.3% prepared (declined 3.5%).

b.) Long Term English Learner student performance for College/Career is in the "Orange" with students performing at 13.8% prepared (declined 6.3%).

c.) Hispanic student performance for College/Career is in the "Orange" with students performing at 27.4% prepared (maintained).

d.) Low Income student performance for College/Career is in the "Orange" with students performing at 25% prepared (maintained).

4. School-wide performance for the Graduation Rate Indicator is in the "Orange" with students performing 82.3% (declined 2.6%)

"Red"

a.) Students with Disabilities student performance for Graduation Rate is in the "Red" with students performing at 63% Graduated (declined 2.9%).

"Orange"

a.) English Learner student performance for Graduation Rate is in the "Orange" with students performing at 84.7% graduated (declined 4.6%).

- b.) Long Term English Learner student performance for Graduation Rate is in the "Orange" with students performing at 87.5% graduated (declined 4.9%).
- c.) Hispanic student performance for Graduation Rate is in the "Orange" with students performing at 86.8% graduated (declined 1.8%).
- d.) Low Income student performance for Graduation Rate is in the "Orange" with students performing at 82.2% graduated (declined 2.5).
- e.) African American student performance for Graduation Rate is in the "Orange" with students performing at 71.3% graduated (declined 10.6%).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate (Ca School Dashboard Data 2024)	<ul style="list-style-type: none"> • All Students: "Orange" (84.8%) graduated • Students with Disabilities: "Red" (65.9%) graduated 	<ul style="list-style-type: none"> • All Students: Improve by 5% • Students with Disabilities: Improve by at least 5%
English Language Arts Academic Performance Data (Ca School Dashboard Data 2024)	<ul style="list-style-type: none"> • All Students: 72.8 points below standard. • African American: 108.3 points below standard. • Hispanic: 67 points below standard. • Socioeconomically Disadvantaged: 79.3 points below standard. 	<ul style="list-style-type: none"> • All Students: 10 point improvement to (62.8). • African American: 10 point improvement to (98.3). • Hispanic: 10 point improvement to (57). • Socioeconomically Disadvantaged: 10 point improvement to (69.3).
Mathematics Academic Performance Data: All Students/Student Group (Ca School Dashboard Data 2024)	<ul style="list-style-type: none"> • All Students: 169 points below standard • African American: 220.6 points below standard • Hispanic: 160 points below standard • Socioeconomically Disadvantaged: 174.4 points below standard 	<ul style="list-style-type: none"> • All Students: 10 point improvement to (159). • African American: 10 point improvement to (210.6). • Hispanic: 10 point improvement to (150). • Socioeconomically Disadvantaged: 10 point improvement to (164.4).
English Language Proficiency (Ca School Dashboard Data 2024)	28.6% of students making progress towards English language proficiency.	Improve 5% to 33.6% of students making progress towards English language proficiency.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	VVHS will provide staff to review A-G eligibility with students and review school-wide data to ensure students are counseled on their college eligibility. Additionally, students will participate in activities	African American, English Learners, Hispanic, Low Income	180,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	including study trips to colleges. This action will be measured by metric 9.4 & 9.5. LCAP action item 9.6	and Students with Disabilities	Study Trips, Guest Speakers, Contracted Interventions 225,000 Equity multiplier 1000-1999: Certificated Personnel Salaries A-G grade level coordinators, Pullout days
3.2	VVHS will provide targeted support for traditionally underserved populations including Hispanic and Low Income students providing pull out services, tutoring and mentoring through Youth Advocates and other services in order to improve graduation rates. This action is will be measured by metric 9.5. LCAP action item 9.4	Low Income, Foster Youth	40,000 Equity multiplier 5800: Professional/Consulting Services And Operating Expenditures Mentoring, tutoring, pull out services, Thrive 30,000 Equity multiplier 1000-1999: Certificated Personnel Salaries Thrive 35,000 Equity multiplier 4000-4999: Books And Supplies Thrive
3.3	The Heritage program will provide targeted support geared towards improving the graduation and A-G rates of our African American students. This action will be measured by metric 9.4. LCAP action item 9.6.	African American	45,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Guest speakers, college trips, additional operating costs 70,000 Equity multiplier 1000-1999: Certificated Personnel Salaries Heritage Extra Period, Extra Hours Support Staff
3.4	The Legacy program will provide targeted support geared towards improving the graduation and A-G rates of our Long Term English Language Learners. This action will be measured by metric 9.4. LCAP action item 9.6.	English Language Learners	45,000 Equity multiplier 5000-5999: Services And Other Operating Expenditures Guest speakers, college trips, additional operating costs 70,000 Equity multiplier 1000-1999: Certificated Personnel Salaries Legacy Extra Period, Extra Hours Support Staff
3.5	Use highly-qualified college tutors to provide literacy and mathematical interventions for specifically designated student groups (Students with disabilities, African American, Hispanic,	Students with disabilities, African American, Hispanic, Socioeconomically	10,000 Title I 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Socioeconomically disadvantaged & English Language Learners).	Disadvantaged & English Language Learners	College tutors will support teachers by providing small group tutoring in the area of literacy and mathematics.
3.6	Increase college going culture for specifically designated student groups (Students with disabilities, African American, Hispanic, Socioeconomically disadvantaged & English Language Learners) through the continued implementation of AVID strategies and activities to include study trips to colleges. This includes professional learning for staff and additional sections in the master schedule.	Students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged & English Language Learners	40,000 Title I 5800: Professional/Consulting Services And Operating Expenditures AVID summer institute (registration, lodging, reimbursements) 60,000 Title I 5000-5999: Services And Other Operating Expenditures AVID study trips 180,000 Title I 1000-1999: Certificated Personnel Salaries AVID Extra hours and sections in master schedule
3.7	Hands on projects for a specifically designated student groups (Students with disabilities) to enhance career/life skills education such as "All Star Café" which teaches the Special Education students about cooking, cleaning, money management, etc.	Students with Disabilities	5,000 Title I 5000-5999: Services And Other Operating Expenditures Equipment and materials needed to run All Star Café. Grocery items for menus
3.8	Offer extended day, credit recovery, tutoring, academic intervention, and Saturday School for specifically designated student groups (Students with Disabilities, African American, Hispanic, Socioeconomically disadvantaged & English Language Learners) and provide materials and transportation necessary to facilitate programs. (HOPE Program)	Students with Disabilities, African American, Hispanic, Socioeconomically Disadvantaged & English Language Learners	200,000 Equity multiplier 1000-1999: Certificated Personnel Salaries Certificated staff will provide students multiple opportunities to be successful by providing a variety of interventions and evidence based programs. (HOPE) 50,000 Equity multiplier 4000-4999: Books And Supplies Materials and resources to support student learning 50,000 Title I 1000-1999: Certificated Personnel Salaries Extra hours for academic intervention
3.9	PIQE (Parent Institute for Quality Education) provides evidence-based programs for English	English Language Learners/African	25,000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Language Learners, refugees and low-income families. The programs are designed to enable parents' capacity to engage in their children's education and strengthen parent-teacher-school collaboration.	American/Foster Youth Parents	5800: Professional/Consulting Services And Operating Expenditures PIQE provides evidence-based programs to California families and schools. Serving nearly 400 schools from 130 school districts and more than 20,000 families annually, PIQE works with English learners, immigrants, refugees and low-income families. They help enable parents' capacity to engage in their children's education and strengthen parent-teacher-school collaboration. 1,500 Title I 5000-5999: Services And Other Operating Expenditures Refreshments for PIQE meetings

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The support provided to the Heritage and Legacy programs this past year yielded positive results. Both programs saw a significant increase in A-G and graduation rates. The A-G coordinators reviewed data and provided students with clear information and support on how to increase their A-G eligibility. These strategies were highly effective for students. However, there is a need to streamline the processes as this was a first year implementation. The A-G team will be reviewing and improving processes for the 25-26 school year. The Youth Advocate program was also fully implemented and as reported by students and staff, highly effective. Before and after school tutoring was fully implemented, however the program needs to be reviewed by the team for effectiveness. The Hope program also provided students with opportunities to recover credits and graduate on time.

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

There were no major differences.

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.

There are no added metrics or strategies / activities to this goal

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$1,120,388.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,465,500.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$1,032,500.00

Subtotal of additional federal funds included for this school: \$1,032,500.00

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

State or Local Programs	Allocation (\$)
Equity multiplier	\$2,433,000.00

Subtotal of state or local funds included for this school: \$2,433,000.00

Total of federal, state, and/or local funds for this school: \$3,465,500.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	1,120,388	87,888.00
Equity multiplier	2,435,901	2,901.00
Comprehensive Support and Intervention Funding (CSI)		

Expenditures by Funding Source

Funding Source	Amount
Equity multiplier	2,433,000.00
Title I	1,032,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,163,000.00
2000-2999: Classified Personnel Salaries	100,000.00
4000-4999: Books And Supplies	537,000.00
5000-5999: Services And Other Operating Expenditures	1,560,500.00
5800: Professional/Consulting Services And Operating Expenditures	105,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Equity multiplier	913,000.00
2000-2999: Classified Personnel Salaries	Equity multiplier	90,000.00
4000-4999: Books And Supplies	Equity multiplier	163,000.00
5000-5999: Services And Other Operating Expenditures	Equity multiplier	1,227,000.00
5800: Professional/Consulting Services And Operating Expenditures	Equity multiplier	40,000.00
1000-1999: Certificated Personnel Salaries	Title I	250,000.00
2000-2999: Classified Personnel Salaries	Title I	10,000.00

4000-4999: Books And Supplies	Title I	374,000.00
5000-5999: Services And Other Operating Expenditures	Title I	333,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	65,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,465,000.00
Goal 2	639,000.00
Goal 3	1,361,500.00

School Site Council Membership

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

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

Name of Members	Role
Rebecca Cook	Principal
Shannon Avila	Classroom Teacher Parent or Community Member
Maryann Williams	Classroom Teacher
Mike Martinez	Classroom Teacher
Sara Mulford	Other School Staff
Claudia Cervantes	Parent or Community Member
Antoinette Jackson	Parent or Community Member
Atta Boulus	Secondary Student
Helen Boulus	Secondary Student
Max Glenn	Secondary Student
Christopher Balleza - Alternate	Secondary Student
Erica Morales - Alternate	Classroom Teacher
Mrs Martinez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/12/2025.

Attested:



Principal, Rebecca Cook on 5/12/2025



SSC Chairperson, Mike Martinez on 5/12/2025

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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