

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vallejo Senior High School	48705814838504	August 11, 2025	September 3, 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 Vallejo Senior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement
- The purpose of the SPSA is to coordinate all educational services at the school.

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 Vallejo Senior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

The purpose of the SPSA is to coordinate all educational services at the school.

At Vallejo High School our rigorous and relevant curriculum begins with the pathway and academy construct. This includes our Engineering Academy, and pathways in Health Careers, Hospitality & Tourism, Multimedia and Construction Technologies.

The mission of Vallejo High School is to prepare all students for college and career through a well-defined purpose in our instructional model, improved environment in the classroom and common areas, increased student engagement, rigorous content related tasks, and providing students with multiple opportunities to demonstrate concepts.

Vallejo High School's purpose is to cultivate critical thinking lifelong learners by providing a rigorous and engaging experience where the learning opportunities generate the desire to learn, the need to achieve, and the vision to embrace the cultural diversity that unites our school, home, and community.

VCUSD Portrait of a Graduate:

Communicate Effectively - Listening, Speaking and Writing

Think Critically - Analysis, Creativity and Finding Solutions

Collaborate Skillfully - Cultural Competence, Teamwork and Empathy

Adapt to Change - Initiative, Persistence and Resilience

Contribute to the Community - Independence, Engagement and Future Readiness

VHS Student Learning Outcomes (SLO)

Vallejo High School shall cultivate students who are:

- Complex thinkers who solve problems logically using evidence.
- Effective communicators who are technologically capable writers, listeners, and speakers.
- Academic achievers who set personal goals that actualize a pathway to academic and vocational success.

success.

• Effective citizens who take personal responsibility to be involved in and supportive of their community.

- Culturally empowered and informed about their own and other cultures.

Educational Partner Involvement

How, when, and with whom did Vallejo Senior 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

SPSA and the Annual Review are updated at the monthly School Site Council meeting on each month during the school year.

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.

ELA, Math, Suspension Rate, Graduation Rate, English Learner Progression

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.

Other Needs

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

CAASPP, CAST, ELPAC and NWEA

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Vallejo Senior 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.22%	0.17%	0.09%	3	2	1
African American	23.45%	22.21%	22.43%	313	265	257
Asian	2.32%	2.51%	1.83%	31	30	21
Filipino	10.41%	10.06%	9.34%	139	120	107
Hispanic/Latino	54.53%	56.24%	58.64%	728	671	672
Pacific Islander	1.72%	1.09%	1.13%	23	13	13
White	4.57%	4.44%	4.36%	61	53	50
Two or More Races	2.17%	2.43%	1.66%	29	29	19
Not Reported	0.6%	0.84%	0.52%	8		6
Total Enrollment				1335	1193	1146

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	324	280	
Grade 10	345	315	
Grade 11	361	301	
Grade 12	305	297	
Total Enrollment	1,335	1,193	

Conclusions based on this data:

1. Our enrollment increased in 2017-2018 over the last three school years
2. Declining enrollment is a reality across the district
3. Latino population has increased.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	359	364	321	26.9%	30.5%	28.0%
Fluent English Proficient (FEP)	369	313	312	27.6%	26.2%	27.2%

Conclusions based on this data:

1. Enrollment of ELL students to increase each year
2. Steady amount of FEP Students
3. RFEP fluctuates; Transition to ELPAC may have impacted testing

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 8	*			0			0					
Grade 11	348	354	295	244	282	276	237	276	276	70.1	79.7	93.6
All Grades	349	354	295	244	282	276	237	276	276	69.9	79.7	93.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2486.	2504.	2506.	6.33	7.61	8.70	16.03	19.93	20.65	21.94	23.55	23.55	55.70	48.91	47.10
All Grades	N/A	N/A	N/A	6.33	7.61	8.70	16.03	19.93	20.65	21.94	23.55	23.55	55.70	48.91	47.10

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	6.78	12.92	10.51	52.97	53.14	50.36	40.25	33.95	39.13
All Grades	6.78	12.92	10.51	52.97	53.14	50.36	40.25	33.95	39.13

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	7.83	11.19	8.42	34.35	38.81	39.93	57.83	50.00	51.65
All Grades	7.83	11.19	8.42	34.35	38.81	39.93	57.83	50.00	51.65

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	6.78	5.54	5.43	60.59	67.53	71.01	32.63	26.94	23.55
All Grades	6.78	5.54	5.43	60.59	67.53	71.01	32.63	26.94	23.55

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	6.33	9.93	7.25	62.03	57.72	63.04	31.65	32.35	29.71
All Grades	6.33	9.93	7.25	62.03	57.72	63.04	31.65	32.35	29.71

Conclusions based on this data:

1. Less students proficient in the Listening Sub Standard but highest performing area.
2. Overall reduction of ELA Achievement
3. Less students proficient in the Reading Sub Standard and lowest performing area.

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 8	*			0			0					
Grade 11	348	352	295	236	276	273	232	267	272	67.8	78.4	92.5
All Grades	349	352	295	236	276	273	232	267	272	67.6	78.4	92.5

* 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	2486.	2496.	2502.	2.16	0.75	2.94	8.62	11.24	15.44	24.57	24.34	18.75	64.66	63.67	62.87
All Grades	N/A	N/A	N/A	2.16	0.75	2.94	8.62	11.24	15.44	24.57	24.34	18.75	64.66	63.67	62.87

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	3.88	5.26	11.76	39.22	37.59	29.41	56.90	57.14	58.82
All Grades	3.88	5.26	11.76	39.22	37.59	29.41	56.90	57.14	58.82

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	2.59	2.62	3.31	52.59	52.81	59.56	44.83	44.57	37.13
All Grades	2.59	2.62	3.31	52.59	52.81	59.56	44.83	44.57	37.13

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	2.16	3.37	2.57	58.62	58.05	62.13	39.22	38.58	35.29
All Grades	2.16	3.37	2.57	58.62	58.05	62.13	39.22	38.58	35.29

Conclusions based on this data:

1. Communicating reasoning is the consistent highest performing area
2. Overall decrease in Math Performance
3. Concepts and Procedures is the Lowest Performing Area

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org 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	1501.7	1504.2	1498.8	1498.4	1495.9	1485.7	1504.5	1512.0	1511.3	92	85	96
10	1513.4	1503.7	1516.7	1505.1	1494.2	1501.9	1521.3	1512.6	1531.0	87	99	86
11	1511.9	1502.8	1505.4	1510.4	1479.0	1487.9	1513.1	1526.0	1522.3	67	88	81
12	1536.5	1518.9	1537.0	1536.3	1507.2	1531.6	1536.3	1530.2	1541.8	42	50	62
All Grades										288	322	325

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	1.14	3.70	2.11	22.73	24.69	22.11	40.91	39.51	36.84	35.23	32.10	38.95	88	81	95
10	5.13	7.45	10.47	32.05	23.40	30.23	30.77	30.85	26.74	32.05	38.30	32.56	78	94	86
11	3.85	1.18	1.23	30.77	24.71	32.10	23.08	35.29	23.46	42.31	38.82	43.21	52	85	81
12	6.45	4.35	11.67	19.35	23.91	38.33	51.61	28.26	18.33	22.58	43.48	31.67	31	46	60
All Grades	3.61	4.25	5.90	26.91	24.18	29.81	35.34	33.99	27.33	34.14	37.58	36.96	249	306	322

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	9.09	7.41	7.37	35.23	44.44	40.00	31.82	22.22	24.21	23.86	25.93	28.42	88	81	95
10	14.10	14.89	18.60	43.59	34.04	37.21	20.51	20.21	15.12	21.79	30.85	29.07	78	94	86
11	19.23	7.06	13.58	32.69	40.00	35.80	19.23	15.29	13.58	28.85	37.65	37.04	52	85	81
12	19.35	19.57	30.00	51.61	23.91	33.33	12.90	21.74	13.33	16.13	34.78	23.33	31	46	60
All Grades	14.06	11.44	16.15	39.36	36.93	36.96	23.29	19.61	17.08	23.29	32.03	29.81	249	306	322

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	1.14	1.23	1.05	5.68	12.35	6.32	40.91	29.63	44.21	52.27	56.79	48.42	88	81	95
10	1.28	3.19	3.49	14.10	8.51	18.60	33.33	37.23	34.88	51.28	51.06	43.02	78	94	86
11	1.92	0.00	3.70	11.54	10.59	9.88	30.77	40.00	30.86	55.77	49.41	55.56	52	85	81
12	3.23	2.17	6.67	9.68	6.52	8.33	48.39	45.65	41.67	38.71	45.65	43.33	31	46	60
All Grades	1.61	1.63	3.42	10.04	9.80	10.87	37.35	37.25	37.89	51.00	51.31	47.83	249	306	322

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	0.00	3.75	1.05	61.73	63.75	56.84	38.27	32.50	42.11	81	80	95
10	0.00	7.53	3.49	64.38	53.76	60.47	35.62	38.71	36.05	73	93	86
11	0.00	2.35	2.47	45.83	60.00	45.68	54.17	37.65	51.85	48	85	81
12	6.45	4.35	3.33	64.52	50.00	56.67	29.03	45.65	40.00	31	46	60
All Grades	0.86	4.61	2.48	59.66	57.57	54.97	39.48	37.83	42.55	233	304	322

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	58.82	58.02	44.68	23.53	20.99	28.72	17.65	20.99	26.60	85	81	94
10	61.33	58.51	47.62	20.00	15.96	22.62	18.67	25.53	29.76	75	94	84
11	68.00	36.90	46.84	10.00	26.19	24.05	22.00	36.90	29.11	50	84	79
12	74.19	43.48	60.00	16.13	30.43	21.67	9.68	26.09	18.33	31	46	60
All Grades	63.49	50.16	48.90	18.67	22.30	24.61	17.84	27.54	26.50	241	305	317

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	1.15	2.47	2.11	33.33	37.04	34.74	65.52	60.49	63.16	87	81	95
10	3.85	7.45	13.95	33.33	36.17	40.70	62.82	56.38	45.35	78	94	86
11	5.88	3.53	6.17	29.41	40.00	34.57	64.71	56.47	59.26	51	85	81
12	3.23	2.17	6.67	25.81	34.78	38.33	70.97	63.04	55.00	31	46	60
All Grades	3.24	4.25	7.14	31.58	37.25	36.96	65.18	58.50	55.90	247	306	322

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	0.00	0.00	0.00	57.83	66.25	61.05	42.17	33.75	38.95	83	80	95
10	0.00	0.00	1.16	68.42	60.64	62.79	31.58	39.36	36.05	76	94	86
11	6.00	3.53	1.23	52.00	55.29	49.38	42.00	41.18	49.38	50	85	81
12	6.67	0.00	3.33	66.67	58.70	68.33	26.67	41.30	28.33	30	46	60
All Grades	2.09	0.98	1.24	61.09	60.33	59.94	36.82	38.69	38.82	239	305	322

Conclusions based on this data:

1. More than half of students are performing at a Well Developed Level in the Speaking Domain.
2. The lowest performance area is within Reading Domain.
3. Overall ELL students need to continue to move forward to Well Developed. This year Contextualized ELD Teaching and Learning Model (ELD T & L Model) with possible potential research project with CSU Fresno State in implementing Contextualized ELD T & L Model will support academic improvement.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,193	87.2%	30.5%	0.9%
Total Number of Students enrolled in Vallejo Senior 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	364	30.5%
Foster Youth	11	0.9%
Homeless	34	2.8%
Socioeconomically Disadvantaged	1,040	87.2%
Students with Disabilities	166	13.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	265	22.2%
American Indian	2	0.2%
Asian	30	2.5%
Filipino	120	10.1%
Hispanic	671	56.2%
Two or More Races	29	2.4%
Pacific Islander	13	1.1%
White	53	4.4%

Conclusions based on this data:

1. Hispanic, African American and Filipino students make up 89 percent of the school.

2. Socioeconomically Disadvantaged is believed to be under reported

3. English Language Learners level I and II has increased

School and Student Performance Data

Overall Performance

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

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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



Orange

Academic Engagement

Graduation Rate



Red

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Orange

English Learner Progress



Yellow

College/Career



Orange

Conclusions based on this data:

1. ELA Standards and Essential Standards for each grade and subject area need to be aligned and calibrated.
2. Math Standards and Essential Standards for each grade and subject area need to be aligned and calibrated.
3. Appropriate interventions need to be established for students performing below grade level.

School and Student Performance Data

Academic Performance English Language Arts

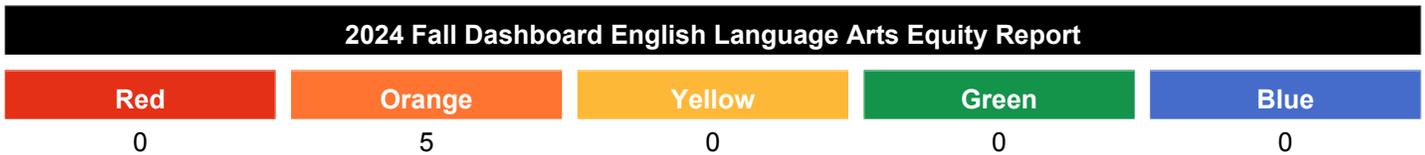
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This section provides number of student groups in each level.



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>Orange</p> <p>71.1 points below standard</p> <p>Increased 41.1 points</p> <p>244 Students</p>	<p>English Learners</p> <p>Orange</p> <p>131.4 points below standard</p> <p>Increased 52.4 points</p> <p>74 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>132.7 points below standard</p> <p>Increased 68.0 points</p> <p>48 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>119.6 points below standard</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>78.1 points below standard</p> <p>Increased 41.3 points</p> <p>216 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>157.2 points below standard</p> <p>Increased 61.6 points</p> <p>36 Students</p>	<p>African American</p>  <p>Orange</p> <p>105.1 points below standard</p> <p>Increased 54.4 points</p> <p>51 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>19.4 points above standard</p> <p>Increased 22.8 points</p> <p>26 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>81.6 points below standard</p> <p>Increased 39.4 points</p> <p>138 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>123.9 points below standard</p> <p>16 Students</p>

Conclusions based on this data:

1. ELA Standards and Essential Standards for each grade and subject area need to aligned and calibrated.
2. Math Standards and Essential Standards for each grade and subject area need to aligned and calibrated
3. Interventions need to focus on students performing below grade level in both Math and ELA.

School and Student Performance Data

Academic Performance Mathematics

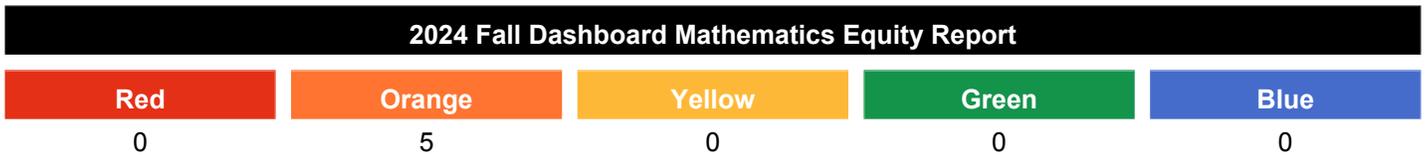
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This section provides number of student groups in each level.



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>124.5 points below standard</p> <p>Increased 49.1 points</p> <p>244 Students</p>	<p>English Learners</p> <p>Orange</p> <p>172.3 points below standard</p> <p>Increased 62.8 points</p> <p>77 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>191.1 points below standard</p> <p>Increased 49.8 points</p> <p>48 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>117.4 points below standard</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>128.3 points below standard</p> <p>Increased 49.6 points</p> <p>216 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>212.6 points below standard</p> <p>Increased 45.9 points</p> <p>36 Students</p>	<p>African American</p>  <p>Orange</p> <p>158.2 points below standard</p> <p>Increased 56.9 points</p> <p>50 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>42.0 points below standard</p> <p>Increased 12.6 points</p> <p>27 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>134.5 points below standard</p> <p>Increased 55.9 points</p> <p>139 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>181.2 points below standard</p> <p>16 Students</p>

Conclusions based on this data:

1. ELA Standards and Essential Standards for each grade and subject area need to be aligned and calibrated.
2. Math Standards and Essential Standards for each grade and subject area need to be aligned and calibrated.
3. Interventions need to focus on students performing below grade level in Math and ELA.

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Yellow 36.7% making progress. Number Students: 270 Students	Long-Term English Learner Progress  Yellow 41.3% making progress. Number Students: 189 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
19.6%	42.2%	0%	36.7%

Conclusions based on this data:

1. ELA Standards and Essential Standards for each grade and subject area need to be aligned and calibrated.
2. Math Standards and Essential Standards for each grade and subject area need to be aligned and calibrated.
3. Interventions need to focus on students performing below grade level in Math and ELA.

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.

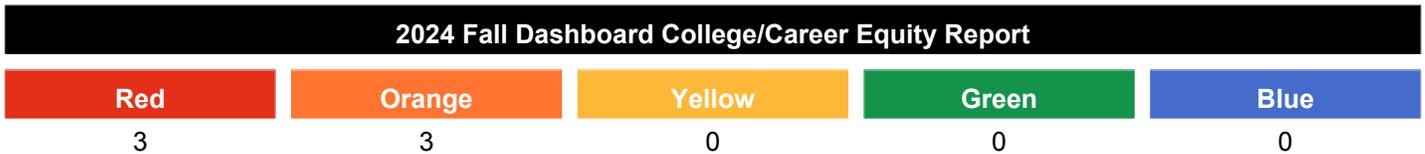
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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>12.4 Prepared</p> <p>Declined 2.2</p> <p>346 Students</p>	<p>English Learners</p> <p>Red</p> <p>2 Prepared</p> <p>Declined 3</p> <p>101 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>2 Prepared</p> <p>Declined 3.3</p> <p>50 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>5 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>21 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>12.3 Prepared</p> <p>Maintained 1.2</p> <p>318 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0 Prepared</p> <p>Declined 7.1</p> <p>40 Students</p>	<p>African American</p>  <p>Red</p> <p>2.9 Prepared</p> <p>Declined 3.7</p> <p>69 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>17.6 Prepared</p> <p>0</p> <p>17 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>27.9 Prepared</p> <p>Declined 10.2</p> <p>43 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>12 Prepared</p> <p>Maintained 1.6</p> <p>184 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>7.7 Prepared</p> <p>0</p> <p>13 Students</p>

Conclusions based on this data:

1. Maintain and align College and Career Support Programs. We are continuing to increase and enhance these programs. Biotechnology, Engineering and Multimedia have established articulation agreements with colleges.
2. Align and continue to develop CTE Pathways
3. Enhance capacity and exposure of pathway courses within master scheduling to allow maximum enrollment

School and Student Performance Data

Academic Engagement Graduation Rate

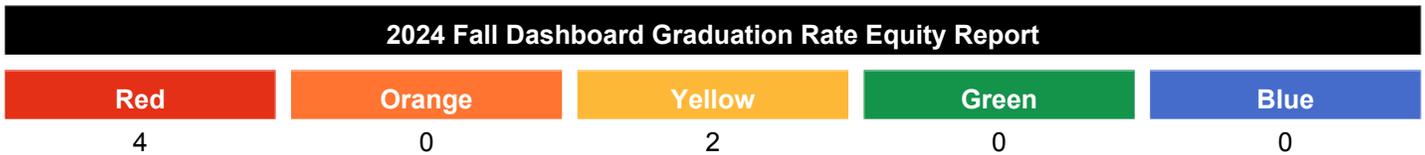
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This section provides number of student groups in each level.



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>Red</p> <p>67.3% graduated</p> <p>Declined 2.9%</p> <p>349 Students</p>	<p>English Learners</p> <p>Red</p> <p>52.9% graduated</p> <p>Increased 2.4%</p> <p>104 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>70.6% graduated</p> <p>Increased 5.7%</p> <p>51 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>36.4% graduated</p> <p>Declined 26.1%</p> <p>22 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>67.6% graduated</p> <p>Declined 3.5%</p> <p>321 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>65.9% graduated</p> <p>Increased 26.6%</p> <p>41 Students</p>	<p>African American</p>  <p>Red</p> <p>65.2% graduated</p> <p>Declined 1.9%</p> <p>69 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>82.4% graduated</p> <p>17 Students</p>	<p>Filipino</p>  <p>Yellow</p> <p>88.4% graduated</p> <p>Maintained 0.3%</p> <p>43 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>63.1% graduated</p> <p>Declined 3.9%</p> <p>187 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>53.8% graduated</p> <p>13 Students</p>

Conclusions based on this data:

1. Review Graduation requirements and calibrate to align with local and neighboring schools.
2. Enhance opportunities within the school day and outside of the school day to remediate credits and grades
3. Establish a better transition to alternative and continuation schools.

School and Student Performance Data

Conditions & Climate Suspension Rate

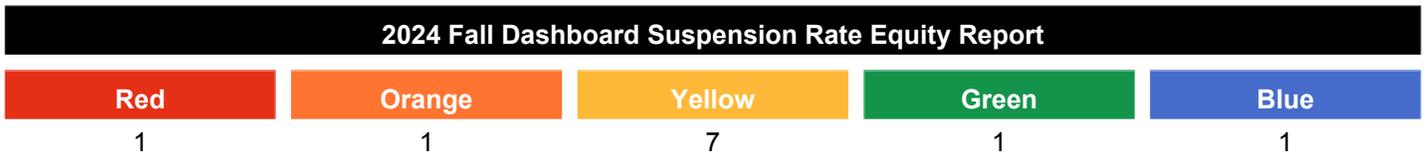
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This section provides number of student groups in each level.



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>Yellow</p> <p>8.7% suspended at least one day</p> <p>Declined 2.5%</p> <p>1385 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>7.9% suspended at least one day</p> <p>Declined 3.1%</p> <p>441 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>9.2% suspended at least one day</p> <p>Declined 2.2%</p> <p>273 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>38.5% suspended at least one day</p> <p>Maintained 0%</p> <p>13 Students</p>	<p>Homeless</p> <p>Red</p> <p>12.1% suspended at least one day</p> <p>Increased 6.9%</p> <p>107 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>9.2% suspended at least one day</p> <p>Declined 2.7%</p> <p>1222 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>10.3% suspended at least one day</p> <p>Declined 5.5%</p> <p>194 Students</p>	<p>African American</p>  <p>Orange</p> <p>12.8% suspended at least one day</p> <p>Declined 1.5%</p> <p>305 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>33 Students</p>	<p>Filipino</p>  <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined 3.3%</p> <p>130 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>8.8% suspended at least one day</p> <p>Declined 2.3%</p> <p>786 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>8.3% suspended at least one day</p> <p>Declined 8.3%</p> <p>48 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>16.7% suspended at least one day</p> <p>Increased 8.3%</p> <p>18 Students</p>	<p>White</p>  <p>Yellow</p> <p>6.3% suspended at least one day</p> <p>Declined 4.9%</p> <p>63 Students</p>

Conclusions based on this data:

1. Provide alternative means to consequences
2. Utilize restorative practices to reduce future incidents
3. Utilize the VHS Wellness Room to launch and further review our preventative programs including Positive Behavior Intervention Systems MTSS and SEL

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.

Vibrant Culture of Teaching and Learning

Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Vallejo City Unified School District will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vibrant Culture of Teaching and Learning (Pillar 3)

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.

Areas in need of improvement in academic area of CAASPP outcomes include EL population with a red indicator in the dashboard and ELA and Math in the orange for African American, Hispanic, Low Socio-Economic and Students with Disabilities. Vallejo High will provide support for all students but with a strong focus on our EL population with increased tutoring programs which include Carnegie Learning, Sylvan Tutoring, Hey Tutor, District tutors, Calsoap tutoring and teacher tutoring after school. We will also be adding a Teacher Leader staff member to help with instructional strategies and continue utilizing the services of our ELD consultant as well as bringing in LTL 360 to help with the development of lesson planning.

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
Distance Points From Standard in English Language Arts (ELA) -All Students	Distance Points From Standard in English Language Arts (ELA) -All Students -71.1	Distance Points From Standard in English Language Arts (ELA) -All Students -46
Distance Points From Standard in Math -All Students	Distance Points From Standard in Math -All Students -121	Distance Points From Standard in Math" -All Students -96
Source: CA School Dashboard, English Language Arts (ELA), Mathematics	School Year 2023-2024	School Year 2025-2026
CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Student	CAASPP English Language Arts (ELA) % Met/Exceeded Standard -All Students 29%	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 35%
CAASPP Math % Met/Exceeded Standards -All Students	CAASPP Math % Met/Exceeded Standards -All Students 18%	CAASPP Math % Met/Exceeded Standards -All Students 25%

<p>CAASPP Science % Met/Exceeded Standards -All Students</p> <p>Source: DataQuest, CAASPP Test Results</p>	<p>CAASPP Science % Met/Exceeded Standards -All Students 12.2%</p> <p>School Year 2023-2024</p>	<p>CAASPP Science % Met/Exceeded Standards -All Students 20%</p> <p>School Year 2025-2026</p>
<p>% NWEA Projected Proficiency Reading -All Students (11th grade)</p> <p>% NWEA Projected Proficiency Math -All Students (11th grade)</p> <p>Source: Student Analytics Lab, Target Goals Dashboard</p>	<p>% NWEA Projected Proficiency Reading -All Students (11th grade) 38%</p> <p>% NWEA Projected Proficiency Math -All Students (11th grade) 24%</p> <p>Quarter 3, Midyear Assessment, School Year 2024-2025</p>	<p>% NWEA Projected Proficiency Reading -All Students (11th grade) 41%</p> <p>% NWEA Projected Proficiency Math (11th grade) -All Students (11th grade) 30%</p> <p>Quarter 3, Midyear Assessment, School Year 2025-2026</p>
<p>% of high school graduates who are placed in the "Prepared" level on the College/Career Indicator. -All Student -African American -English Learners -Long Term English Learners</p> <p>Source: CA School Dashboard</p>	<p>% of high school graduates who are placed in the "Prepared" level on the College/Caree Indicator. -All Students 12.4% -African American 2.9% -English Learners 2% -Long Term English Learners 2%</p> <p>School Year 2023-2024</p>	<p>% of high school graduates who are placed in the "Prepared" level on the College/Career Indicator. -All Students 16% -African American 6% -English Learners 5% -Long Term English Learners 5%</p> <p>School Year 2025-2026</p>
<p>% of graduates meeting UC/CSU requirements -All Students -African American -English Learners -Long Term English Learners</p> <p>Source: School Dashboard Additional Reports and Data, Met UC/CSU Requirements and CTE Pathway Completion Report</p>	<p>% of graduates meeting UC/CSU requirements -All Students 18.1% -African American 14.5% -English Learners 8.7% -Long Term English Learners 5.9%</p> <p>School Year 2023-2024</p>	<p>% of graduates meeting UC/CSU requirements -All Students 21% -African American 18% -English Learners 12% -Long Term English Learners 9%</p> <p>School Year 2025-2026</p>
<p>% of students NOT deficient in credits in Graduation Credits -All Students -African American -English Learners -Hispanic -Socioeconomically Disadvantaged</p> <p>Source: SAL dashboard, Graduation Status, A-G Student List tab</p>	<p>% of students NOT deficient in credits in Graduation Credits -All Students 84.3% -African American 82.6% -English Learners 74.4% -Hispanic 82.5% -Socioeconomically Disadvantaged 85.7%</p> <p>Quarter 3, School Year 2023-2024</p>	<p>% of students NOT deficient in credits in Graduation Credits -All Students 87.3% -African American 85.6% -English Learners 77.7% -Hispanic 85.5% -Socioeconomically Disadvantaged 88.7%</p> <p>Quarter 3, School Year 2025-2026</p>
<p>% of students who graduate and complete a CTE pathway -All Students -African American -English Learners -Long Term English Learners</p>	<p>% of students who graduate and complete a CTE pathway -All Students 8% -African American 7.2% -English Learners 5.8% -Long Term English Learners 9.8%</p> <p>School Year 2023-2024</p>	<p>% of students who graduate and complete a CTE pathway -All Students 11% -African American 11% -English Learners 9% -Long Term English Learners 13%</p> <p>School Year 2025-2026</p>

Source: CA School Dashboard, College/Career, Additional Reports		
% of students who met UC/CSU requirements AND complete a CTE pathway -All Students -African American -English Learners -Long Term English Learners Source: CA School Dashboard, College/Career, Additional Reports	% of students who met UC/CSU requirements AND complete a CTE pathway -All Students 2.6% -African American 1.4% -English Learners 1.0% -Long Term English Learners 0% School Year 2023-2024	% of students who met UC/CSU requirements AND complete a CTE pathway -All Students 6% -African American 5% -English Learners 4% -Long Term English Learners 3% School Year 2025-2026
% of Advanced placement (AP) exams with a score of 3 or higher -All Students Source: College Board	% of Advanced placement (AP) exams with a score of 3 or higher -All Students 21% School Year 2023-2024	% of Advanced placement (AP) exams with a score of 3 or higher -All Students 25% School Year 2025-2026
% of students who graduated high school within four years -All Students -African American -English Learners -Hispanic -Socioeconomically Disadvantaged Source: CA Dashboard	% of students who graduated high school within four years -All Students 67.3% -African American 65.2% -English Learners 52.9% -Hispanic 63.1% -Socioeconomically Disadvantaged 67.6% School Year 2023-2024	% of students who graduate high school within four years -All Students 71% -African American 69% -English Learners 57% -Hispanic 67% -Socioeconomically Disadvantaged 71% School Year 2025-2026
Increase NWEA Projected Proficiency for Math for all students but strong focus on English Learners, African American, Hispanic, Low Socio-economic and Students with disabilities.	Math 25% Spring 2024	Math 35% Spring of 2025
Increase NWEA Projected Proficiency Reading for all students but strong focus on English Learners, African American, Hispanic, Low Socio-economic and Students with disabilities.	ELA 25% Spring 2024	ELA 35% Spring of 2025
Increase the % of structured student talk being observed in a classroom from walkthroughs	34% observed in 23-24 SY via walkthroughs	55%
Increase CAASPP scores in ELA to Met/Exceeded standards for all students but strong focus on English Learners, African American, Hispanic, Low Socio-economic and Students with disabilities.	ELA - 29% Spring of 2024	ELA - 40% Spring of 2025
Increase CAASPP scores in Math to Met/Exceeded standards for all students but strong focus on English Learners, African American, Hispanic, Low Socio-economic and Students with disabilities.	Math - 18% Spring of 2024	Math - 30% Spring of 2025

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	VHS will continue to implement CORE strategies throughout all core and elective areas.	All Students	
1.2	VHS will adapt and implement Expository Reading and Writing Curriculum (ERWC) for 11th and 12th Graders.	All 11th and 12th Grade Students	District Funded 5000-5999: Services And Other Operating Expenditures LCFF
1.3	VHS will hire a Teacher Leader for the purpose of assisting the teaching staff with instructional strategies as well as overseeing various programs on campus such as Carnegie Learning, Sylvan Tutoring, CALSOAP and Hey Tutors and Teacher led tutoring.	All Students	112,000 Title I 1000-1999: Certificated Personnel Salaries
1.4	Teachers will house 3 chromebook computers in their classroom for use by students who forgot chromebook, have a broken chromebook, did not charge their chromebook, etc.	All students	District Funded 4000-4999: Books And Supplies LCFF
1.5	All teachers will participate in district and site network meetings that focus on common core, pacing guides, common assessments, MTSS, PBIS, EL strategies DOK and Literacy Strategies.	All Students	1,780 LCAP 0001-0999: Unrestricted: Locally Defined Content Intervention
1.6	Integration of Arts and Music Instruction during and beyond school day to increase student engagement, which could include supporting transportation and entry fees and providing supplies as needed	All Students	2,000 LCAP 0001-0999: Unrestricted: Locally Defined Student Engagement 3,000 LCAP 0001-0999: Unrestricted: Locally Defined Curriculum Enrichment
1.7	Development and implementation of student organizations that support College and Career programs lending to student improvement and engagement towards goals to meet student outcomes, including but not limited to coding, mathematics, robotics, SkillsUSA, HOSA, etc.	All Students	21,000 LCAP 0001-0999: Unrestricted: Locally Defined Curriculum Enrichment
1.8	Provide release time for grade level teachers for collaboration to develop NWEA assessments with integration to Edgenuity and Project Based Learning to improve data driven instruction. Data Driven Instructional Team will analyze data to be shared with teachers for the purpose of driving instruction. Data from a variety of sources such as NWEA, 5 Labs (suspension/expulsion data, graduation rates, drop out rates, attendance, etc), CAASPP/CAST scores, AP scores, Tiers 1,2 and 3 data, subgroups and socio-economic. PD will be attended and reported to staff.	All Students	2,000 Title I 0001-0999: Unrestricted: Locally Defined Title I
1.9	Implement teacher peer observation that will develop a support system that provides teachers	All Students	1,000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	the opportunity to share best practices via peer observation followed by teacher collaboration on what was learned and how to implement observed best practices school wide.		0001-0999: Unrestricted: Locally Defined Title I
1.10	Vallejo High School teachers will work in collaboration with the Math Coaching support program from University of California at Davis. Math teachers will participate in research based instructional strategies that will improve student engagement and student proficiency in CCSS in Mathematics	All Students	6,500.59 Title I 5800: Professional/Consulting Services And Operating Expenditures Title I
1.11	Train and monitor staff with strategies to support English Language Learners with support from SCOE. English Language Development to support English Language Learners- Build on the framework of the contextualized ELD Teaching and Learning Model with support for ELD instruction from VCUSD (Shannon Sinclair).	ML Students	6,503 Title I 5800: Professional/Consulting Services And Operating Expenditures Title I
1.12	VHS Leadership Team will conduct non-evaluative walkthroughs each week to provide constructive feedback to teachers.	All Students	
1.13	Rigorous and relevant curriculum that supports students in passing the A-G required course offerings	All Students	
1.14	Four-Year Plans for all high school students in addition to college/career plans post-secondary utilizing California College Guidance Initiative.	All Students	
1.15	Plan master schedule AP / CTE course offerings, identify teachers teaching AP / CTE Courses. Teachers to attend AP trainings, CTE credentialing programs.	All Students	11,000 LCAP 0001-0999: Unrestricted: Locally Defined Curriculum Enrichment
1.16	Provide funds to pay for AP and PSAT exams, in hopes of maximizing student opportunities to take AP courses.	All Students	20,000 LCAP 0001-0999: Unrestricted: Locally Defined Curriculum Enrichment
1.17	Academic interventions for Tier 2 and Tier 3 students beyond school day (after school, Saturdays, school breaks, etc.)	All Students	5,000 LCAP 0001-0999: Unrestricted: Locally Defined Content Intervention
1.18	Provide exposure to visit Universities, College Fairs and Career Expos (Ex. HBCU college fair, pathway academy expo, LMC visit, financial literacy, UC Berkeley) as well as host a Vallejo High School College and Career Fair at VHS.	All Students	3,000 LCAP 0001-0999: Unrestricted: Locally Defined Curriculum Enrichment
1.19	Ensure work-based learning (WBL) continuum is implemented at each grade level in every academy/pathway. Work-Based Learning opportunities represent the pinnacle of the Career-Related Education experience.	All Students	1,000 LCAP 0001-0999: Unrestricted: Locally Defined Curriculum Enrichment
1.20	Teachers will utilize regular collaboration time to analyze student work on performance tasks based	All Students	3,000 LCAP

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	on common rubrics aligned to Student Learning Outcomes.		0001-0999: Unrestricted: Locally Defined Curriculum Enrichment
1.21	Provide Professional Development training and conference attendance for all staff to enhance instruction and assessment focused on data-driven instruction.	All Students	45,000 Title I 0001-0999: Unrestricted: Locally Defined Title I
1.22	Teacher training and collaboration in the area of technology use and integration in teaching by an assigned teacher.	All students	2,000 LCAP 1000-1999: Certificated Personnel Salaries Curriculum Enrichment
1.23	Provide collaboration between Special Education and subject matter teachers with a focus on the least restrictive environment	All Students	1,000 Title I 0001-0999: Unrestricted: Locally Defined Title I
1.24	Academic department budgets that will support curriculum, integration and supplies to common core standards	All Students	65,000 LCAP 4000-4999: Books And Supplies Curriculum Enrichment
1.25	Leadership team meetings to monitor instructional priorities.	All students	5,700 LCAP 0001-0999: Unrestricted: Locally Defined Leadership Team

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.

VHS improved in both NWEA scores and CAASPP scores in both ELA and Mathematics from the previous school year. In CAASPP the ELA score went from 26% to 29% and math improved from 11% to 18%.

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

VHS became a Title I school in 24-25 and with Title I there is an increase in the expenditures for programs. The allowed our SPSA to free up and/or expand budgets for existing and new activities.

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.

Our biggest change will be the amount of support that will increase this school year in the areas of tutoring and mental health support on campus. We will also be bringing in a teacher leader to help facilitate the many new programs we will have on campus.

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.

Safe and Supportive Learning Environments

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Safe, Supportive and Engaging Learning Environments for Students and Staff / Increase Number of Students Graduating College and Career Ready

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.

Suspensions are an area of concern at Vallejo High School. From the dashboard areas of red are Hispanic and Mixed Race. Orange areas include African American, Filipino and white. Chronic Absenteeism is also an identified need with VHS having 41% chronic absenteeism rate.

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
% of Students chronically absent- Student Analytics Lab -All Students Source: Student Analytics Lab	% of Students chronically absent- Student Analytics La -All Students 36.1% Quarter 3, School Year 2024-2025	% of Students chronically absent- Student Analytics Lab -All Students 30% Quarter 3, School Year 2025-2026
% Average daily attendance -All Students Source: Student Analytics Lab	% Average daily attendance -All Students 89.32% Quarter 3, School Year 2024-2025	% Average daily attendance -All Students 93% Quarter 3, School Year 2025-2026
% of High School students who have dropped out of school as measured by the percentage point difference between the Four-Year Adjusted Cohort Graduation Rate and 100% -All Students Source: DataQuest 4-Year Adjusted Cohort Graduation Rate & Outcome, 4- Year Adjusted Cohort Outcomes	31.5% of High School students who have dropped out of school School Year 2023-2024	28% of High School students who have dropped out of school School Year 2025-2026
% of students suspended once or more -All Students -Homeless	% of students suspended once or more -All Students 8.7% -Homeless 12.1%	% of students suspended once or more -All Students 5% -Homeless 9%

Source: CA Dashboard, Suspensions	School Year 2023-2024	School Year 2025-2026
% Students suspended -All Students -Homeless	% Students suspended -All Students 6.57% -Homeless 12.15%	% Students suspended -All Students 4% -Homeless 9%
Source: Student Analytics Lab, Suspension rate Dashboard	Quarter 3, School Year 2023-2024	Quarter 3, School Year 2025-2026
Student expulsion rate	Student expulsion rates 0%	Student expulsion rate 0%
Source: DataQuest Expulsion and Suspension Rate	School Year 2023-2024	School Year 2025-2026
% of 9th and % of 11th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator.	% of 9th and % of 11th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator.	% of 9th and % of 11th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator.
Source: California Healthy Kids Survey data	School Year 2023-2024	School Year 2025-2026
% of SST Interventions	1.3% of SST Interventions	10% of SST Interventions
Source: AERIES Intervention Dashboard	Quarter 3, School Year 2024-2025	Quarter 3, School Year 2024-2025
% of 9th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey	% of 9th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey	% of 9th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey
Source: Panorama	Quarter 3, School Year 2024-2025	Quarter 3, School Year 2024-2025
% Average daily attendance	~80%	90%
Suspension Rate - One or more times suspended	11.2% overall - Hispanic 11.1%, Socioeconomic Disadvantaged 11.9%, Disabilities 15.9%	2.5% for all groups.
Chronic Absenteeism	41%	30%

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	Vallejo High School will close the achievement gaps between subgroups of students who are under-performing on the California Common Core (CCSS) and New Generation Science (NGSS) State standards.	All Students	1,000 LCAP 0001-0999: Unrestricted: Locally Defined Content Intervention

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4,000 LCAP 4000-4999: Books And Supplies Curriculum Enrichment
2.2	Provide tutoring from Carnegie Learning to address IM 1, IM 2 and IM 3 needs especially for EL population.	ELL Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures LCFF
2.3	Vallejo High School will work in partnership with staff, students and parents to support the implementation of Integrated Math1 and IM 2 and IM 3. The district will provide professional development for teachers that are teaching the new curriculum.	All Students	
2.4	Following the goals of the California College Guidance Initiative, the counseling department will work with Californiacolleges.edu to assist all students with creating a post secondary plan for college or career.	All students	
2.5	PD and training provided to support Get Focused/Stay Focused curriculum.	All 9th Grade students	3,000 LCAP 5800: Professional/Consulting Services And Operating Expenditures Curriculum Enrichment
2.6	Provide English Language Learner students with two bilingual instructional aides utilizing programs such as East Bay Consortium (Formerly Cal SOAP).	ELL Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures LCFF
2.7	Bi-Monthly meetings of the established CARE Intervention Support Team that will focus on pre-interventions for social emotional students in each Academy: academic, behavior, attendance	All Students	
2.8	AVID strategies for 9th and 10th grade students designed to support first generation students toward achieving post secondary education.	All Students	3,000 LCAP 0001-0999: Unrestricted: Locally Defined Curriculum Enrichment
2.9	Intervention Tutoring Services will be offered 3 days per week after school. Provide bilingual tutors for extended hours to serve our Spanish speaking Students.	All Students	23,000 LCAP 1000-1999: Certificated Personnel Salaries Content Intervention
2.10	Provide students with enrichment opportunities and real world connections via classroom field trips.	All students	30,000 LCAP 0001-0999: Unrestricted: Locally Defined Curriculum Enrichment
2.11	Utilize District and Community resources to support students including *Willie B. Adkins program	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.12	Academy teams and staff consistently monitor student progress (academics, behavior and attendance)	All students	
2.13	Prepare 9th-11th grade students to be successful on the CAASPP Assessment (ELA & Mathematics)	All Students	
2.14	Implementation of a Middle School recruitment plan to include counselors visiting middle and K-8 feeder schools, an elective and pathway showcase and individual counselor/student meetings. This plan is to ensure incoming students understand academy and pathway options and have a successful transition to high school	All rising 9th grade Students	
2.15	Implementation of District Wide Instructional and SEL strategies in the classroom through training and walkthrough feedback.	All students	
2.16	Site will ensure that all CTE teachers are properly credentialed and have necessary training in curriculum aligned to their academy/Pathway theme.	All Students	
2.17	PBIS incentive program for students in the area of academics, behavior and attendance.	All Students	4,000 LCAP 0001-0999: Unrestricted: Locally Defined Curriculum Enrichment 21,280 LCAP 4000-4999: Books And Supplies Student Engagement
2.22			
2.25			

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.

VHS reduced chronic absenteeism from 47% in the 22-23 SY to 41% in the 23-24 SY. With the addition of our Child Welfare Attendance clerks, VHS last year and the continuation of that program this year, we should continue to see improvement in reducing chronic absenteeism.

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

VHS will have a strong focus on student engagement for this school year. Engagement has shown to increase attendance or decrease chronic absenteeism.

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.

We are increasing our support in the area of classroom support through several resources in tutoring as well as adding a teacher leaders who will be able to assist teachers with creating and delivering engaging lessons.

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.

Equitable Opportunities, Equitable Outcomes

Vallejo City Unified School District will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equitable Opportunities, Equitable Outcomes (VCUSD Pillar 1)

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.

Two major disparities are the identified need of our graduation rates and college and career ready. All groups are in the red on the dashboard for graduation (EL, African American and Hispanic are all red) and Filipino is orange. College and career ready is "low" for all students with EL, and African American being very low,

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
% of English Learner (EL) students making progress toward English language proficiency on the ELPAC Source: CA School Dashboard, English Learner Progress	36.7% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2023-2024	42% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2025-2026
% NWEA Projected Proficiency in Reading for EL student group Source: Student Analytics Lab	25.9% NWEA Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2024-2025	30% NWEA Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2025-2026
% of English Learner students reclassified as Fluent English Proficient Source: DataQuest, School Level, Annual Enrollment Data, Enrollment by English Language Acquisition Status (ELAS) and Grade, RFEP for site	23.9% of English Learner students reclassified as Fluent English Proficient School Year 2023-2024	30% of English Learner students reclassified as Fluent English Proficient School Year 2025-2026

% of English Learner (EL) students making progress toward English language proficiency on the ELPAC	5%	20%
Increase number of students completing the completer courses for academy and pathways	25%	40%
Increase Graduation Rates	69%	75%
% of staff who participate in professional development that includes intervention strategies for English Learner students	80%	95%
Increase % of students who complete a-g requirements for graduation.	28%	40%

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	All stakeholders will have an in-depth understanding on how to participate in the following and gain resources to strengthen families: SSC, ELAC, AERIES access through Parent Portal, Community Services such as food bank, vaccination clinic and clothing bank.	All Students	
3.2	VHS will continue with PIQE (Parent Institute for Quality Education). This program works with parents to give them support so that they can support their children in areas of college planning, GPA, College financial aid and college admission requirements.	ELL Students	District Funded District Funded
3.3	Academic Support Providers will facilitate SST meetings to help parents and students with resources and strategies to be successful.	All Students	
3.4	UCSF Upward Bound, UC Davis Upward Bound, PACT, Inc. and East Bay Solano County Consortium (EBSCC - CalSoap) college access programs that provide parent workshops, parent meetings, academic and tutorial services for first generation students.	All Students	
3.5	Counselors will meet individually with seniors on their caseload to review their academic plan to include post secondary plans with the purpose of ensuring students graduate.	All Students	
3.6	1-1 Chromebooks will be used to increase student access to school technology. Technology will support students with preparation for CAASPP/CAST/ELPAC/NWEA testing.	All Students	
3.7	Counselors will ensure that academies, pathways and Advanced Placement classes have equitable access based on student interest which will be inclusive of various factors including but not limited to gender, ethnicity, special education, students released from juvenile justice systems, foster care placement, non-traditional shelter arrangements, homelessness, and other historical quantifiers that have limited opportunities for disenfranchised groups.	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.8	Class of 2025 Graduation Ceremony- Materials and supplies to support Class of 2025 graduation ceremony.	12th Grade Students	2,500 LCAP 0001-0999: Unrestricted: Locally Defined Student Engagement
3.9	Provide computer headphones or other needs for student tech labs and to supplement classroom instruction.	All Students	1,500 LCAP 4000-4999: Books And Supplies Curriculum Enrichment
3.10	Analyze truancy data and plan for future SART meetings. Schedule SART meetings and analyze data regularly.	All Students	
3.11	Provide supplies for the CTE classes and internship programs.	All Students	25,000 LCAP 0001-0999: Unrestricted: Locally Defined CTE/Pathways
3.12	Supplemental materials with cultural emphasis to improve student engagement and college going support for first generation students especially for African American/ LatinX students, in courses like Ethnic Studies and GFSF	All Students	3,000 LCAP 4000-4999: Books And Supplies Curriculum Enrichment
3.13	Monitor students for credit deficiency, develop action plans and provide credit recovery options (0/7 period, online courses, etc.)	All Students	
3.14	Ensure teachers have materials to support ELD curriculum and handbook materials to inform teaching strategies that support ELLs.	ELL Students	3,000 LCAP 4000-4999: Books And Supplies Curriculum Enrichment
3.15	Site will ensure all AP students have the support necessary to meet expectations of earning a 3 or higher on the AP exam(s).	All Students	5,000 LCAP 0001-0999: Unrestricted: Locally Defined Curriculum Enrichment
3.16	Continue to implement Grading for Equity at VHS. A small pilot group implemented in 24/25 to examine the benefits/downfall of a wholesale Grading for Equity program to possibly be implemented in the school year 24/25. In 24/25 teachers ALL teachers will be required to implement some form of Grading for Equity. VHS will also look to bring in additional training for grading for equity.	All Students	3,310 LCAP 5800: Professional/Consulting Services And Operating Expenditures Curriculum Enrichment
3.17	Counselors will provide students with information regarding AP classes for the next school year to ensure that all students have the same opportunity to be exposed to and recruited for AP classes. In addition the assemblies will focus on college awareness.	All Students	
3.18	School will ensure all students have updated emergency contacts in Aeries	All Students	
3.19	Vallejo High School, in partnership with parents and the community, business and union organizations, will increase student	All Students	1,000 LCAP

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	opportunities to enrichment programs and higher level courses, and will provide academic and social-emotional supports and opportunities that result in high academic achievement.		0001-0999: Unrestricted: Locally Defined Curriculum Enrichment
3.20	Student Leadership will provide equitable opportunities for all students to participate in in school wide activities such as dances, assemblies and educational programs.	All Students	District Funded None Specified District Funded

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.

VHS pathways and academy have utilized their advisory boards for real life input into the direction of each pathway/academy. This has led to college articulation of some courses and is building partnerships with the community.

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

VHS will maintain the budget for our 4 pathways (Hospitality, Multi Media, Health Careers, Construction Technologies) and our Engineering academy which handles it's own budget. Our pathways and academy continue to create advisory boards, work on college articulation for college credit and real life experiences through field trips.

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 significant changes in our goal other than an increase in funding with Title I and LCFF.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Community Centered Education

Vallejo City Unified School District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Community Centered Education (VCUSD Pillar 4)

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.

A general identified need is to improve our parent involvement at Vallejo High School. We also need to improve communication with parents.

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
% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Source: LCAP survey	% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Quarter 3, School Year 2024-2025	% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Quarter 3/Trimester 2, School Year 2025-2026
# of activities beyond required Parent Engagement Opportunities Source: Reporting from Parent Liaison	2 activities occurred beyond required Parent Engagement Opportunities by Quarter 3, School Year 2024-2025	4 activities occurred beyond required Parent Engagement Opportunities by Quarter 3, School Year 2025-2026
Parent engagement as measured by % SSC meetings that met quorum Source: SSC sign-in sheets, #of parents/guardians attended/#of students enrolled	20% SSC meetings that met quorum by Quarter 3, School Year 2024-2025	40% SSC meetings that met quorum by Quarter 3/Trimester 2, School Year 2025-2026
% of target # of ELAC meetings occurred	100% of target # of ELAC meetings occurred	100% of target # of ELAC meetings occurred

Source: Calendar/ELAC meeting schedule	by Quarter 3, School Year 2024-2025	by Quarter 3, School Year 2025-2026
% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education	No baseline data	75%
Parent engagement as measured by % SSC meetings that met quorum	50%	80%
% ELAC participation	1%	3%
% of family events with interpretation provided	75%	100%

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
4.1	Vallejo High School will build inclusive school communities where all students, families, and members of the community feel welcome and valued.	All Students	
4.2	Vallejo High School will develop partnerships with parent community to improve college and career readiness education opportunities for all students.	All Students	
4.3	Academy and Pathways will work towards establishing an Academy/Pathway Advisory Board	All Students	
4.4	VHS will hold a parent/community event, each semester, in the evening and families will be invited, including but not limited to Open House and Showcase nights.	All students	7,390 LCAP 0001-0999: Unrestricted: Locally Defined Parent/Family Engagement
4.5	Awards celebrations for each sport season that include family invitations	All students	5,000 LCAP 0001-0999: Unrestricted: Locally Defined Student Engagement
4.6	Principal will keep parents updated concerning school events through messages via website, Aeries and Parent Square and ensure school information is provided through mass mailing, virtual meetings, email and website postings and information on the website is updated regularly.	All Students	
4.7	Academies/Pathways will Host Family Celebrations that may include awards and communication about programming.	All Students	4,000 LCAP 0001-0999: Unrestricted: Locally Defined Parent/Family Engagement
4.8	Counselors will hold evening meetings with parents/guardians concerning credit progress called reality checks. Counseling department will also conduct individual parent/guardian meetings to discuss credit deficiencies. Counseling department will also work with families concerning FAFSA completion.	All students	2,000 LCAP 0001-0999: Unrestricted: Locally Defined Parent/Family Engagement

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.9	Create a staff /student/family handbook (electronic) to convey school policies and procedures.	All Students	
4.10	Schedule monthly English Language Advisory Council (ELAC) meetings for students and parents.	ELL Students	1,000 LCAP 0001-0999: Unrestricted: Locally Defined Parent/Family Engagement
4.11	Provide students with service learning hours opportunities through a program that invites community members to school for a school-wide recruitment day(s).	All Students	1,000 LCAP 0001-0999: Unrestricted: Locally Defined Parent/Family Engagement
4.12	VHS will hold 3 - 4 parent symposiums to address a variety of topics from, using parent portal, aeries, and parent square to being a parent of a high schooler, to drug and alcohol awareness to violence and guns in the community and schools.	All Students	5,343.70 Title I Part A: Parent Involvement 0001-0999: Unrestricted: Locally Defined Title I

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.

Last year VHS was able to fill several positions with Spanish speaking employees. Our tutors assigned to classrooms were also Spanish speaking. This has created a more customer friendly school to all parents and students walking into the office or in class rooms.

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

Title I funds will allow VHS to increase parent programs to communicate more effectively as well as using LCFF funds to created internships for students to do work on campus to better form our lines of communication.

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.

Other than an increase in funding, there will be no changes 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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$476,807.29
Total Federal Funds Provided to the School from the LEA for CSI	\$

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	\$174,003.59
Title I Part A: Parent Involvement	\$5,343.70

Subtotal of additional federal funds included for this school: \$179,347.29

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

State or Local Programs	Allocation (\$)
LCAP	\$297,460.00

Subtotal of state or local funds included for this school: \$297,460.00

Total of federal, state, and/or local funds for this school: \$476,807.29

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
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Expenditures by Funding Source

Funding Source	Amount
LCAP	297,460.00
Title I	174,003.59
Title I Part A: Parent Involvement	5,343.70

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	222,713.70
1000-1999: Certificated Personnel Salaries	137,000.00
4000-4999: Books And Supplies	97,780.00
5800: Professional/Consulting Services And Operating Expenditures	19,313.59

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCAP	168,370.00
1000-1999: Certificated Personnel Salaries	LCAP	25,000.00
4000-4999: Books And Supplies	LCAP	97,780.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	6,310.00
0001-0999: Unrestricted: Locally Defined	Title I	49,000.00
1000-1999: Certificated Personnel Salaries	Title I	112,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	13,003.59
0001-0999: Unrestricted: Locally Defined	Title I Part A: Parent Involvement	5,343.70

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
317,483.59
89,280.00
44,310.00
25,733.70

School Site Council Membership

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

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

Name of Members	Role
Chris Waldron	Principal
Amy Townsend	Other School Staff
Chris Heinrich	Other School Staff
Anne Bartolotta	Classroom Teacher
Melgene Tubal	Classroom Teacher
Lewis Brown	Classroom Teacher
Terrence Greenwood	Parent or Community Member
Clarence Martin	Parent or Community Member
Erin Reason	Parent or Community Member
Alice Souvandara	Secondary Student
Zirva Irshad	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

On File

English Learner Advisory Committee

Other: School Site Council 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 8/11/2025.

Attested:

Principal, Beyonka Marshall on 8/11/2025

SSC Chairperson, Amy Townsend on 8/11/2025

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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