



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vanden High School	48-70565-483881	January 23, 2026	TBA

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

Schoolwide Program

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement.....	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	16
Overall Performance	18
Academic Performance.....	20
Academic Engagement.....	29
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	37
Goal 3.....	39
Goal 4.....	41
Goal 5.....	43
Budget Summary	44
Budget Summary	44
Other Federal, State, and Local Funds	44
Budgeted Funds and Expenditures in this Plan.....	45
Funds Budgeted to the School by Funding Source.....	45
Expenditures by Funding Source	45
Expenditures by Budget Reference	45
Expenditures by Budget Reference and Funding Source	45
Expenditures by Goal.....	45
School Site Council Membership	46
Recommendations and Assurances	47
Instructions.....	48
Appendix A: Plan Requirements	55

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements58
Appendix C: Select State and Federal Programs61

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

Schoolwide Program

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The site Leadership teams work with school administration to provide guidance with respect to the implementation and monitoring of the SPSA. Each school year the Leadership Team (LT) reviews student performance and data and examines the effectiveness of strategies that have been implemented. There is continual ongoing refinement of this process and work toward monitoring and analyzing data. The Vanden Leadership team plays a significant role in reviewing, analyzing information (surveys, data review, etc.) developing, finalizing, and monitoring the schoolwide action plan. The WASC process brings even deeper review and development to the entire campus. Other regular sources of implementation and monitoring are through Department Chair meetings, department meetings, review of LCAP survey data, district administrative meetings, counseling meetings, PBIS meetings, and LCAP goals and progress reviews. Reflection of schoolwide action plan progress is continually happening through Vanden's regular whole staff meetings, department meetings, and Leadership Team meetings.

Resource Inequities

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

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

Vanden High School is not currently eligible for CSI or ATSI

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.

Mathematics is in the Orange performance category

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.

Suspension (students with disabilities); ELA (students with disabilities, African American); College/Career (two or more races, white)

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Vanden 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	0.12%	0.25%	0.37%	2	4	6
African American	15.85%	16.12%	16.86%	260	261	275
Asian	5.3%	5.56%	4.78%	87	90	78
Filipino	12.74%	13.71%	14.47%	209	222	236
Hispanic/Latino	26.52%	25.76%	27.47%	435	417	448
Pacific Islander	0.91%	0.80%	0.86%	15	13	14
White	23.66%	21.80%	19.13%	388	353	312
Two or More Races	13.41%	14.14%	14.35%	220	229	234
Not Reported	1.46%	1.85%	1.72%	24	30	28
Total Enrollment				1640	1619	1631

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	398	414	415
Grade 10	476	388	430
Grade 11	385	448	367
Grade 12	381	369	419
Total Enrollment	1,640	1,619	1,631

Conclusions based on this data:

1. Enrollment in 24/25 slightly higher than previous year

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	30	30	25	1.8%	1.8%	1.5%
Fluent English Proficient (FEP)	175	193	204	10.7%	11.9%	12.5%
Reclassified Fluent English Proficient (RFEP)	148			8.9%		

Conclusions based on this data:

1. Small decrease in EL % from 23/24 to 24/25
2. Increase in FEP% from 22/23 to 23/24 and again from 23/24 to 24/25 (2.5% over two years)

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	362	429	350	357	425	347	357	424	347	98.6	99.1	99.1
All Grades	362	429	350	357	425	347	357	424	347	98.6	99.1	99.1

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2584.	2591.	2616.	21.29	21.46	28.53	31.09	34.43	34.87	25.77	24.53	23.63	21.85	19.58	12.97
All Grades	N/A	N/A	N/A	21.29	21.46	28.53	31.09	34.43	34.87	25.77	24.53	23.63	21.85	19.58	12.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	22.69	21.46	31.99	57.42	62.74	55.33	19.89	15.80	12.68
All Grades	22.69	21.46	31.99	57.42	62.74	55.33	19.89	15.80	12.68

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	26.05	26.89	31.99	51.26	51.89	53.60	22.69	21.23	14.41
All Grades	26.05	26.89	31.99	51.26	51.89	53.60	22.69	21.23	14.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	12.61	13.44	15.56	72.83	72.64	73.78	14.57	13.92	10.66
All Grades	12.61	13.44	15.56	72.83	72.64	73.78	14.57	13.92	10.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	18.49	20.75	24.50	65.27	66.04	63.40	16.25	13.21	12.10
All Grades	18.49	20.75	24.50	65.27	66.04	63.40	16.25	13.21	12.10

Conclusions based on this data:

1. Overall increase in student meeting or above standard
2. Overall decrease in % nearly meeting standard and below standard
3. Increase in % above standard for all four subcategories

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	362	430	349	356	427	346	356	427	346	98.3	99.3	99.1
All Grades	362	430	349	356	427	346	356	427	346	98.3	99.3	99.1

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2573.	2558.	2564.	10.11	8.90	9.83	21.35	18.97	18.21	30.62	29.27	29.77	37.92	42.86	42.20
All Grades	N/A	N/A	N/A	10.11	8.90	9.83	21.35	18.97	18.21	30.62	29.27	29.77	37.92	42.86	42.20

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	14.61	11.94	14.74	45.51	48.48	47.40	39.89	39.58	37.86
All Grades	14.61	11.94	14.74	45.51	48.48	47.40	39.89	39.58	37.86

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	12.64	8.43	10.12	63.48	63.23	62.14	23.88	28.34	27.75
All Grades	12.64	8.43	10.12	63.48	63.23	62.14	23.88	28.34	27.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	9.83	9.84	7.80	66.85	65.11	67.63	23.31	25.06	24.57
All Grades	9.83	9.84	7.80	66.85	65.11	67.63	23.31	25.06	24.57

Conclusions based on this data:

1. Slight increase in overall % above standard and slight decrease in overall % met
2. Hispanic, Two or more races and SWD students below all other groups.
3. Filipino made large increase

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	1566.1	*	*	1558.6	*	*	1573.3	*	8	14	6
10	1580.3	*	1564.9	1567.7	*	1575.5	1592.3	*	1553.7	11	6	11
11	*	*	*	*	*	*	*	*	*	4	4	5
12	*	*	*	*	*	*	*	*	*	7	5	*
All Grades										30	29	24

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	21.43	*	*	50.00	*	*	7.14	*	*	21.43	*	*	14	*
10	45.45	*	18.18	27.27	*	45.45	18.18	*	18.18	9.09	*	18.18	11	*	11
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	10.34	12.50	33.33	48.28	37.50	20.00	17.24	37.50	13.33	24.14	12.50	30	29	24

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	35.71	*	*	42.86	*	*	7.14	*	*	14.29	*	*	14	*
10	45.45	*	45.45	27.27	*	18.18	18.18	*	36.36	9.09	*	0.00	11	*	11
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	24.14	41.67	43.33	44.83	25.00	16.67	13.79	29.17	6.67	17.24	4.17	30	29	24

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	14.29	*	*	35.71	*	*	28.57	*	*	21.43	*	*	14	*
10	36.36	*	0.00	27.27	*	27.27	27.27	*	45.45	9.09	*	27.27	11	*	11
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	6.90	4.17	30.00	24.14	12.50	33.33	44.83	45.83	16.67	24.14	37.50	30	29	24

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	14.29	*	*	71.43	*	*	14.29	*	*	14	*
10	18.18	*	18.18	72.73	*	63.64	9.09	*	18.18	11	*	11
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	6.90	12.50	73.33	68.97	66.67	6.67	24.14	20.83	30	29	24

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	57.14	*	*	28.57	*	*	14.29	*	*	14	*
10	72.73	*	72.73	18.18	*	18.18	9.09	*	9.09	11	*	11
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	70.00	58.62	66.67	20.00	27.59	25.00	10.00	13.79	8.33	30	29	24

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	21.43	*	*	57.14	*	*	21.43	*	*	14	*
10	36.36	*	0.00	54.55	*	63.64	9.09	*	36.36	11	*	11
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.67	10.34	0.00	50.00	51.72	41.67	23.33	37.93	58.33	30	29	24

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	0.00	*	*	92.86	*	*	7.14	*	*	14	*
10	9.09	*	9.09	81.82	*	90.91	9.09	*	0.00	11	*	11
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	0.00	8.33	73.33	86.21	83.33	10.00	13.79	8.33	30	29	24

Conclusions based on this data:

1. Increase in % of students who progressed at least one ELPI level by 20%
2. Decrease in the number of students tested for past three years
3. 6% decrease in % of students decreasing at least one ELPI level

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1631	41.4%	1.5%	0.2%
Total Number of Students enrolled in Vanden High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	1.5%
Foster Youth	4	0.2%
Homeless	14	0.9%
Socioeconomically Disadvantaged	675	41.4%
Students with Disabilities	173	10.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	275	16.9%
American Indian	6	0.4%
Asian	78	4.8%
Filipino	236	14.5%
Hispanic	448	27.5%
Two or More Races	234	14.3%
Pacific Islander	14	0.9%
White	312	19.1%

Conclusions based on this data:

1. Overall very low Homeless and foster %s

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

3. EL % overall very low

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Green

Mathematics



Yellow

English Learner Progress



No Performance Color

College/Career



Green

Conclusions based on this data:

1. Above state in all areas except math
2. Graduation rate very high for all subgroups

School and Student Performance Data

Academic Performance English Language Arts

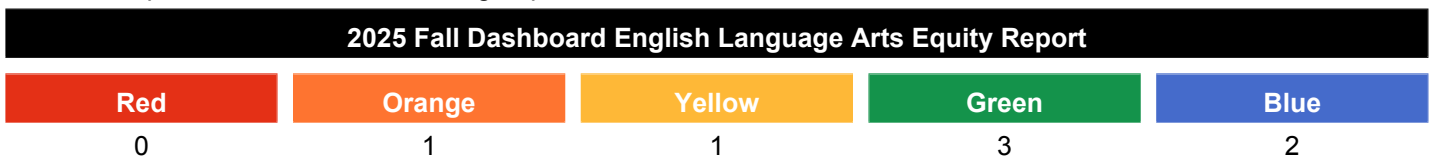
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>34.6 points above standard</p> <p>Increased 26.7 points</p> <p>341 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>27.3 points below standard</p> <p>12 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>11.4 points above standard</p> <p>Increased 32.4 points</p> <p>140 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>56.4 points below standard</p> <p>Increased 100.9 points</p> <p>42 Students</p>	<p>African American</p>  <p>Yellow</p> <p>5.8 points below standard</p> <p>Increased 36.9 points</p> <p>55 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>107.3 points above standard</p> <p>Increased 79.5 points</p> <p>22 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>99.4 points above standard</p> <p>Increased 44.5 points</p> <p>43 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>17.6 points above standard</p> <p>Increased 25.5 points</p> <p>102 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>8.8 points above standard</p> <p>Increased 8.1 points</p> <p>45 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>56 points above standard</p> <p>Increased 16.9 points</p> <p>62 Students</p>

Conclusions based on this data:

1. African American and SWD below other subgroups but both above State
2. Large % increase for Filipino, Hispanic, Asian, African American, SWD, SED,
3. No subgroups in red

School and Student Performance Data

Academic Performance Mathematics

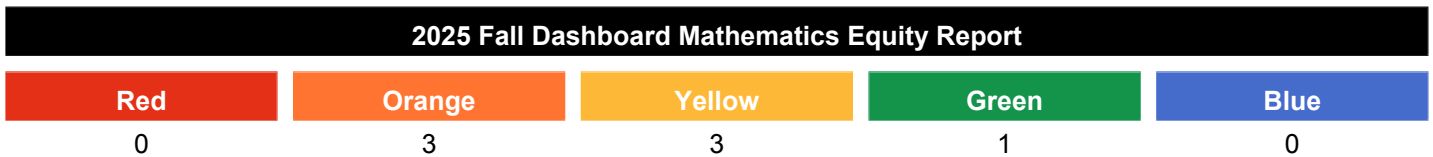
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>62.3 points below standard</p> <p>Increased 5.9 points</p> <p>341 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>133.8 points below standard</p> <p>13 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>85.2 points below standard</p> <p>Increased 7.3 points</p> <p>139 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>172 points below standard</p> <p>Increased 40.5 points</p> <p>42 Students</p>	<p>African American</p>  <p>Yellow</p> <p>109.4 points below standard</p> <p>Increased 11.6 points</p> <p>54 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>28.6 points above standard</p> <p>Increased 63.4 points</p> <p>22 Students</p>	<p>Filipino</p>  <p>Green</p> <p>4.6 points below standard</p> <p>Increased 28.2 points</p> <p>43 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>82.6 points below standard</p> <p>Maintained 1.7 points</p> <p>103 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>77.7 points below standard</p> <p>Declined 21.4 points</p> <p>45 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>39.8 points below standard</p> <p>Maintained 1.1 points</p> <p>62 Students</p>

Conclusions based on this data:

1. No subgroups in very high
2. No subgroups in red
3. Filipino and Asian had large increases

School and Student Performance Data

Academic Performance Science

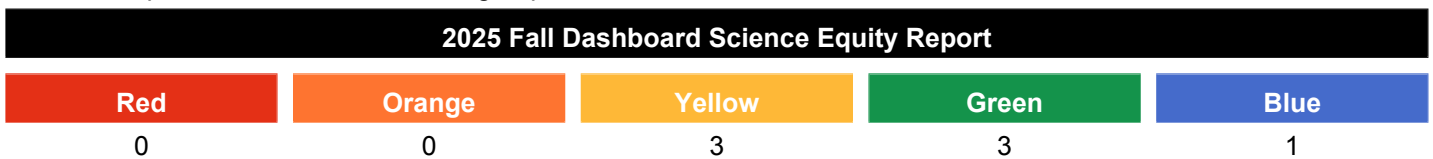
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>57.6 science points</p> <p>Maintained 1.5 points</p> <p>353 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>44 science points</p> <p>Increased 4.3 points</p> <p>13 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>53.1 science points</p> <p>Maintained 1.5 points</p> <p>145 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>41.7 science points</p> <p>Increased 7.2 points</p> <p>44 Students</p>	<p>African American</p>  <p>Green</p> <p>47.6 science points</p> <p>Increased 2.5 points</p> <p>57 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>70 science points</p> <p>Increased 10.8 points</p> <p>22 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>68.5 science points</p> <p>Increased 4.9 points</p> <p>44 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>55 science points</p> <p>Maintained 1 points</p> <p>105 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>54.9 science points</p> <p>Declined 3.5 points</p> <p>48 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>63.9 science points</p> <p>Increased 3.1 points</p> <p>65 Students</p>

Conclusions based on this data:

1. Two or more races declines, all others increased on maintained
2. Above state overall

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 55 making progress. Number Students: 20 Students	Long-Term English Learner Progress  No Performance Color 46.2 making progress. Number Students: 13 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.

2025 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
20%	25%	0%	55%

Conclusions based on this data:

1. Significantly higher % progressed one level than decreased one level
2. 55% making overall progress is above state
3. No students maintained level 4

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

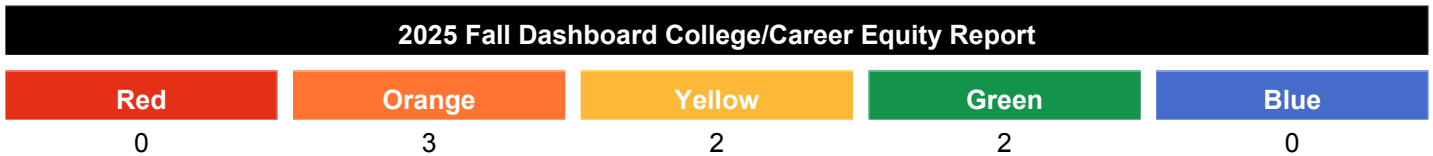
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












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.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>Prepared 54.4%</p> <p>Increased 2.2%</p> <p>425 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Prepared 54.5%</p> <p>11 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>Prepared 50.4%</p> <p>Increased 8.2%</p> <p>238 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>Prepared 10.5%</p> <p>Increased 2.2%</p> <p>38 Students</p>	<p>African American</p>  <p>Green</p> <p>Prepared 38%</p> <p>Increased 4.6%</p> <p>79 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Prepared 86.4%</p> <p>Increased 25.3%</p> <p>22 Students</p>	<p>Filipino</p>  <p>Yellow</p> <p>Prepared 67.6%</p> <p>Declined 7.8%</p> <p>68 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>Prepared 57.1%</p> <p>Increased 14.1%</p> <p>98 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>Prepared 50.8%</p> <p>Declined 2%</p> <p>61 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>Orange</p> <p>Prepared 54.1%</p> <p>Declined 2.9%</p> <p>85 Students</p>

Conclusions based on this data:

1. 54.4% prepared overall is an increase from 51.9% prepared previous year
2. Filipino, Asian and Hispanic are highest % prepared
3. African American, SWD are lowest percent prepared

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

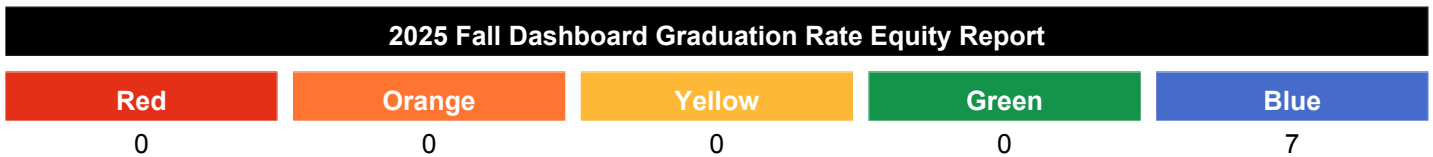
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>99.5% graduated</p> <p>Maintained 0.3%</p> <p>425 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>100% graduated</p> <p>11 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>99.6% graduated</p> <p>Maintained 0.9%</p> <p>238 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>97.4% graduated</p> <p>Increased 5.7%</p> <p>38 Students</p>	<p>African American</p>  <p>Blue</p> <p>98.7% graduated</p> <p>Declined 1.3%</p> <p>79 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>100% graduated</p> <p>Increased 5.6%</p> <p>22 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>68 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>98 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>61 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>Blue</p> <p>98.8% graduated</p> <p>Maintained 0%</p> <p>85 Students</p>

Conclusions based on this data:

1. All subgroups in blue
2. Students with disabilities increased from 91.7% to 97.4%

School and Student Performance Data

Conditions & Climate Suspension Rate

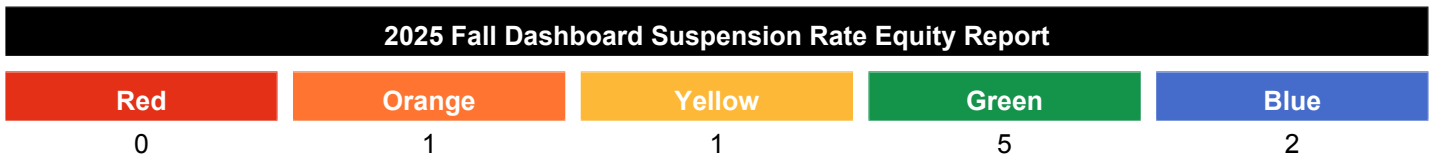
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>2.5% suspended at least one day</p> <p>Declined 1.9%</p> <p>1697 Students</p>	<p>English Learners</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.6%</p> <p>30 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4.8%</p> <p>17 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>15 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>4% suspended at least one day</p> <p>Declined 2%</p> <p>742 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>7.4% suspended at least one day</p> <p>Increased 0.6%</p> <p>190 Students</p>	<p>African American</p>  <p>Green</p> <p>4.5% suspended at least one day</p> <p>Declined 4.1%</p> <p>291 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Increased 1.2%</p> <p>81 Students</p>	<p>Filipino</p>  <p>Green</p> <p>0.8% suspended at least one day</p> <p>Maintained 0%</p> <p>239 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>3% suspended at least one day</p> <p>Declined 2.4%</p> <p>466 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>3.3% suspended at least one day</p> <p>Declined 1.6%</p> <p>273 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p>White</p>  <p>Blue</p> <p>0.9% suspended at least one day</p> <p>Declined 2.1%</p> <p>326 Students</p>

Conclusions based on this data:

1. SWD % is highest in school (7.4% compared to 2.5%)
2. Suspension rate decreased 1.9% from previous year (second year of decline)
3. All groups declined or maintained except SWD and Asian which increased slightly

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

Increase all students' academic achievement and improvement in the areas of: CAASPP (ELA and Math), A-G preparedness, AP course enrollment/exam completion and meeting the College & Career Indicator.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Rationale: In order to be college and career ready, all programs utilize rigorous and appropriate materials to meet student learner outcomes and increase student achievement.

Critical Need(s):

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

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
Increase 11th grade CAASPP overall passing scores (met or exceeded)	ELA- 64% met/exceeded Math 28% met/exceeded	3% growth rate each year in the six year cycle
Increase 11th grade African American students CAASPP passing scores (met or exceeded)	ELA-51% met/exceeded Math 9% met/exceeded	2% in Math and ELA each year of the six year cycle and/or be within 5% of the total percentage for all students
Increase 11th grade students with disabilities CAASPP passing scores (met or exceeded)	ELA-27.5 met/exceeded Math 0% met/exceeded	2% in Math and ELA each year of the six year cycle and/or be within 5% of the total percentage for all students
Increase A-G completion rate	48.9% A-G completion rate	2% growth rate
Increase C/C readiness	54.4% prepared	2% growth rate

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	Build upon the services provided through the Vanden Tutoring center to provide interventions and support for ELA and Math	All Students	60000 LCAP 1000-1999: Certificated Personnel Salaries Student and certificated tutors

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.2	CCI data reviewed regularly by admin/counselors; CCI plan discussed during individual counseling sessions	All Students	District Funded 1000-1999: Certificated Personnel Salaries
1.3	Increase equitable access for all students to be given opportunities in higher level courses	All students	District Funded None Specified
1.4	Utilize CAASPP testing encouragement/incentives	All Students	DoDEA Grant 4000-4999: Books And Supplies
1.5	Implement an inter-department collaboration between ELD, SPED and General Education departments in order to support vocabulary building across content areas	All Students	5000 LCAP 1000-1999: Certificated Personnel Salaries
1.6	Support incoming 9th grade students to transition to HS for success by offering Guidance classfor At-Risk students 9th	All 9th Graders	District Funded 1000-1999: Certificated Personnel Salaries
1.7	Math & ELA Departments will use and examine end of unit benchmark data and formative assessments to analyze the effectiveness of assessments and identify areas of strength and growth to inform future instruction	All Students	District Funded 1000-1999: Certificated Personnel Salaries
1.8	Expand CTE courses to meet student interests	All Students	District Funded 1000-1999: Certificated Personnel Salaries
1.9	Implement peer observations as part of site Literacy Improvement	All Students	3000.00 LCAP 1000-1999: Certificated Personnel Salaries
1.10	Create an AI responsible use policy in alignment with district poicy	All Students	District Funded 1000-1999: Certificated Personnel Salaries

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.

ELA and Math CAASPP scores and CCI improved overall. A-G% maintained. Strategies were effective and will be narrowed to align with current school focus

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

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.

Strategies no longer relevant/completed were removed. Literacy plan (as part of TUSD Literacy) added.

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.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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
Increase LCAP survey result percentage that indicate they "disagree" or "strongly disagree" for school connectedness	12% students disagree/strongly disagree (24-25)	Reduce by 2%
Increase attendance rate	95.39 ADA (24-25)	.2% increase in ADA
Decrease suspension rate for students with disabilities	7.4% suspension rate (24-25)	2% decrease in suspension rate

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	Continually revisit and examine Vanden HS measurable student outcomes and Teach and disseminate the updated measurable schoolwide student learner outcomes (SLOs)	All Students	District Funded 1000-1999: Certificated Personnel Salaries
2.2	Continue to grow MTSS including Wellness Center, CICO, PBIS	All students	8000 DoDEA Grant 4000-4999: Books And Supplies
2.3	Incorporate SEL lessons during Advisory time	All students	1000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCAP 1000-1999: Certificated Personnel Salaries
2.4	Increase student participation in extracurricular including clubs	All Students	3900 DoDEA Grant 4000-4999: Books And Supplies
2.5	Increase staff wellness activities and programs	All Students	3900 DoDEA Grant 4000-4999: Books And Supplies
2.6	Continue to support incoming 9th graders to increase connections to school, including Link Crew Orientation	9th graders	8000 DoDEA Grant 1000-1999: Certificated Personnel Salaries
2.7	Implement Attendance Incentives including attendance mentors	All students	3900 DoDEA Grant 1000-1999: Certificated Personnel Salaries
2.12			
2.17			

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.

School suspension rate decreased, attendance improved.

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

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.

Site Leadership Team decided new Semester Survey not needed. CHKs Survey will be used for 25-26 student feedback

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.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family & Community Engagement

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.

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
Reduce the percentage of "disagree" or "strongly disagree" responses to the LCAP survey questions related to feeling can influence what happens at school	61% agree	Increase 5%
Increase the percentage of "agree" or "strongly agree" responses to the LCAP survey questions related to communication from the school	95% agree/strongly agree	Increase .5%

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	Continue working with Boosters/ parent groups to align support with site needs	All Students	No Cost
3.2	Continue to communicate and share information with parents and guardians in order to help parents and guardians guide their student(s) toward academic and socio-emotional forward progress.	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Parent Square app
3.3	Increase parent participation outside of booster organizations	All students	No Cost

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.

Communication to families continues to be strong

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

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.

Increasing parent/community support outside of established Booster Groups is added as a new strategy in Goal 3

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.

Basic Services

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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
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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	Ensure there are highly-qualified teachers for every class throughout the year and work to address teacher-turnover from year-to-year	All Students	District Funded 1000-1999: Certificated Personnel Salaries
4.2	Work with Facilities to provide planned Measure R projects.	All Students	District Funded None Specified Measure R Upgrades to Facilities
4.3	Implement Catapult Emergency Communication Tool	All Students	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.

Highly qualified teachers were hired for 24-25 in all classes. Low turnover outside retirements.

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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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.

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

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.

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	\$96,700.00
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 (\$)

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

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

State or Local Programs	Allocation (\$)
DoDEA Grant	\$27,700.00
LCAP	\$69,000.00

Subtotal of state or local funds included for this school: \$96,700.00

Total of federal, state, and/or local funds for this school: \$96,700.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Donations	59838.00	59,838.00

Expenditures by Funding Source

Funding Source	Amount
DoDEA Grant	27,700.00
LCAP	69,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	80,900.00
4000-4999: Books And Supplies	15,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	DoDEA Grant	11,900.00
4000-4999: Books And Supplies	DoDEA Grant	15,800.00
1000-1999: Certificated Personnel Salaries	LCAP	69,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	68,000.00
Goal 2	28,700.00

School Site Council Membership

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

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

Name of Members	Role
Kristin Shields	Principal
James Hodgeman	Parent or Community Member
Abby Dotts	Secondary Student
Ariana Lewis	Secondary Student
Madelyn Dotts	Secondary Student
Tracy Rech	Other School Staff
Brent Manuel	Classroom Teacher
Cheryl Berg	Classroom Teacher
Shauna Carr	Classroom Teacher
Paige McDonald	Other School Staff
	Secondary Student
Eira Rea Santos	Other School Staff
	Parent or Community Member
Malorie Branch	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Kristin Shields on

Instructions

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

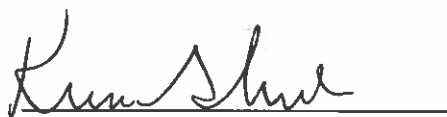
- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

School Site Approval of Single Plan for Student Achievement

Signature Page

The School Site Council at Vander High School approved the Single Plan for Student Achievement at our meeting dated 1/20/26.



Principal



SSC Chairperson