



School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------------|--------------------------------------|---|------------------------------|
| Vista View Middle School | 30-66613-6068613 | March 8, 2021 | April 2021 |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Utilizing Ocean View School District's Blueprint with a focus on Tenants Two and five: Learners are offered innovative, unique programs to enrich and magnify their learning experience; and two-way communication is practiced and valued, allowing for honest feedback, direction, and guidance. In order to achieve this, Vista View Middle School will provide Project Based Learning (PBL) opportunities for students and Social and Emotional Learning (SEL). The use of stakeholder engagement to gauge the direction of these programs will be facilitated through School Site Council, the site Leadership Team, ELAC, the PBIS Team, and PTSO. Professional Development training, frequent meetings, setting goals, reviewing data, powerful instruction and evidenced based intervention to ensure Vista View Middle School plans to meet the ESSA requirement in alignment with the LCAP and state requirements.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Results from the California Healthy Kids Survey (CHKS) administered in the spring of 2019 to seventh grade students in Ocean View School District assisted in identifying school needs and guides the development of programs for students. According to the survey, 181 of the 194 seventh grade Vista View students were surveyed (equaling a 93% participation rate). Among these students, 55% felt connected to school, 56% of students felt strongly that a teacher or adult really cared about them at school. Feedback from students regarding safety resulted in 51% of students reporting feeling safe at school, 45% experienced harassment or bullying, 47% had rumors spread about them, 34% experienced sadness, and 20% contemplated suicide. The school currently has a population between 16% and 20% of students that identify as LGBTQIA. This data from the School Climate Survey brings forth a need to continue to improve school culture and connectedness on campus. There was a decrease in school suspensions. For the 2018-2019 school year, 34 suspensions were recorded with a rise in vaping, bullying behaviors, and fights. During the 2019-2020 school year, 24 students were suspended. There was an increased and intentional focus on restorative practices for students violating behavior expectations. This accounts for a decrease in repeated behaviors and an overall decrease in the number of students suspended from the previous school year. In order to further dissipate these behaviors, it is important to note the supports put in place to create a positive climate on Vista View's campus. Information from the Healthy Kids Survey and Vista View's discipline data was shared with the School Safety Plan committee and utilized in planning and implementing programs for Vista View students. District-adopted materials for teaching social and life-skills and cyber citizenship continue to be implemented in the seventh and eighth grades. SEL training and a weekly program began in the 2019-2020 school year and continued to be implemented virtually in the 2020-2021 school year. The School Psychologist, Social Worker, and Turning Point Counselors provide social skills training in small groups and individually for students with identified needs and bully prevention to the sixth, seventh, and eighth grades. The TUPE Club and Healthy School Culture Program have been instrumental in providing students healthy alternatives to negative choices that include but are not limited to the use of Tabaco produces and unhealthy coping mechanisms during disagreements with peers. In addition, Vista View continues to implement and further Positive Behavioral Intervention Systems that enhance systems already in place and help create a positive school climate and provide a safe learning environment. Community Liaison makes sure students basic needs are met and they feel safe by connecting to families to make sure these needs are met. The Community Liaison also reached out to families on a daily basis to connect students to school during distance learning and hybrid learning. By working with parents students' need to feel safe at school and remain connected were bridged. Systems already in place include, but are not limited to, a school-wide PRIDE recognition, grade level awards recognition, academic awards, SOAR recognition and award program, a Student Study Team structure, and a progressive discipline process. Again, the progressive discipline process looks at each individual infraction case by case and uses restorative practices in the initial stages of student discipline. Additionally, though there are slight variances between classrooms in classroom management style, all teachers work closely with the administration to provide a consistent, school-wide, progressive discipline approach while also meeting the needs of individual students.

Additionally, the 2019-2020 OVSD Parent Survey yielded important results that help inform school practices. Here are some indicators of both parental satisfaction and areas for growth:

92% of parents found it to be important to very important for the school to provide programs that educate students about bullying prevention.

99.2% of parents found it to be important to very important for the school to teach students about respect, kindness, and other positive traits.

94.6% of parents found it to be important to very important for their child's teacher to provide innovative and engaging learning experiences.

92.2 % of parents found it to be important to very important for the school to provide programs that educate students about bullying prevention. to be involved in school activities, meetings, and events.

88.4% of parents found it to be important to very important for the school to have an adult on campus that their child feels comfortable talking to about issues. We want to make sure we provide this space for all students.

89.5% of parents found it to be important to very important for the school to enrichment opportunities to help with acceleration in reading, math, or writing.

91.5% of parents found it to be important to very important for the school to provide interventions and accommodations for learning needs.

99.2% of parents found it to be important to very important that their child attends school regularly.

Using these data points to inform next steps, Vista View will focus on providing a safe school environment that has reduced bullying behaviors and teaches kindness and how to have healthy relationships with peers. We seek to provide an environment with programs and people that draw students to school on a daily basis and to provide further supports for student with areas of greater need in academics and social and emotional needs. There is a collective desire and effort to ensure families and students feel welcome by all on Vista View's campus.

Classroom Observations

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

Both formal and informal classroom observations were conducted on a weekly basis throughout the school year. Based on the observations, it was evident that students were engaged in the learning process. An area of need that surfaced from the observations was to increase students' dialogue during collaborative learning moments built into instruction. Teachers enhanced this experience for students by scaffolding DOK level 3 questions and not giving students an opportunity to opt out of contributing/responding during classroom lessons. Teachers need to continue to structure opportunities for students to engage in collaborative conversations and dialog.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The use of SBA data, ELPAC scores, as well as District and school progress monitoring assessments, will inform instruction, and improve student achievement. Students are routinely assessed using standards-based formative and summative assessments to identify student needs, adjust instructional strategies, target skill deficit, monitor progress and reassess for necessary adjustments and intervention.

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

District adopted formative assessments, Illuminate data, SBA scores, ELPAC data, and PBL rubric scores are used to monitor students' progress on a Trimester basis and more frequently (4-6 weeks) for students achieving at a Tier 2 (Strategic) or Tier 3 (Intensive) level. The use of Tier 2 & 3 intervention includes pretests, progress monitoring, and posttests to monitor student progress and success. This year, some of these strategies were put on hold due to the pandemic. Students took the i-Ready assessment to target needs for intervention and acceleration among students. This assessment was administered three times with individual learning lessons administered between each assessment.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the the ESEA requirement for highly qualified staff.

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

Vista View has appropriate credentialed teachers for all students and content areas. Professional development is ongoing throughout the year to increase student performance. The curriculum, standards, and student performance assessment data determine professional development needs and selection of staff development activities. For each new curriculum adoption cycle, materials-based professional development is provided to train teachers and administrators for effective curriculum implementation. This year, i-Ready training was provided to all staff so that they were aware of how to administer the diagnostic assessment and target learning growth for each student. This was a professional development guided by student achievement and research on best practices. Other best practices used among teachers at Vista View were Project Based Learning (PBL), Social Emotional Learning (SEL), Science, Technology, Engineering, Art, Technology (STEAM), Thinking Maps, Authentic Literacy strategies, Depth of Knowledge 3-4 English Language Development (ELD), Academic Vocabulary, attending conferences, workshops and in-services, selected to address student and staff needs.

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

OVSD's Local Control and Accountability Plan (LCAP) through stakeholder engagement delineates a "Roadmap" for professional development to guide professional development efforts. The LCAP is augmented by actions and services funded through federal funds. The SPSA goals and actions are aligned with the LCAP to ensure consistency, equity united support, and ultimately, student success. Both the school and District provide professional staff development throughout the year. Due to the suspension of the LCAP during COVID and the interim Learning Continuity Plan (LCP), all staff is participating in i-Ready training to focus instruction and improve student performance. After intensive data analysis, school priorities and goals are set based on student performance results and staff development opportunities are designed to address and meet these goals and student needs.

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

Teachers are provided ongoing professional support from District Teachers on Special Assignment (TOSAs) in the areas of English Language Arts, Science, History Social Studies, English Language Development, SEL, STEM, Math and Technology. The Educational Services Team personnel and outside consultants/OCDE also assist with training's and support in identified areas of focus.

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

Teachers collaborate in data-teams, professional development Wednesdays, and curriculum teams facilitated by the principal and Content/Climate Lead chairs. In addition, Professional Learning Community (PLC) practices are being implemented.

Teaching and Learning

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

District review of curriculum follows the state adoption cycle. With each curricular adoption, teacher committees analyze state standards. Based on District test results, state standards serve as a base to give emphasis to skills students need most. Student progress towards these standards are reported to parents on a standards-based report card. Research on instructional methods reveals the most effective techniques for a particular content, and this information is used in the creation of the materials' evaluation criteria. Materials purchased match the state and District standards. Standards-based instructional materials are purchased for all students with each curricular adoption. Teachers serve on these committees to identify needs for GATE, English learners, Special Education students, and other subgroups requiring intervention. Based on identified needs of these students, supplementary materials are purchased to help students meet academic standards.

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

The master schedule to the recommended instructional minutes for grade-level students, strategic learners, English-Learners, and those needing intensive interventions.

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

Both ELA and Math curriculum Core Maps and Pacing Guides are aligned to State Standards. Teachers meet to review, plan, pace, and discuss students data results on common assessments.

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

The District adopted SBE approved Language Arts, Mathematics, Science, Social Science, etc., include Intervention Literacy and Math materials including to accommodate diverse student needs.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The District has adopted SBE approved Language Arts, Mathematics, Science, Social Science, and Intervention Literacy and Math materials including intervention materials.

Opportunity and Equal Educational Access

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

Students at risk previously determined by SBA scores and district multiple assessment measures are discussed at Roundtable which includes a various staff members to determine appropriate intervention strategies. Vista View has an extensive network of academic and behavioral supports to address the needs of "at-risk" students. Some of these supports include a Rtl site framework, homework club, advisement period, Positive Behavior Intervention and Supports (PBIS) activities, explicit, direct-instruction, differentiated instruction, and targeted interventions to assist underperforming students. This year, iReady data is determining the need for acceleration and intervention.

Evidence-based educational practices to raise student achievement

Vista View has adopted "evidence-based" best practices for instruction and the delivery of instruction using differentiated instruction, explicit instruction, a focus on academic vocabulary and Rtl. PBIS is in place as a foundation for supporting the educational environment (school-wide expectations and incentives). Additionally, i-Ready has been a focus this year to mitigate learning gaps perpetuated by distance learning. The impetus is to increase student engagement and then reciprocally their opportunity to learn.

Parental Engagement

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

The school, District, and community provide supports to assist all students and families. The school and District use Title I funding to support students and encourage parental involvement. The school reaches out to community providers for additional family resources. We have Vietnamese and Spanish parent liaisons, Aeries Portal, Blackboard Connect, Binder Reminders, Parent Education through Huntington Beach Union High School District, and Parent Teacher Student Organization (PTSO) sponsored activities to provide assistance to families.

The school has a Home School Compact with parents and a Parent Involvement Policy updated annually with input from parents and staff. The school requires parent conferences with all students in the Fall, and with struggling students in the Spring. The school provides opportunities for parental involvement in decision making through the English Language Advisory Committee (ELAC), Title I Parent Meeting, Parent Teacher Student Organization (PTSO), and School Site Council (SSC) meetings.

Parents, staff, and community members participate in the development of the school plan. Groups include: Site Leadership Team, Professional Learning Community teams, SSC, ELAC and PTSO. Groups review the results of a variety of state and local assessment data including the ELPAC for our English learners. Using this data, each group identifies school needs and suggests strategies to improve student achievement. The SSC in conjunction with the school leadership team review existing goals, consider the suggestions from the other groups and recommend revisions or additions to the school plan. The SSC approves the final plan and continues to monitor the progress of the plan and the budget to ensure all students make expected achievement gains.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SSC meets six times a year to discuss, plan, implement, and evaluate programs for students. The Site Leadership team meets bi-monthly to ensure staff and student needs are being addressed on an ongoing and current manner. PTSO meetings are held once a month. Administrative presence is at each of these meetings along with a separate monthly meeting with the principal and the PTSO president. ELAC meetings, PBIS Team meetings, and coffee with the principal meetings further involve stakeholder in the planning, implementation, and evaluation of programs at Vista View Middle School.

Funding

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

The school utilizes Title I and Title III funding to support under-performing students and enable all students to meet grade-level standards.

Fiscal support (EPC)

School general fund and categorical funds are coordinated and prioritized to align with our Single Plan for Student Achievement, District LCAP and State Priorities. The school utilizes Title I funds to support academic programs and interventions and the PTSO provides support for activities and student rewards. We also have community support through programs such as the Network for a Healthy California.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In September of 2020, the SSC met for the first time. The focus and meeting for the year was tempered as the team decided which direction to take to support students this school year. In October of 2020, the team held its second meeting and determined that mitigating learning loss, honoring students progress, and funding programs that increase student engagement and connectivity on campus was the direction of the team. In December of 2020, SSC had a presentation from the music department about growing and funding this program. In January 2021, the team voted to fund the music program as well as speech and debate, Healthy School Cultures,

and technology programs on campus. The team determined this was the best use of funds during a year that did not allow for trips off campus, or to bring people onto campus for student learning opportunities. On March 8, 2021, SSC reviewed the Single Plan and discussed the feasibility of the plan for Vista View Students. On March 16, 2021, ELAC reviewed the Single Plan for approval.

Resource Inequities

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

One resource inequity Vista View is targeting between this school year and next school year is the academic divide created by distance learning and hybrid learning. Our students learn best when they are at school five days a week for live instruction. However, safety measures and state mandates have trumped this need for the 2020-2021 school year. The inequities among socioeconomically disadvantaged students and English language learners has become even more profound this school year as some students find themselves in home environments that are not (and traditionally have not had to be) conducive to an sustained academic learning environment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.15% | 0.17% | 0.37% | 1 | 1 | 2 |
| African American | 1.23% | 1% | 0.93% | 8 | 6 | 5 |
| Asian | 32.15% | 31.06% | 27.96% | 209 | 187 | 151 |
| Filipino | 0.92% | 1.5% | 1.48% | 6 | 9 | 8 |
| Hispanic/Latino | 46.31% | 50% | 52.22% | 301 | 301 | 282 |
| Pacific Islander | 0.15% | 0.66% | 0.19% | 1 | 4 | 1 |
| White | 16.77% | 13.79% | 14.81% | 109 | 83 | 80 |
| Multiple/No Response | 0.46% | 0.17% | 1.67% | 3 | 1 | 2 |
| Total Enrollment | | | | 650 | 602 | 540 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Grade 6 | 203 | 181 | 166 |
| Grade 7 | 233 | 192 | 181 |
| Grade 8 | 214 | 229 | 193 |
| Total Enrollment | 650 | 602 | 540 |

Conclusions based on this data:

1. Vista View is currently in a phase of declining enrollment.
2. The Hispanic/Latin American population and Filipino student population is increasing.
3. The incoming 6th grade classes are currently decreasing.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 172 | 140 | 127 | 26.5% | 23.3% | 23.5% |
| Fluent English Proficient (FEP) | 249 | 252 | 220 | 38.3% | 41.9% | 40.7% |
| Reclassified Fluent English Proficient (RFEP) | 67 | 36 | 28 | 30.0% | 20.9% | 20.0% |

Conclusions based on this data:

1. The percentage of English Learners is decreasing annually.
2. Targeting students that are eligible for reclassification needs to be a focus and may be a factor in the fluctuation of reclassification rates among ELs.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 240 | 199 | 182 | 238 | 198 | 178 | 238 | 198 | 178 | 99.2 | 99.5 | 97.8 |
| Grade 7 | 215 | 231 | 193 | 213 | 230 | 193 | 213 | 230 | 193 | 99.1 | 99.6 | 100 |
| Grade 8 | 228 | 217 | 222 | 227 | 214 | 221 | 227 | 214 | 221 | 99.6 | 98.6 | 99.5 |
| All Grades | 683 | 647 | 597 | 678 | 642 | 592 | 678 | 642 | 592 | 99.3 | 99.2 | 99.2 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2534. | 2532. | 2548. | 17.65 | 19.19 | 21.35 | 33.61 | 33.84 | 36.52 | 31.09 | 26.26 | 29.21 | 17.65 | 20.71 | 12.92 |
| Grade 7 | 2570. | 2559. | 2566. | 20.19 | 17.83 | 15.03 | 42.25 | 41.74 | 47.15 | 22.54 | 19.57 | 24.35 | 15.02 | 20.87 | 13.47 |
| Grade 8 | 2575. | 2574. | 2576. | 17.62 | 16.36 | 19.46 | 37.00 | 41.12 | 34.39 | 25.99 | 23.83 | 26.70 | 19.38 | 18.69 | 19.46 |
| All Grades | N/A | N/A | N/A | 18.44 | 17.76 | 18.58 | 37.46 | 39.10 | 39.19 | 26.70 | 23.05 | 26.69 | 17.40 | 20.09 | 15.54 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 23.11 | 26.26 | 26.97 | 52.52 | 45.96 | 48.88 | 24.37 | 27.78 | 24.16 |
| Grade 7 | 27.70 | 24.78 | 22.28 | 53.52 | 47.39 | 54.92 | 18.78 | 27.83 | 22.80 |
| Grade 8 | 27.31 | 28.04 | 28.51 | 44.93 | 45.79 | 48.42 | 27.75 | 26.17 | 23.08 |
| All Grades | 25.96 | 26.32 | 26.01 | 50.29 | 46.42 | 50.68 | 23.75 | 27.26 | 23.31 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 23.95 | 21.72 | 29.78 | 50.84 | 54.04 | 51.12 | 25.21 | 24.24 | 19.10 |
| Grade 7 | 35.21 | 30.00 | 28.50 | 52.58 | 50.87 | 60.62 | 12.21 | 19.13 | 10.88 |
| Grade 8 | 25.11 | 29.91 | 20.36 | 54.19 | 51.40 | 62.90 | 20.70 | 18.69 | 16.74 |
| All Grades | 27.88 | 27.41 | 25.84 | 52.51 | 52.02 | 58.61 | 19.62 | 20.56 | 15.54 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 19.75 | 19.19 | 20.22 | 66.81 | 63.64 | 70.22 | 13.45 | 17.17 | 9.55 |
| Grade 7 | 15.96 | 13.91 | 13.47 | 61.97 | 64.35 | 74.61 | 22.07 | 21.74 | 11.92 |
| Grade 8 | 16.74 | 13.55 | 17.19 | 70.04 | 68.69 | 71.95 | 13.22 | 17.76 | 10.86 |
| All Grades | 17.55 | 15.42 | 16.89 | 66.37 | 65.58 | 72.30 | 16.08 | 19.00 | 10.81 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 27.73 | 37.37 | 33.15 | 56.72 | 45.96 | 54.49 | 15.55 | 16.67 | 12.36 |
| Grade 7 | 36.15 | 33.48 | 31.61 | 49.77 | 48.26 | 50.26 | 14.08 | 18.26 | 18.13 |
| Grade 8 | 31.28 | 35.05 | 32.13 | 49.34 | 48.13 | 46.15 | 19.38 | 16.82 | 21.72 |
| All Grades | 31.56 | 35.20 | 32.26 | 52.06 | 47.51 | 50.00 | 16.37 | 17.29 | 17.74 |

Conclusions based on this data:

- | 2017-2018 | 2018-2019 | Difference | Observations |
|---|-----------|------------|--------------|
| Percentage of Students Tested | 642 | 592 | -7.78% |
| There was a decrease in the number of students enrolled and tested between the two school years. | | | |
| Percentage of students Exceeding and Meeting standard on SBAC in ELA | 56.86% | 57.43% | +.57% |
| There is a slight gain in percentage, but not enough to be statistically significant. The scores are stagnant. | | | |
| Percentage of students Nearly Met and Not Meeting standards on SBAC in ELA | 43.14% | 42.57% | -.57% |
| There was a decrease in the percentage of students not meeting the standard and an increase in students nearly meeting the standard. | | | |
| Based on this data, not accounting for declining enrollment, Vista View may be in the first year on a track to make gains in the percentage of students Meeting and Exceeding SBAC standards, and is decreasing the percentage of students Not Meeting the standard in ELA. | | | |
- | 2017-2018 | 2018-2019 | Difference | Observations |
|---|-----------|------------|--------------|
| Percentage of Students Above Standard in Reading | 26.32% | 26.04% | -.28% |
| There was a slight decrease in the percentage of students Reading above standard on the SBAC. | | | |
| Percentage of Students Above Standard in Writing | 27.41% | 23.86% | -3.55% |
| There was a decrease in the percentage of students Writing above grade level on the SBAC of over 3.5%. | | | |
| Percentage of Students Above Standard in Listening | 15.42% | 16.89% | +1.47% |
| There was a slight increase in the percentage of students scoring above grade level in Listening on the SBAC. | | | |

Percentage of Students

Above Standard in Research/Inquiry 35.20%

32.26%

-2.97%

There was a decrease in the percentage of students scoring above grade level in Research and Inquiry on the SBAC.

3. There was an improvement in scores for the 2017-2018 to the 2018-2019 school year when focusing on the decrease of students Below the standard to the increase in students At or Near the standard.

Data Examined
Observations

2017-2018

2018-2019

Difference

Percentage of Students

At or Near in Reading

46.42%

50.68%

+4.26%

There was an increase in the percentage of students At or Near grade level in Reading on the SBAC.

Percentage of Students

At or Near Standard in Writing

52.06%

59.97%

+7.91%

There was an increase in the percentage of students At or Near grade level in Writing on the SBAC.

Percentage of Students

At or Near Standard in Listening

65.58%

72.30%

+6.72%

There was an increase in the percentage of students At or Near grade level in Listening on the SBAC.

Percentage of Students

At or Near Standard in Research/Inq. 47.51%

50.00%

+2.47%

There was an increase in the percentage of students At or Near grade level in Research and Inquiry on the SBAC.

Percentage of Students

Below Standard in Reading

27.26%

23.31%

-3.95%

There was a slight decrease in the percentage of students Reading Below standard on the SBAC, which was an actual gain.

Percentage of Students

Below Standard in Writing

20.56%

16.62%

-3.94%

There was a slight decrease in the percentage of students Writing Below standard on the SBAC, which was an actual gain.

Percentage of Students

Below Standard in Listening

19.00%

10.81%

-8.91%

There was a slight decrease in the percentage of students Listening Below standard on the SBAC, which was an actual gain.

Percentage of Students

Below Standard in Research/Inquiry 17.29%

17.74%

-.47%

There was a slight decrease in the percentage of students Research and Inquiry above standard on the SBAC, which is a very slight actual gain.

The increase in students At or Near standard was a positive gain in data. The highest gain was in the area of Writing. The area that had the greatest reduction in the percentage of students moving out of the lowest band was in the area of Listening. The change in percentage of students not meeting the standard was an actual gain in data. When examined by grade level, 6th grade accounts for the largest and most significant percentage in gains for these scores. It is important to note that this data is by grade level and a glimpse of two years, not by cohort level data.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 240 | 200 | 182 | 238 | 198 | 178 | 238 | 198 | 178 | 99.2 | 99 | 97.8 |
| Grade 7 | 215 | 231 | 193 | 212 | 229 | 193 | 212 | 229 | 193 | 98.6 | 99.1 | 100 |
| Grade 8 | 228 | 217 | 222 | 226 | 214 | 221 | 226 | 214 | 221 | 99.1 | 98.6 | 99.5 |
| All Grades | 683 | 648 | 597 | 676 | 641 | 592 | 676 | 641 | 592 | 99 | 98.9 | 99.2 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2559. | 2559. | 2532. | 28.57 | 28.28 | 24.72 | 28.99 | 30.81 | 19.10 | 27.73 | 25.25 | 32.58 | 14.71 | 15.66 | 23.60 |
| Grade 7 | 2573. | 2577. | 2573. | 30.66 | 33.19 | 29.02 | 23.58 | 21.40 | 27.46 | 30.19 | 28.38 | 23.32 | 15.57 | 17.03 | 20.21 |
| Grade 8 | 2635. | 2611. | 2617. | 46.02 | 41.12 | 40.27 | 21.24 | 16.82 | 23.08 | 18.14 | 22.90 | 18.55 | 14.60 | 19.16 | 18.10 |
| All Grades | N/A | N/A | N/A | 35.06 | 34.32 | 31.93 | 24.70 | 22.78 | 23.31 | 25.30 | 25.59 | 24.32 | 14.94 | 17.32 | 20.44 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 42.44 | 44.44 | 29.78 | 36.55 | 34.85 | 34.83 | 21.01 | 20.71 | 35.39 |
| Grade 7 | 36.02 | 44.10 | 36.27 | 39.81 | 29.69 | 36.27 | 24.17 | 26.20 | 27.46 |
| Grade 8 | 63.27 | 51.40 | 51.58 | 21.68 | 28.50 | 30.77 | 15.04 | 20.09 | 17.65 |
| All Grades | 47.41 | 46.65 | 40.03 | 32.59 | 30.89 | 33.78 | 20.00 | 22.46 | 26.18 |

| 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 | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 27.31 | 26.77 | 20.79 | 53.36 | 54.04 | 47.19 | 19.33 | 19.19 | 32.02 |
| Grade 7 | 32.55 | 34.50 | 32.64 | 43.40 | 44.10 | 46.63 | 24.06 | 21.40 | 20.73 |
| Grade 8 | 39.82 | 35.98 | 36.65 | 35.84 | 42.52 | 38.01 | 24.34 | 21.50 | 25.34 |
| All Grades | 33.14 | 32.61 | 30.57 | 44.38 | 46.65 | 43.58 | 22.49 | 20.75 | 25.84 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 28.15 | 24.75 | 21.35 | 45.80 | 48.99 | 48.88 | 26.05 | 26.26 | 29.78 |
| Grade 7 | 26.54 | 27.07 | 24.35 | 60.66 | 60.70 | 59.07 | 12.80 | 12.23 | 16.58 |
| Grade 8 | 44.25 | 38.79 | 45.25 | 41.15 | 44.86 | 41.18 | 14.60 | 16.36 | 13.57 |
| All Grades | 33.04 | 30.27 | 31.25 | 48.89 | 51.79 | 49.32 | 18.07 | 17.94 | 19.43 |

Conclusions based on this data:

| | | | | |
|----|---|-----------|------------|--------------------|
| 1. | 2017-2018 | 2018-2019 | Difference | Observations |
| | Percentage of Students Tested in the number of students enrolled and tested between the two school years. | 641 | 592 | -7.64% Decrease |
| | Percentage of students Exceeding and Meeting standard on SBAC in Mathematics. | 57.10% | 55.24% | -1.86% A smaller |
| | percentage of students scored Exceed and Met. The scores dropped in Mathematics. | | | |
| | Percentage of students Nearly Met and Not Meeting standards on SBAC in Mathematics. | 42.91% | 44.76% | +1.85% |
| | Increase of students scored in the nearly Met and Not Met bands than in the previous year. The scores increased in the percentage of students Not Meeting the standard. | | | |
| | Based on this data, not accounting for declining enrollment, Vista View scores decreased in Mathematics. This data creates a further need to examine what occurred in the area of math. | | | |
| 2. | 2017-2018 | 2018-2019 | Difference | Observations |
| | Percentage of Students Above Standard in Concepts and Procedures | 46.65% | 40.03% | -6.62% Significant |
| | decrease in % of students understanding Concepts and Procedures. | | | |
| | Percentage of Students Above Standard in Problem Solving/Modeling/ Data Analysis | 32.61% | 30.57% | -2.04% Decrease in |
| | the percentage of students Problem Solving, Modeling, and Data Analysis. | | | |
| | Percentage of Students Above Standard in Communicating Reasoning | 30.27% | 31.25% | + .98% |
| | Slight increase in the percentage of students scoring above grade level in Communicating Reasoning. | | | |

3. There was an improvement in scores for the 2017-2018 to the 2018-2019 school year when focusing on the decrease of students Below the standard to the increase in students At or Near the standard.

| Data Examined Observations | 2017-2018 | 2018-2019 | Difference | |
|---|-----------|-----------|------------|-------------|
| Percentage of Students At or Near in Concepts and Procedures in the percentage of students At or Near grade level in Concepts and Procedures.. | 30.89% | 33.78% | +2.89% | Increase |
| Percentage of Students At or Near Standard in Problem Solving/Modeling/ Data Analysis in the percentage of students At or Near grade level in Problem Solving, Modeling, and Data | 46.65% | 43.58% | -3.07% | Decrease |
| Percentage of Students At or Near Standard in Communicating Reasoning Decrease in the percentage of students At or Near grade level in Communicating Reasoning.. | 51.79% | 49.32% | -2.47% | |
| Percentage of Students Below Standard in Concepts and Procedures Increase the percentage of students scoring Below standard in the area of Concepts and Reasoning. | 22.46% | 26.18% | +3.72% | |
| Percentage of Students Below Standard in Problem Solving/Modeling/ Data Analysis increase in the percentage of students scoring Below standard in Problem Solving, Modeling/Data Analysis. | 20.75% | 25.84% | +5.09% | Significant |
| Percentage of Students Below Standard in Communicating Reasoning Slight increase in the percentage of students scoring Below standard in Communicating Reasoning. | 17.99% | 19.43% | +1.44% | |

The math scores dropped overall. Upon close examination, the 6th grade scores fell a significant among accounting for most of the overall loss. Sixth grade scores had an increase in students Below in Problem Solving, Modeling, and Data Analysis. Additionally, 6th grade scores decreased in the percentage of students Above standard in Concepts and Procedures and Problem Solving, Modeling, and Data Analysis. The only area of slight gain for 6th grade was in Communicating Reasoning. Further examination is needed as to why this 6th grade group had such a drop in math scores compared to the groups of students the previous two years.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 6 | 1521.0 | 1547.4 | 1507.2 | 1544.2 | 1534.2 | 1550.2 | 56 | 43 |
| Grade 7 | 1545.6 | 1543.7 | 1544.4 | 1538.7 | 1546.3 | 1548.0 | 48 | 48 |
| Grade 8 | 1561.9 | 1555.1 | 1563.9 | 1547.2 | 1559.4 | 1562.6 | 42 | 38 |
| All Grades | | | | | | | 146 | 129 |

| 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 | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | 23.21 | 32.56 | 37.50 | 44.19 | 25.00 | 18.60 | * | 4.65 | 56 | 43 |
| 7 | 54.17 | 20.83 | 27.08 | 47.92 | * | 25.00 | * | 6.25 | 48 | 48 |
| 8 | 64.29 | 31.58 | * | 42.11 | * | 13.16 | * | 13.16 | 42 | 38 |
| All Grades | 45.21 | 27.91 | 28.77 | 44.96 | 15.75 | 19.38 | 10.27 | 7.75 | 146 | 129 |

| 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 | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | 41.07 | 48.84 | 28.57 | 41.86 | 21.43 | 4.65 | * | 4.65 | 56 | 43 |
| 7 | 64.58 | 43.75 | * | 37.50 | * | 12.50 | * | 6.25 | 48 | 48 |
| 8 | 73.81 | 39.47 | * | 39.47 | * | 7.89 | * | 13.16 | 42 | 38 |
| All Grades | 58.22 | 44.19 | 21.23 | 39.53 | 13.01 | 8.53 | 7.53 | 7.75 | 146 | 129 |

| 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 | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 16.28 | 35.71 | 27.91 | 33.93 | 51.16 | 19.64 | 4.65 | 56 | 43 |
| 7 | 37.50 | 20.83 | 22.92 | 20.83 | 25.00 | 47.92 | * | 10.42 | 48 | 48 |
| 8 | 50.00 | 18.42 | * | 52.63 | * | 13.16 | * | 15.79 | 42 | 38 |
| All Grades | 30.82 | 18.60 | 26.71 | 32.56 | 25.34 | 38.76 | 17.12 | 10.08 | 146 | 129 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | 28.57 | 37.21 | 58.93 | 48.84 | * | 13.95 | 56 | 43 |
| 7 | 45.83 | 20.83 | 41.67 | 68.75 | * | 10.42 | 48 | 48 |
| 8 | 66.67 | 21.05 | 26.19 | 55.26 | * | 23.68 | 42 | 38 |
| All Grades | 45.21 | 26.36 | 43.84 | 58.14 | 10.96 | 15.50 | 146 | 129 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | 46.43 | 60.47 | 41.07 | 34.88 | * | 4.65 | 56 | 43 |
| 7 | 77.08 | 47.92 | * | 45.83 | * | 6.25 | 48 | 48 |
| 8 | 73.81 | 47.37 | * | 42.11 | * | 10.53 | 42 | 38 |
| All Grades | 64.38 | 51.94 | 26.71 | 41.09 | 8.90 | 6.98 | 146 | 129 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 16.28 | 26.79 | 39.53 | 60.71 | 44.19 | 56 | 43 |
| 7 | 37.50 | 16.67 | 25.00 | 45.83 | 37.50 | 37.50 | 48 | 48 |
| 8 | 40.48 | 28.95 | 30.95 | 52.63 | 28.57 | 18.42 | 42 | 38 |
| All Grades | 28.77 | 20.16 | 27.40 | 45.74 | 43.84 | 34.11 | 146 | 129 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | 23.21 | 46.51 | 71.43 | 51.16 | * | 2.33 | 56 | 43 |
| 7 | 25.00 | 16.67 | 70.83 | 81.25 | * | 2.08 | 48 | 48 |
| 8 | 54.76 | 7.89 | 40.48 | 84.21 | * | 7.89 | 42 | 38 |
| All Grades | 32.88 | 24.03 | 62.33 | 72.09 | * | 3.88 | 146 | 129 |

Conclusions based on this data:

1. The ELPAC scores have dropped overall for the past two years.
2. Sixth grade students are the population groups that had an increase in scores from 2017-2018 and 2018-2019. They were particularly strong in the area of writing. Students that received a 4 went from 23.21% to 32.56%. This is an increase of 9.35%. Consequently, the 7th graders scoring a 4 in writing went from 54.17% in 2017-2018 to

20.83% in 2018-2019 (a decline of 33.34%); the 8th graders scoring a 4 in writing went from 64.29% in 2017-2018 to 31.58% in 2018-2019 (a decline of 32.71%). This is an alarming decline in the scores that ELLs need to have in order to reclassify. This drop in scores also correlates to the SBAC scores for the subgroup and needs to be examined closely and structures put in place to support students being successful in all areas of their education.

3. For 7th and 8th grade students, there was a significant drop in the percentage of students scoring at Level 4 in Writing, Speaking, Listening, and Reading.

School and Student Performance Data

Student Population

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

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 602 | 69.4 | 23.3 | 0.2 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 140 | 23.3 |
| Foster Youth | 1 | 0.2 |
| Homeless | 57 | 9.5 |
| Socioeconomically Disadvantaged | 418 | 69.4 |
| Students with Disabilities | 69 | 11.5 |





| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 6 | 1.0 |
| American Indian | 1 | 0.2 |
| Asian | 187 | 31.1 |
| Filipino | 9 | 1.5 |
| Hispanic | 301 | 50.0 |
| Two or More Races | 10 | 1.7 |
| Pacific Islander | 4 | 0.7 |
| White | 83 | 13.8 |

Conclusions based on this data:

1. About one quarter of Vista View's student population are English Learners. This information is pertinent when examining the ELPAC scores and SBA scores of this student group. Their academic needs are going to need a more intensive form of intervention to close gaps in achievement.
2. Socioeconomically disadvantaged students total just below 70% of the total school population. Less than 200 students attending Vista View fall outside of this subgroup. This means that a portion of the English Language Learners are also socioeconomically disadvantaged as well.
3. Asian students and Hispanic students make up the majority of the school population at Vista View. Based on recent trends, there is an increasing population of Vietnamese students attending the middle school.

School and Student Performance Data

Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students | | |
|--|--|---|
| Academic Performance | Academic Engagement | Conditions & Climate |
| <div>English Language Arts</div> <div></div> <div>Green</div> | <div>Chronic Absenteeism</div> <div></div> <div>Green</div> | <div>Suspension Rate</div> <div></div> <div>Yellow</div> |
| <div>Mathematics</div> <div></div> <div>Green</div> | | |

Conclusions based on this data:

1. Three of the four areas were green with Suspension Rate the exception at yellow.

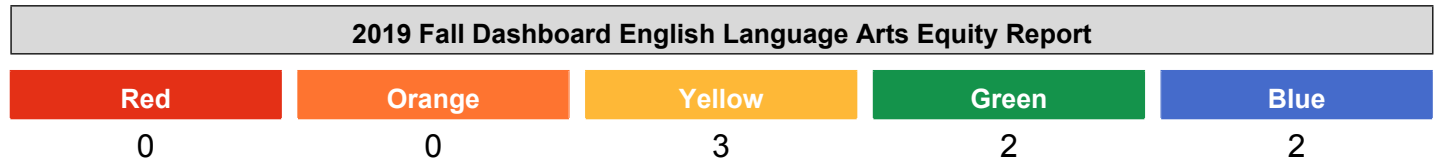
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | | | | |
|--|--|---|---|--|--|
| All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Green 14.3 points above standard Increased ++7.5 points 582 |  Yellow 10.2 points below standard Increased ++12.5 points 299 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Green 8.3 points above standard Increased Significantly ++16.8 points 61 |  Green 1.9 points below standard Increased ++8.4 points 415 |  Yellow 65.6 points below standard Increased ++13.3 points 69 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|---|---|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Asian  Blue 56.3 points above standard Maintained -1.9 points 185 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic  Yellow 17.8 points below standard Increased Significantly ++15.7 points 290 | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | White  Blue 29.5 points above standard Increased Significantly ++10.8 points 77 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|---|---|--|
| Current English Learner 84.3 points below standard Increased ++9.3 points 108 | Reclassified English Learners 31.7 points above standard Increased ++3 points 191 | English Only 24 points above standard Increased ++8 points 198 |
|---|---|--|

Conclusions based on this data:

1. Asian students Maintained an above standard level in English Language Arts and are green on the Dashboard.
2. Students with Disabilities scored Red on the Dashboard in 2018 and increased +12 to yellow in 2019. English Learners increased +11 pts. to yellow.
3. White and Hispanic students increased in points from the previous year, and student scores are in the blue and yellow ranges on the California School Dashboard.

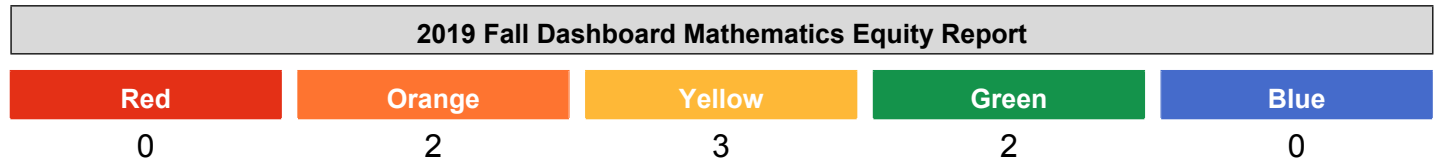
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|--|
| All Students  Green 9 points above standard Declined -8.1 points 582 | English Learners  Yellow 17.3 points below standard Declined -3.8 points 299 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Homeless  Yellow 2 points below standard Maintained -2.8 points 61 | Socioeconomically Disadvantaged  Yellow 10 points below standard Declined -9.3 points 415 | Students with Disabilities  Orange 88.1 points below standard Declined -9.1 points 69 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| | | | |
|---|---|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Asian  Green 75.6 points above standard Declined -8.6 points 185 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic  Orange 37.5 points below standard Declined -4.9 points 290 | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | White  Green 20.1 points above standard Maintained -0.8 points 77 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| | | |
|--|---|---|
| Current English Learner 98.6 points below standard Declined -12.9 points 108 | Reclassified English Learners 28.6 points above standard Declined -9.8 points 191 | English Only 12.6 points above standard Declined -10.4 points 198 |
|--|---|---|

Conclusions based on this data:

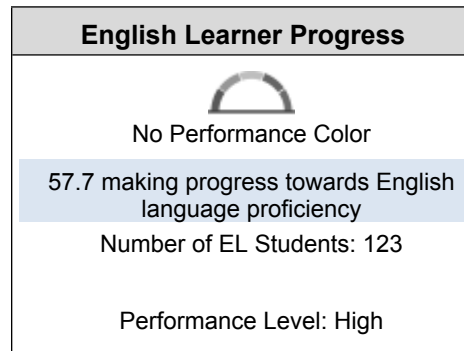
1. Asian and White students Maintained an above standard level in Mathematics. SED and Homeless students scored Yellow on California Dashboard.
2. Students with Disabilities scored slightly higher in Mathematics than in English Language Arts.
3. Hispanic students and Socioeconomically Disadvantaged students scored Orange on the California Dashboard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 15.4 | 26.8 | 16.2 | 41.4 |

Conclusions based on this data:

1. More than 57% of English learners made progress towards English proficiency and performance is considered High.
2. 51 students progressed at least one level while 19 decreased one level.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

| 2019 Fall Dashboard College/Career Equity Report | | | | |
|--|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |

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

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

1. N/A

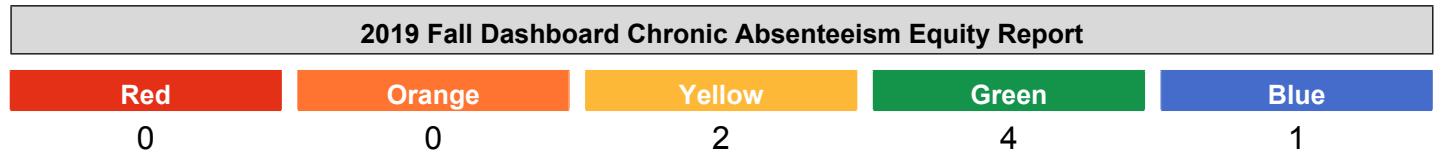
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | | | | |
|--|--|---|---|--|--|
| All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Green |  Green |  No Performance Color |  Yellow |  Green |  Green |
| 5.8 | 6.9 | Less than 11 Students - Data Not Displayed for Privacy | 10.8 | 7.3 | 8.1 |
| Declined -1.8 | Declined -1.5 | 1 | Declined -1.3 | Declined -2 | Declined -7.6 |
| 616 | 144 | | 65 | 439 | 74 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Asian  Blue 0 Declined -1.4 188 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |
| Hispanic  Green 8.1 Declined -1.3 309 | Two or More Races  No Performance Color 0 Declined -18.8 11 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | White  Yellow 11.4 Declined -3.1 88 |

Conclusions based on this data:

- Asian students are the only subgroup of students to score Blue on the California Dashboard in the area of Chronic Absenteeism.
- Homeless and White student groups were yellow despite showing improvement decreasing the percentage chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. N/A

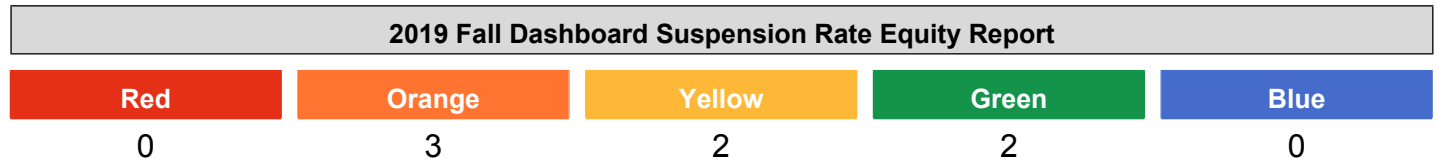
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| All Students  Yellow 5.6 Maintained +0.2 623 | English Learners  Yellow 7.6 Maintained -0.2 145 | Foster Youth  No Performance Color Less than 11 Students - Data Not 1 |
| Homeless  Orange 4.6 Increased +1.4 65 | Socioeconomically Disadvantaged  Yellow 5.8 Maintained +0.2 446 | Students with Disabilities  Green 6.7 Declined -2.7 75 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color Less than 11 Students - Data 6 | American Indian  No Performance Color Less than 11 Students - Data 1 | Asian  Orange 2.6 Increased +0.3 189 | Filipino  No Performance Color Less than 11 Students - Data 9 |
| Hispanic  Green 6.4 Declined -0.3 312 | Two or More Races  No Performance Color 0 Maintained 0 11 | Pacific Islander  No Performance Color Less than 11 Students - Data 4 | White  Orange 8.8 Maintained -0.2 91 |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 5.4 | 5.6 |

Conclusions based on this data:

- Students with disabilities and Hispanics have the lowest number of suspensions and are Green.
- The All Student group and EL and SED are Yellow on the California Dashboard.
- Using PBIS measures, progressive discipline, restorative practices, and strictly following suspension guidelines under Ed Code 48900 has the potential to move the Suspension Dashboard to Green for the 2019-2020 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive effective standards-based instruction in English Language Arts and demonstrate academic growth annually as measured by District assessments (formative, benchmarks, multiple measures) and state assessments.

Goal 1

To increase the overall number of students scoring in the Green and Blue Bands in English Language Arts, creating a shift on the CA Dashboard. A particular area of attention will be to improve the number of English Language Learners, Socioeconomically Disadvantaged, and Students with Disabilities achieving in the Green and Blue Bands on the Smarter Balanced Assessment.

Identified Need

A specific emphasis will be to improve the number of English Language Learners, Socioeconomically Disadvantaged, and Students in Special Education performance levels on the SBA. In English Language Arts, out of the 582 students tested, 299 students had a collective average that was 11 points below standard in the English Language Learner subgroup. Students that were Socioeconomically Disadvantaged totaled 415, and had a collective average that was 2.9 points below standard. Students in Special Education totaled 69, and had a collective average that was 66.1 points below standard.

For the 2020-2021 i-Ready English diagnostic assessment, 34% of students tested at or above grade level, 20% were one grade level below, and 46% were two or more levels below grade level.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|---|
| CA Dashboard | <p>Vista View had the following outcomes for the 2018-2019 school year: (*2020-2021 SBA/Dashboard was suspended)</p> <p>All Students: 582 students were tested, with an increase of 6.4 points from the previous year (resulting in Green on the Dashboard).</p> <p>English Learners: 299 students were tested, with an increase of 11.7 points from the previous year (resulting in Yellow on the Dashboard).</p> <p>Socioeconomically Disadvantaged Students: 415 students were tested, with an increase of 7.5 points from the</p> | <p>Data results for the 2020-2021 school year, Vista View will seek to achieve the following outcomes:</p> <p>All Students: maintain or increase 3 points from the previous year (remain Green on the Dashboard).</p> <p>English Learners: increase 5 or more points from the previous year (achieve Green on the Dashboard).</p> <p>Socioeconomically Disadvantaged Students: maintain or increase 10 points from the previous year (remain Green on the Dashboard).</p> <p>Students with Disabilities: increase/make progress toward a 63 point gain from the</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|---|
| | previous year (resulting in Green on the Dashboard). Students With Disabilities: 69 students were tested, with an increase of 12.7 points from the previous year (resulting in Yellow on the Dashboard). | previous year (progress toward becoming Green on the Dashboard). |
| i-Ready | i-Ready Reading Diagnostic Assessment (Nov.2020) School-wide: 34% At/Above 20% One grade level below 46% Two grade levels below Sixth Grade: 30% At/Above 20% One year below 50% Two or more years below Seventh Grade: 32% At/Above 18% One year below 50% Two or more years below Eighth Grade: 39% At/Above 22% One year below 39% Two or more years below | For the 2020-2021 school year, Vista View will seek to achieve the following positive outcomes: School-wide - 50% At/Above 15% One grade level below 35% Two grade levels below Sixth Grade: 40% At/Above 15% One year below 45% Two or more years below Seventh Grade: 40% At/Above 15% One year below 45% Two or more years below Eighth Grade: 50% At/Above 15% One year below 35% Two or more years below |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Vista View students, including English Language Learners, Socioeconomically Disadvantaged, and Students in Special Education, will demonstrate growth and meet performance expectations as a result of the following planned activities:

Strategy/Activity

Students in significant subgroups (ELL/SED/SWD) will receive services to decrease the percentage of students not meeting standards and significantly increase performance in English Language Arts through:
Focus on attendance - students on time, on task every day (and any other applicable area of PBIS).

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners -
Bilingual staff support will push into classrooms and providing intensive English support for EL students needing additional support and ELLs new to the country to have multiple opportunities to improve English proficiency
Bilingual staff (Community Liaison) will provide intensive community outreach to EL students and their families
Support ELD classes/daily instruction
Support Extended learning opportunity outside of school for ELL and Special Education students

Strategy/Activity

Provide engaging standards-based instruction with scaffolding to target specific skill deficits and increase performance. Include Instructional Assistant Bilingual and Parent Liaison Instructional Assistant Bilingual support to assist in meeting the needs of all identified English Language Learners.

Proposed Expenditures for this Strategy/Activity

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

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

| | |
|----------|------|
| 37231.79 | LCFF |
|----------|------|

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide time and training for staff to review i-Ready data and establish Reading (growth) Targets so that students make expected progress in literacy skills (vocabulary, comprehension, etc.) .

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide targeted and explicit vocabulary instruction in all content areas so that students increase their understanding of academic vocabulary and comprehension of complex text.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement the use of computerized active participation games as a supplemental learning tool so that students are engaged and data can be used in real-time to track student progress and intervene in order to increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000.00

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Oral language engagement dialogue will be used in all content area classes so that students are using academic language and discussion to increase comprehension of grade level text.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide student intervention with ALC attendant weekly to ensure opportunities for students to get additional instructional supports so that they will increase achievement across content areas. This intervention has been on a small scale this school year to adhere to social distancing guidelines due to the COVID -19 pandemic.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000.00

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use current student i-Ready data to analyze, identify student needs, and form instructional groups so that students will receive targeted instruction that will increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase and utilize additional instructional materials, supplies, and technology to target student needs, and provide curriculum enrichment opportunities in ELA and social studies and/or extended learning opportunities to provide students the background experience and supports to comprehend grade level texts. This includes, but is not limited to student access to technology to access district adopted curriculum.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 10,000.00 | Title I |
| 30,000.00 | Title I |

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Staff Professional Development training for online instruction (both curricular based, art based, and technology based) so that students are engaged in rigorous and relevant learning demonstrated through projects.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 25,000.00 | LCFF |

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

Before the COVID-19 pandemic school move to Distance Learning in March of 2020, most of the strategies and activities had been implemented. For example, Homework Club served an average of 135 students per week, English Language Learners received a lot of wrap around support from teachers and were making strong academic gains.

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

Before the COVID-19 pandemic resulted in the schools' move to Distance Learning, the School Site Council voted to pause on some of the activities that were previously in place due to gathering restrictions. After March 2020 when Vista View moved to Distance Learning, Homework Club was no longer implemented and field trips/activities paused. The funding was reallocated to technology needs. This was approved in December 2020 by the School Site Council. The funds were paused due to an expenditure freeze during the COVID-19 pandemic.

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.

Based on the data, it was determined that the funding will be reallocated to purchase materials to build elective programs on campus (music, coding, debate, etc.).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive effective standards-based instruction in Math and demonstrate academic growth annually as measured by District assessments (formative, benchmarks, multiple measures) and state assessments.

Goal 2

To increase the overall number of students scoring in the Green and Blue Bands in Mathematics creating a shift on the CA Dashboard. A particular area of attention will be to improve the number of English Language Learners, Socioeconomically Disadvantaged, and Students with Disabilities achieving in the Green and Blue Bands on the Smarter Balanced Assessment.

Identified Need

A specific emphasis will be to improve the number of English Language Learners, Socioeconomically Disadvantaged, and Students in Special Education performance levels on the SBA. In 2019, in the area of Mathematics, out of the 582 students tested, 299 students had a collective average that was 17.3 points below standard in the English Language Learner subgroup. Students that were Socioeconomically Disadvantaged totaled 415 and had a collective average that was 10 points below standard. Student in Special Education totaled 69 and had a collective average that was 88.1 points below standard. There is a need to determine strategies and target student intervention to close the achievement gap for students.

For the 2020-2021 i-Ready math diagnostic assessment, 31% of students tested at or above grade level, 32% were one grade level below, and 37% were two or more levels below grade level.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|---|
| CA Dashboard | <p>For the 2018-2019 school year, Vista View had the following outcomes:</p> <p>All Students: 582 students were tested, with a decline of 8.1 points from the previous year (maintained Green on the Dashboard).</p> <p>English Learners: 299 students were tested, with a decline of 3.8 points from the previous year (scored Yellow on the Dashboard).</p> <p>Socioeconomically Disadvantaged Students: 415 students were tested, with a decline of 9.3 points from the previous year (scored Yellow on the Dashboard).</p> | <p>For the 2020 - 2021 school year, Vista View will look to achieve the following outcomes:</p> <p>All Students: maintain or increase 3 points from the previous year (remain Green on the Dashboard).</p> <p>English Learners: increase 18 or more points from the previous year (achieve Green on the Dashboard).</p> <p>Socioeconomically Disadvantaged Students: maintain or increase 10 points from the previous year (remain Green on the Dashboard).</p> <p>Students with Disabilities: increase/make progress toward a 88 point gain from the</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|---|
| | Students With Disabilities: 69 students were tested, with a decline of 9.1 points from the previous year (scored Orange on the Dashboard). | previous year (progress toward becoming Green on the Dashboard). |
| i-Ready | i-Ready Reading Diagnostic Assessment (Nov.2020) School-wide: 31% At/Above 32% One grade level below 37% Two grade levels below Sixth Grade: 25% At/Above 33% One year below 42% Two or more years below Seventh Grade: 27% At/Above 41% One year below 32% Two or more years below Eighth Grade: 39% At/Above 24% One year below 37% Two or more years below | For the 2020-2021 school year, Vista View will seek to achieve the following positive outcomes: School-wide - 40% At/Above 40% One grade level below 20% Two grade levels below Sixth Grade: 35% At/Above 25% One year below 40% Two or more years below Seventh Grade: 40% At/Above 35% One year below 25% Two or more years below Eighth Grade: 50% At/Above 25% One year below 25% Two or more years below |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Vista View students, including English Language Learners, Socioeconomically Disadvantaged, and Students in Special Education, will demonstrate growth and meet performance expectations as a result of completing i-Ready assignments to bridge learning gaps.

Strategy/Activity

Provide weekly i-Ready data for teachers to specifically track the needs of students are identified and instructional groups are formed to provide additional instructional supports to build a strong foundation.

Proposed Expenditures for this Strategy/Activity

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

| | |
|-----------|-----------|
| Amount(s) | Source(s) |
| 5,000 | LCFF |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Provide Instructional Assistant Bilingual, and Parent Liaison Instructional Assistant Bilingual support, to assist and support the needs of all identified English Language Learners and increase student performance.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Wednesday Intervention for a small socially distanced group of students with the most intensive needs so that they can receive instructional supports in ELA in order to increase academic achievement.

Proposed Expenditures for this Strategy/Activity

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

| | |
|-----------|-----------|
| Amount(s) | Source(s) |
| 10,000.00 | Title I |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use of target critical math vocabulary to strengthen student comprehension.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use district adopted curriculum to fidelity to ensure consistency and progress. This includes, but is not limited to chunking state standards into power standards so that teachers know what to target for instruction this school year.

Proposed Expenditures for this Strategy/Activity

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

| | |
|-----------|-----------|
| Amount(s) | Source(s) |
| 30,000.00 | Title I |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide staff professional development in i-Ready.

Proposed Expenditures for this Strategy/Activity

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

| | |
|-----------|-----------------|
| Amount(s) | Source(s) |
| | District Funded |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Build Capacity for staff to provide learning activities through remote learning avenues so that students will experience engaging "real-world" application of mathematical concepts.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

N/A

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Ocean View School District will continue to increase methods of communicating and engaging students, employees, parents, the community and business partners to both provide information and seek input.

Goal 3

Vista View will continue to effectively engage the community, opportunities to seek input, and maintain open communication. This includes students, employees, parents, and the community.

Identified Need

Vista View has a invested interest to create a positive, engaging and safe learning climate for all stakeholders. Providing opportunities to have stakeholders impact the activities at the school, or have meaningful new experiences on campus. Staff, parents, and students bring new and engaging experiences that result in opportunities for continual learning.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| The number and quality of programs on campus that directly link to student engagement and growth as a school community. | For the 2020-2021 school year, the opportunities for stakeholder engagement to gain knowledge about programs and contribute ideas is as follows: School site Council Meetings: Six ELAC Meeting: Four PBIS meeting: Five Coffee with the Principal Meetings: Six Virtual award assemblies: Seven In-person award assembly: One Family engagement assembly: Two | For the 2020 - 2021 school year, stakeholder engagement meetings will take data of the programs staff, parents, and students want to see on campus. The school will then fund these programs on campus. The dialogue and origination of the ideas will occur at SSC, ELAC, PBIS meetings, and coffee with the Principal. The outcome will be a more robust music program, increased STEAM activities, and competitive pathways for students middle school students to high school. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Parent education nights via Zoom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,262.00

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will benefit from engaging activities on campus that have been agreed upon by stakeholders.

Strategy/Activity

Purchase resources and programs that provide cutting edge opportunities for students on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

70,000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase methods of communication, engagement and learning outcomes among staff through Biweekly Leadership meeting with staff/department groups, monthly (or as needed) PAL Team meetings, weekly meetings with SEL Team (this includes psychologist, speech pathologist, Community Liaison, site administration, and SOM), Healthy School Cultures Program, and weekly meeting with ALC Attendants and administration to provide a structure on Vista View's campus that is inclusive and celebrates the voice of each and every member so that shared decisions positively impact student outcomes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

| | |
|-----------|---------|
| 17,000.00 | Title I |
| 429.00 | Title I |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide biweekly communication (through Aeries Communication) to families about site initiatives and upcoming events in their native language (English, Spanish, and Vietnamese) to increase involvement in school activities and events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Ensure School Site Council meetings have balanced representation, student voice, and interpreters present, and hold ELAC meetings in the morning and evening (when applicable) to maximize attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase attendance at "Coffee with the Principal" to ensure greater participation and opportunity for open dialogue with families.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 100.00 | Title I |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students including socioeconomically disadvantaged families and ELLs.

Strategy/Activity

Provide access to a virtual Back to School Night and Open House to ensure participation. Parents have access and equity to school events (when these events resume in person).

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 1,500.00 | Title I |

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Community Liaison and Parent Liaison Instructional Assistant Bilingual to support families with needed resources, translations, etc.so that students and families have equity and access to school information and events.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 30,742 | Title I |

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

N/A New goal

Briefly 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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

In partnership with the District, schools, parents, local agencies and the community, OVSD will develop systems, structures, programs, services, and allocate resources to provide a safe, secure, and respectful learning environment for all students, including students identified in subgroups.

Goal 4

Vista View will continue to demonstrate growth in maintaining a positive and safe learning climate for students and staff. Parents of students will perceive the school as a safe and engaging environment with people and activities that target the whole child.

Identified Need

Based on the data from the Title I parent Survey (Fall of 2020), it is important that parents see their child's school as a safe environment. Parents would like to see improvement in ensuring their child feels safe at school, that their are trusted adults their children can reach out to, that school activities meet their child's needs, and that they receive communication from the school.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-----------------------------------|---|---|
| CA Dashboard: Chronic Absenteeism | The CA Dashboard was Green with a Chronic Absenteeism rate of 5.8% with a decline of 1.8% from the previous year. | The CA Dashboard will stay in the Green range for Chronic Absenteeism by maintaining or decreasing the rate of 5.8% from the previous year. |
| CA Dashboard: Suspension Rate | The CA Dashboard was Yellow with a Suspension rate of 5.6% maintaining .2% from the previous year. | The CA Dashboard will move to the Green range for Suspension by decreasing the rate to the .5%-1.0% range. |
| Suspension Rate | For the 2019-2020 school year, 22 students were suspended. | For the 2020-2021 school year, suspension rates will be cut in half. |
| Aeries Attendance | For the 2019 - 2020 school year, Vista had the following attendance data by grade level: 6th Grade 97.77 7th Grade 95.87 8th Grade 96.16 | For the 2020 - 2021 school year, attendance rates will improve by .5% at each grade level. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Vista View's SEL team comprised of the principal, assistant principal, school psychologist, School Climate Lead, and PAL teacher will attend District SEL trainings and assist staff with implementing SEL lessons and strategies so that students may improve their social emotional skills and contribute to a healthy, positive school climate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will be provided Tobacco Use and Prevention Education youth development lessons and activities to promote healthy choices for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7326.50

Source(s)

Tobacco-Use Prevention Education

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students including identified students (Homeless Youth and White).

Strategy/Activity

SART Meetings will be conducted to assist parents and students with strategies to improve their school attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student Study Team days will be conducted three or more times a school year to monitor MTSS interventions for behavior, social emotional needs, and academics in order to support and empower students to come to school and follow appropriate behavior expectations while they are in school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000.00

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will receive other means of correction rooted in restorative practices as an alternative to suspension and SEL lessons so that students behavior is corrected and they learn the social emotional skills to regulate their behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PBIS Team meetings will include actionable steps that are developed and implemented through team consensus after a reboot session for the school year.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 7,000.00 | Title I |

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

N/A New goal

Briefly 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 table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$302,091.29 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------------------------|-----------------|
| Title I | \$225,271.00 |
| Title I Part A: Parent Involvement | \$2,262.00 |

Subtotal of additional federal funds included for this school: \$227,533.00

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

| State or Local Programs | Allocation (\$) |
|----------------------------------|-----------------|
| LCFF | \$67,231.79 |
| Tobacco-Use Prevention Education | \$7,326.50 |

Subtotal of state or local funds included for this school: \$74,558.29

Total of federal, state, and/or local funds for this school: \$302,091.29

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

| Name of Members | Role |
|-------------------------------------|----------------------------|
| Rasheedah Gates | Principal |
| Lisa Nelson | Classroom Teacher |
| Joanna Zamudio | Parent or Community Member |
| Trisha Bray | Classroom Teacher |
| Sherri Medrano | Other School Staff |
| Marlena Chiarella | Parent or Community Member |
| Karen Brogdon-Gatlin | Parent or Community Member |
| Candida Cardoso | Parent or Community Member |
| Hailey Perez | Parent or Community Member |
| Kayla Tran | Secondary Student |
| Cheri Daniels - Assistant Principal | Other School Staff |

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:

By signing this application electronically, I agree that my electronic signature represents a handwritten signature.

Signature

Committee or Advisory Group Name

Candida Card

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 03/08/2021.

Attested:

R. Gates

Principal, Rasheedah Gates on 03/08/2021

SSC attach

SSC Chairperson, Marlena Chirarella on 03/08/2021

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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