



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
New Vista Middle School	6113294	05/18/2026	06/16/2026

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

New Vista Middle School's plan is designed to meet the Every Student Succeeds Act (ESSA) requirements, particularly for Comprehensive Support and Improvement (CSI) since it is closely aligned with our Local Control and Accountability Plan (LCAP) and integrates other federal, state, and local initiatives. These coordinated efforts ensure that our improvement strategies are comprehensive, sustainable, and focused on enhancing outcomes for all students at NVMS.

Key strategies include:

- **Data-Driven Instruction:** Using ongoing assessment data to identify student needs, inform instruction, and monitor progress.
- **Targeted Interventions:** Implementing evidence-based interventions for underperforming subgroups, aligned with CSI/ATSI improvement plans.
- **Stakeholder Engagement:** Collaborating with families, educators, and community partners in planning and evaluating programs.
- **Capacity Building:** Providing professional development aligned with ESSA goals and LCAP priorities to improve instructional quality.
- **Resource Alignment:** Coordinating Title I, LCFF (S/C and Base), CCSPP Grant, Prop 28, and Equity Multiplier funding to support school improvement efforts and address equity gaps.

Educational Partner Involvement

How, when, and with whom did your 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

AAAC - parents, teachers, and community members of the AAAC shared concerns previously relating to student misbehavior and are desirous to see fewer classroom disruptions in order to improve student achievement of our African American students ELAC - ELAC parents and teachers are encouraged by the continuous growth of our EL learners and the growth that students are achieving through the participation rates on the ELPAC and in ELD classes. The AVID EXCEL program, ELD reading classes, and ELD math support classes also target the acceleration of EL skills, while supporting student growth in their core classes. ILT - members are encouraged by the growth in reading in sixth grade (8%) and the growth in math in eighth grade (%) as demonstrated on the mid-year i-Ready diagnostic. (Previously: 16.3 average growth students are achieved on CAASPP 2019 and concerned with the school drop to red in ELA with the 3.9 point decline in ELA; ILT expects to accelerate student achievement growth to exceed 5 points in both ELA and Math) Staff meeting and PLCs - staff are encouraged that students are demonstrating growth in mathematics and reading during the pandemic; staff observed cohort growth data over 3 years demonstrating steady improvement of CAASPP cohorts over time; staff are committed to utilizing research based teaching strategies to accelerate student achievement and equally excited about limiting intervention classes to 15 students per class to increase impact and closing achievement gaps SSC - Students are a vital component of our SSC; the SSC is encouraged by the annual improvement trends of students, by the tremendous average growth in math, and the decrease in student suspensions; the team is concerned with the increase in chronic absenteeism and the 3.9 point decrease in ELA; the team looks forward to hearing about our progress in the new year with focus on Tier 1 instruction and intervention classes utilizing i-Ready Math and i-Ready Reading as well as the weekly treat rewards for week by week perfect attendance as suggested by members of our ILT

Resource Inequities (CSI and ATSI Only)

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

At-risk students have access to interventions and additional support as needed at NVMS. Once identified, EL students were placed and student classes were reassigned. As the need arises, students are identified and placed in appropriate intervention courses/programs. While NVMS does not currently have a PTO, the use of Equity Multiplier funds has helped to defray costs for engaging and instructional activities. Further, NVMS utilizes resources such as the Community Schools Liaison, Family Ambassador, and other external partnerships to increase parent participation. While the facilities have started to show wear, an upcoming modernization project will help to revitalize the space - adding a positive climate and student/staff engagement.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Greatest Needs

i-Ready Math and ELA: New Vista needs to continue to improve in ELA and Math. As students move from their elementary schools to middle school, the majority are not performing at grade level and need support. Based on NVMS Window 2 data, approximately 20% of our 6th grade and 20% of our 7th and 8th grade students need math or reading intervention in Tier 3.

CAASPP: New Vista needs to improve in math. In 2023 - 2024, our students earned a 5.24% in Math. This was a increase of 0.34%. Scores increased overall by 16.3 points with all student groups moving out of red and into orange as displayed on the California Dashboard. New Vista needs to improve in English Language Arts. In 2023 - 2024, our students earned a 14.14% in ELA. This was a decrease by 0.16%. Scores overall decreased 3.9 points with 5 student groups in red (African American, English Learners, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities) and 2 student groups in orange (Hispanic and White) as displayed on the California Dashboard.

Greatest Progress

New Vista staff and students have achieved an overall increase in reading of 5% and an increase in mathematics of 4% as evidenced on the mid-year i-Ready diagnostic assessment. The greatest gains were achieved in reading with 6th grade growth at 8% from window 1 to window 2, and in math with 8th grade growth at 7% from window 1 to window 2.

New Vista Middle School is a Capturing Kids' Hearts school and has been recognized as a National Showcase School for five consecutive years in a row (2017-2022). New Vista has also been recognized by the Los Angeles County Office of Education with the Silver Award for our PBIS implementation.

At New Vista, we are proud that all of our student groups increased their proficiency by 16.3+ points, our students are identified as Homeless enjoyed the highest increase at 21.6 points, and our African American students increased 18.7 points in math proficiency as measured in MATH on the CAASPP in 2019! All groups decreased their one time suspensions as indicated on the California Dashboard with a 2.2% decline.

Schoolwide, New Vista will continue to utilize Capturing Kids' Hearts and PBIS strategies in order to continue to support the decline in suspensions. These strategies also supports improved learning and achievement. New Vista will continue to support best practices in MATH and ELA through sustained teacher professional development. This supports the continued growth of ALL students. After school tutoring will continue to be provided to support students and their academic achievement throughout the school year.

Performance Gaps

NVMS does not have any indicators in which performance for any groups are two or more performance levels below the "all student" performance.

ELA: All school placement is red, SWD, SED, Homeless, EL, and AA are red, and Hisp and White are orange

Math: All school placement is orange and all groups are in orange

Chronic Absenteeism: All school placement is red, SED, Homeless, SWD, and AA are red, Two or More Races, Hispanic, and EL are orange, and White and FY are yellow School Plan for Student Achievement (SPSA) 3 of 28

Suspension Rate: All school placement is yellow; Two or More Races are red, SWD, Homeless, FY, and EL are orange, SED and AA are yellow, and White and Hispanic are green

NVMS staff remain committed to the continuous improvement of teacher efficacy, sustained professional development that is focused on research based collaboration and teaching strategies, and providing all students with an exemplary learning environment that is that is based on the CCSS.

Supplemental Services NVMS will utilize federal categorical funds to provide supplemental services for identified and eligible at-promise groups. Focused professional development to improve teacher efficacy, PLCs, and research based teaching and learning strategies will be the work needed to offer support. Funds will be used to provide after school tutoring; also, support intervention programs in the targeted areas of reading and mathematics.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

The Lancaster Elementary School District (LANCSD) has embraced a collaborative approach by integrating the California Community Schools Partnership Program (CCSPP) Implementation Plan into the Single Plan for Student Achievement (SPSA). This collaborative effort aims to improve alignment and efficiency in meeting shared educational goals. The integration allows for streamlined strategies, reduced duplication, and better coordination of resources and interventions. It also simplifies progress tracking and reporting, supports continuous adjustments, and fosters stronger collaboration among educational partners. This inclusive approach ensures a comprehensive, community-focused strategy for student success, making everyone involved feel part of a unified team.

In Spring 2023, the Lancaster Elementary School District (LANCSD) was awarded 22 five-year (2023-2028) Community Schools Implementation Grants. These grants, in partnership with site leaders, staff, parents, students, and community partners, signify a significant step towards a unified vision of establishing community-based learning hubs. With the active involvement of our community partners, these hubs will offer students and families access to comprehensive support services and resources in a centralized location, fostering holistic growth and strengthening community engagement.

The California Community Schools Framework (CA CS Framework) defines essential elements for successful community schools, including

Four Pillars, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. The Lancaster Elementary School District (LANCSD) has identified four key Community Schools priorities to improve student outcomes in alignment with this framework, as informed by the previous year's data analysis. These priorities are: (1) Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services; (2) Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education; (3) Building the capacity of educators and staff to meet the academic and developmental needs of students through a Multi-tiered System of Supports (MTSS); and (4) Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction. These priorities are fully aligned with the CA CS Framework and support the overarching goals of Lancaster Elementary School District's Local Control Accountability Plan (LCAP), which include promoting academic achievement, equitable learning practices, and creating safe, supportive environments.

To implement and continuously enhance a whole-child approach to school improvement across the Lancaster Elementary School District, each school will engage in ongoing evaluation, reflection, and cycles of continuous quality improvement throughout the CCSPP grant and beyond. This process will focus on assessing the fidelity of implementation and the impact of CCSPP investments and initiatives. In collaboration with LANCSD and various educational partners, each school will annually review and update the Implementation Plan to reflect the progress and evolving needs of the community schools. The results will inform this review of the Needs and Assets Assessment and course corrections derived from continuous improvement efforts and school community engagement. The annual review process will incorporate data from the School Plan for Student Achievement (SPSA), YouthTruth Survey results, local assessment results, California school Dashboard, evaluation reports from previous and current years regarding the Four Pillars of Community Schools, and the Capacity-Building Strategies (Shared Commitment, Understanding and Priorities, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships).

COLLECTIVE PRIORITIES OF LANCASTER DISTRICT COMMUNITY SCHOOLS:

Priority	Outcome
<p>Priority 1: Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services.</p>	<p>Success will be determined by comparing actual outcomes to baseline outcomes, including:</p> <ul style="list-style-type: none"> • CAASPP and i-Ready Diagnostic Assessments to evaluate students' academic achievement • YouthTruth Survey results to assess school climate, student engagement, and social-emotional development • Multiple behavioral outcome measures, including attendance rates, chronic absenteeism, and suspension/expulsion rates
<p>Priority 2: Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> • Regularly administering surveys and conducting focus groups with parents, families, and community members to gather qualitative feedback on the perceived quality of community school services and the effectiveness of home-school-community engagement efforts • Analyzing year-over-year results from the Whole Child and Family Support Inventory to assess progress and identify areas for improvement
<p>Priority 3: Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS).</p>	<p>Success will be determined by reviewing teacher and staff surveys, such as the YouthTruth and other site-specific surveys.</p>
<p>Priority 4: Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> • Increases in annual attendance in expanded learning programs • Growth in the number of out-of-school activities and events offered • Improved academic performance and student behavioral outcomes among expanded learning program participants (EL, Homeless, Foster Youth), as measured by CAASPP, ELPAC, and i-Ready Diagnostic scores, as well as redesignation rates of English Learners to Fluent English Proficient (RFEP)

CCSPP WHOLE CHILD AND FAMILY SUPPORTS INVENTORY:

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

Potential Support	Are these whole child and family supports part of your Community Schools Implementation Plan/Needs and Assets Assessment?
	YES/NO
Health Screening and Services (vision, dental, hearing, neurological, physical health)	YES
Mental Health Screening and Services	YES
Nutrition Services and Support	YES
Academic Support (tutoring, specialist, etc.)	YES
Counseling/Wellness Center	YES
Multi-Tiered System of Support (MTSS)	YES
Coordination of Services Team (COST Team)	YES
Before School (times/services)	YES
After School (times/services)	YES
Summer/Intersession Programs	YES
During School (learning pathways, differentiated instruction, lab times, etc.)	YES
Teacher Leadership Development and Opportunities	YES

Parent Leadership Development and Opportunities		YES
Student Leadership Development and Opportunities		YES
Shared Decision-Making Bodies that center the voices of students, families, and community		YES
Multiple Modes of Family Communication & Involvement (e.g., student-teacher-family conferences, regular class information & outreach)		YES
Home Visits		YES
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)		YES
Positive Behavioral Interventions and Supports (PBIS)		YES
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, trauma-formed practices, CHK, conflict resolution, etc.)		YES
Programs and practices that teach social-emotional skills (e.g., SEL curriculum (Sown to Grow, Second Step, Wondergrove, Kelso's Choice), mindfulness practices, etc.)		YES
Project-Based Learning		YES
Culturally-Sustaining and Responsive Curriculum and Pedagogy		YES
Community-Based Curriculum, Pedagogy, and Projects		YES
Personalized Learning Plans		YES
Performance Assessments (e.g., capstones, portfolios, etc.)		YES

	<p>Advisory System to ensure every student has a home base/family group and an advisor who knows them well</p> <p>Other: Write In</p> <p>Other: Write In</p> <p>Other: Write In</p>	<p>YES</p>
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STRATEGY 1: SHARED COMMITMENT, UNDERSTANDING, AND PRIORITY:

PART A: Describe the developmental plans for ensuring the [Overarching Values](#) are reflected in your community schools work.

At New Vista Middle School, our commitment to the Overarching Values—Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships—is woven into every aspect of our community schools strategy. Our developmental plans are designed to transform our campus into a hub of support, learning, and partnership that meets the unique needs of our New Vista Tigers and their families.

PART B: Describe how you will engage historically marginalized student and family groups.

At New Vista Middle School, we are committed to creating an inclusive and equitable school environment where historically marginalized student and family groups—such as African American students, English Learners (ELs), and Students with Disabilities (SWDs)—are meaningfully engaged, supported, and empowered to succeed. Our approach includes intentional outreach, culturally responsive practices, and shared decision-making structures that ensure all voices are heard and valued. The African American Advisory Council serves as a vital platform for African American families to share their experiences, concerns, and hopes for their children. The School Site Council includes parents, students, teachers, and staff who work collaboratively to review school data, approve the School Plan for Student Achievement (SPSA), and ensure that funding decisions align with the needs of all students. And finally, our ELAC brings together multilingual families to review and advise on programs and services for English Learners.

PART C: GOALS AND ACTIONS:

Please describe the top three goals for your community schools' initiative based on your Needs and Assets Assessments and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory.

Goal	Was this goal submitted with the first APR?	Explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2025-2026 to meet this goal.
<p>Goal 1: Parent Leadership and Development</p>	<p>YES</p>	<p>At New Vista Middle School, parent leadership and development are essential pillars of our community schools approach. We believe that families are powerful partners in shaping school culture, programs, and student success. Our efforts to build meaningful parent leadership have been especially focused around the Needs and Assets Assessment, ensuring that family voices guide how we identify strengths, address gaps, and allocate resources.</p>	<p>We have developed a variety of parent leadership opportunities to ensure families are empowered decision-makers, not just participants:</p> <ul style="list-style-type: none"> • School Site Council (SSC): <ul style="list-style-type: none"> Parents receive training on school governance, budgeting, and the School Plan for Student Achievement (SPSA), allowing them to lead and approve key decisions based on the needs identified in the assessment.

- **English Learner Advisory Council (ELAC):** Parents of English Learners receive orientation on EL programs, reclassification criteria, and how to advocate effectively for their children.
- **African American Advisory Council (AAAC):** This council provides leadership opportunities for parents to advise on culturally responsive practices and partner with staff to address equity gaps.
- **Parent Workshops and Leadership Training:** Throughout the year, we offer sessions focused on advocacy, data literacy, understanding school systems, and how to serve effectively on advisory councils.

**Goal 2:
Establishment of
parent adult
education
courses.**

YES

At New Vista Middle School, the development of parental adult education classes has been a direct response to the priorities identified in our Needs and Assets Assessment. Through consistent family engagement, surveys, and focus groups, our school community clearly communicated a need for learning opportunities that empower parents not only to support their children academically, but also to grow personally and professionally.

During the Needs and Assets Assessment process, families—particularly those from historically underserved communities—voiced several key areas of need:

- A desire to better understand how to support students academically at home.
- Interest in learning English or improving literacy and digital skills.
- Requests for information on navigating the school system, college readiness, and mental health supports.

These insights became the foundation for designing parent education opportunities that were relevant, accessible, and culturally responsive. Throughout the school year—via programs such as *Coffee with the Vice-Principal and School Site Council*, staff was able to connect with parents.

Goal 3: Increase student engagement and school attendance.

NO

At New Vista Middle School, increasing student engagement and student attendance is a top priority driven by our commitment to equity and whole-child development. Through the Needs and Assets Assessment, we identified chronic absenteeism, lack of connectedness, and barriers to engagement—especially among historically marginalized groups—as key challenges impacting student success. In response, we developed a comprehensive, community-centered plan that leverages key staff, including the Community Schools Liaison and Family Ambassador, to create targeted, student- and family-focused strategies.

Student Engagement Strategies

- We expanded access to lunchtime clubs, after-school programs, and student leadership groups (such as ASB and peer mentoring).
- These programs are promoted and facilitated by the Community Schools Liaison, who works directly with students to connect them with activities aligned to their interests and identities.

Attendance Improvement Strategies

- Using early-warning systems, we identify students who are chronically absent or trending toward chronic absenteeism.
- The Family Ambassador

conducts phone calls and participates in attendance meetings with families to understand root causes and co-create personalized attendance support plans.

- Through collaboration with our Community Schools Liaison, we connect families to services such as transportation assistance, mental health referrals, clothing, or food pantries.
- We use the Needs and Assets Assessment to identify and respond to systemic barriers affecting attendance, including housing insecurity and caregiver work schedules.
- We recognize and celebrate improved and consistent attendance through student shout-outs, monthly incentive programs, and classroom-level celebrations.

GOAL ANALYSIS:

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming school year that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal, as well as identified areas of growth and any solutions you developed. (300 words or less)

Based on reflections from the past year at New Vista Middle School, several key adjustments have been made to our planned goals, metrics, and actions to better align with actual implementation and effectiveness. (1) While our initial goal targeted a 2% reduction in chronic absenteeism, actual data showed limited improvement. Feedback from staff and families highlighted that outreach lacked consistency, and supports were not always culturally responsive. In response, we have refined our attendance goal to focus not only on reduction but also on increasing positive attendance habits. (2) Our planned family workshops were not always well-attended due to scheduling conflicts and limited promotion. For the coming year The Family Ambassador and Community Schools Liaison will play a greater role in outreach and relationship-building.

STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING:

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

At New Vista Middle School, we recognize that building authentic relationships with students and families is essential to advancing equity and academic success. Utilizing the expertise of the Community Schools Liaison, activities such as teacher professional development will provide ongoing training on culturally responsive pedagogy, trauma-informed practices, and the social-emotional needs of our diverse student population. Additionally, through partnerships with local organizations, we will engage community experts and nonprofits to facilitate classroom experiences, such as career exploration days.

STRATEGY 3: COLLABORATION LEADERSHIP:

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Principal

- Serves as the instructional and operational leader, setting the school's vision and goals.
- Facilitates shared decision-making through the Site Leadership Team and ensures alignment with district priorities and the community schools model.
- Oversees all school functions, ensuring a safe, inclusive, and academically rigorous learning environment.

Two Assistant Principals

- Lead grade-level and department oversight, supporting instruction, discipline, safety, and intervention programs.
- Assist in guiding implementation of PBIS, restorative practices, and student support systems.
- Support teacher development, student engagement, and data-driven improvement cycles.

School Secretary

- Manages front-office operations and provides essential support to staff, students, and families.
- Acts as a liaison for internal communication and ensures smooth daily operations.
- Assists with scheduling, record-keeping, and coordinating logistics for meetings and events.

School Business Manager

- Oversees school budgets and financial compliance, ensuring transparency and equitable resource allocation.
- Collaborates with the principal and Coordinated Programs staff to align funding with school priorities.
- Supports grant management and vendor coordination to sustain programs and services.

Instructional Coach

- Provides job-embedded professional development and coaching to teachers.
- Leads the implementation of high-quality, standards-aligned instruction and evidence-based strategies.
- Collaborates with the Instructional Leadership Team to support PLCs, curriculum planning, and data analysis.

Instructional Leadership Team (ILT)

- Composed of teacher leaders and administrators who guide instructional priorities and lead site-based professional learning.
- Analyzes student data to identify needs and monitor progress toward instructional goals.
- Ensures teacher voice informs school-wide strategies and fosters a culture of continuous improvement.

Community Schools Liaison

- Coordinates partnerships, services, and community-based programs aligned with whole-child needs.
- Leads the development and implementation of systems of support, including mental health, basic needs, and enrichment opportunities.
- Collaborates with families and outside agencies to remove barriers to learning.

Family Ambassador

- Acts as a trusted bridge between home and school, prioritizing family engagement and empowerment.
- Organizes family education workshops, conducts home visits, and strengthens parent participation in decision-making bodies (SSC, ELAC, AAAC).

- Elevates parent voice in site planning and helps connect families with needed supports and services.

STRATEGY 4: SUSTAINING STAFF AND RESOURCES:

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

At New Vista Middle School, sustainability is a critical focus as we plan beyond the life of the Community Schools Implementation Grant. We are identifying ways to leverage Title I, Title III, LCFF, and other categorical funds to support key components of the community schools framework, including family engagement, mental health services, and student support. Working closely with our School Business Manager, we will prioritize budget planning that aligns with our Needs and Assets Assessment and reflects the priorities of students and families.

STRATEGY 5: STRATEGIC COMMUNITY PARTNERSHIPS:

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

At New Vista Middle School, building strong and responsive partnerships is a key component of our community schools strategy. We have partnered with local Starbucks and Chick-fil-A to support student achievement and staff morale through incentives and rewards for students meeting academic and behavioral goals. Additionally, we plan to expand our collaboration with community-based organizations such as Elevo and Concerned Black Men of LA - groups that specialize in mentoring, restorative justice, and after-school enrichment—ensuring students feel supported, connected, and safe.

Staffing and Professional Development

Staffing and Professional Development Summary

At New Vista, our dedicated staff have actively engaged in a variety of professional development activities to enhance their teaching practices and improve student outcomes. Through the Teacher Clarity initiative, our educators have focused on clearly defining learning intentions and success criteria, ensuring that students understand the goals of each lesson and what is expected of them. Participation in Capturing Kids' Hearts has equipped our teachers with strategies to build meaningful relationships with students, fostering a positive and supportive classroom environment that encourages student engagement and success. Additionally, our involvement with UCLA Center X's Science Project has provided our science teachers with innovative approaches and resources to deliver high-quality science education, promoting inquiry-based learning and critical thinking skills. Furthermore, the History/Geography Project has enriched our social studies curriculum by offering our teachers new methodologies and content knowledge, enabling them to deliver dynamic and relevant lessons that connect historical and geographical concepts to students' lives. Through these professional development opportunities, our staff at New Vista are continually enhancing their skills and knowledge to provide the best possible education for our students.

Staffing and Professional Development Strengths

At NVMS, our staff is committed to enhancing educational outcomes through dedicated professional development meetings that emphasize standards-based instruction. By focusing on these standards, we ensure that our teaching methods are aligned with the latest educational benchmarks, providing our students with a consistent and high-quality learning experience. This approach not only supports academic excellence but also prepares our students to meet and exceed the expectations set forth in their educational journey.

Furthermore, we prioritize the establishment of effective professional learning communities within our school. These communities foster a collaborative environment where educators can share insights, strategies, and resources. By working together, our teachers are able to continuously refine their practices, support one another, and collectively address the diverse needs of our student body. This collaborative spirit is a cornerstone of our school's culture, promoting a sense of unity and shared purpose among our staff.

In addition, our engagement in cycles of inquiry is a testament to our commitment to continuous improvement. Through these cycles, our educators systematically investigate and reflect on their teaching practices, assess student learning, and implement data-driven strategies to enhance educational outcomes. This iterative process allows us to remain responsive to the evolving needs of our students and ensures that our instructional methods are both effective and innovative. By embracing this reflective practice, we are able to maintain a dynamic and forward-thinking educational environment at NVMS.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): There needs to be an increased level of professional development for CAASPP support for teachers.

Root Cause/Why: Student outcomes on the CAASPP have shown minimal growth - external partners could provide support for teacher growth.

Teaching and Learning

Teaching and Learning Summary

At New Vista, we are fortunate to have a diverse team of educators, ranging from those who are new to the profession to those with extensive experience. This blend of neophyte and veteran staff members brings a rich tapestry of perspectives to our teaching pedagogy. The fresh ideas and innovative approaches of our newer teachers complement the seasoned insights and proven strategies of our veteran educators. This dynamic interaction not only enhances our instructional methods but also provides our students with a comprehensive understanding of teaching and learning. As students observe and engage with these varied perspectives, they are encouraged to develop their own critical thinking skills and shape their thoughts about effective instruction. This diversity in teaching styles and philosophies ultimately enriches the educational experience for our students, preparing them to navigate and contribute to an ever-evolving world.

Teaching and Learning Strengths

At New Vista, our teachers make the most of their designated planning time by engaging in collaborative discussions to refine district-created lessons. This practice ensures that our educators remain aligned with their colleagues, fostering a cohesive teaching approach across the school. By working together, teachers can share insights and strategies, enhancing the overall quality of instruction.

Moreover, while these district-created lessons provide a structured framework, they also allow for the infusion of teacher creativity. Our educators are encouraged to adapt and personalize lessons to meet the unique needs of their students, ensuring that learning is both effective and engaging. This balance between alignment and creativity is a cornerstone of our teaching philosophy, promoting both consistency and innovation in the classroom.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Teachers will continue to collaborate in Professional Learning Communities (PLCs) at both the grade level and department level.
Root Cause/Why: Teachers will utilize the PLC process to analyze student data and collaboratively develop instructional strategies aimed at accelerating student growth and achievement.

Parental Engagement

Parental Engagement Summary

At New Vista, we have observed that our middle grade students face challenges in achieving success when there is a lack of parental involvement. This is a common issue across many schools, and we are no exception. It is crucial for us to establish strong connections with families, as these relationships play a significant role in supporting our students' academic and personal growth. By fostering open communication and collaboration with parents, we can create a supportive environment that enhances student success and engagement in their educational journey.

Parental Engagement Strengths

At New Vista, we recognize the importance of parental involvement in enhancing the educational experience of our students. Although it can be challenging to engage families consistently, we have made significant progress in this area. By leveraging the expertise of our Community Schools Liaison and Family Ambassador, we have successfully established a vital connection between home and school. These dedicated staff members play a crucial role in fostering family engagement by organizing informative workshops that equip parents with the tools and knowledge to support their children's learning journey. Additionally, they lead specialized school committees that provide parents with a platform to actively participate in school decision-making processes, ensuring that their voices are heard and valued. Through these initiatives, we are building a collaborative community that supports student success.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Increase parent involvement and engagement in a variety of school events and committee activities.

Root Cause/Why: Strengthen communication with parents to emphasize that their presence, input, and voice are valued and play a vital role in the school's decision-making process.

School Culture and Climate

School Culture and Climate Summary

At New Vista, our school's culture is a mirror of the broader community climate as well as the internal perspectives of our dedicated staff. This dual reflection ensures that our educational environment is both inclusive and responsive to the needs and values of those we serve. The majority of our families are in strong support of the school's culture and its goals, which is a testament to the alignment between our institution and the community. This alignment is crucial as it fosters a collaborative atmosphere where everyone is working towards common objectives.

The support from our families translates into tangible benefits for our students, as it leads to improved student outcomes. When families and the school are on the same page, students receive consistent messages and support, both at home and in the classroom, which enhances their learning experiences and achievements. Furthermore, this shared commitment cultivates a strong sense of ownership among our staff in the teaching and learning processes. Our educators feel empowered and motivated to deliver high-quality education, knowing that they have the backing of the community and that their efforts are making a significant impact.

School Culture and Climate Strengths

This year, our school has made significant strides in enhancing our culture and climate, creating an environment where students feel supported and engaged. One of the key successes has been the implementation of instructional field trips, which have served as a bridge between classroom learning and real-world experiences. These excursions have allowed students to apply their academic knowledge in practical settings, thereby deepening their understanding and fostering a more dynamic learning experience.

Furthermore, the Equity Multiplier funding has been instrumental in supporting these educational trips, ensuring that all students have the opportunity to participate regardless of their background. This funding has also enabled us to provide in-school mentorship for students identified as "at-risk," offering them personalized guidance and support. This mentorship initiative has been crucial in helping these students realize their potential, promoting equity and inclusivity within our school community.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Improving early warning systems can identify at-risk students before missed school days becomes chronic absenteeism. By recognizing and celebrating individual students and the larger school community, stronger attendance practices are established.

Root Cause/Why: Often, students who fall behind in coursework feel embarrassed or overwhelmed, leading to disengagement and school avoidance.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities. In English Language Arts, NVMS's goal is to increase the CAASPP Summative Assessment by at least 3% for the 2026-2027 school year.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Scores (ALL)	In the 2023-2024 school year, students at New Vista Middle School earned a proficiency rate of 14.14% in ELA on the CAASPP. This represented a slight decrease of 0.16% from the previous assessment period, placing the school in the "red" performance category on the California Dashboard for all students.	Scores for ELA will increase by 3-5% at the end of the 2026-2027 school year.

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: New Vista will implement John Hattie's work based on research of effective instructional strategies (Instructional Clarity & Success Criteria) in order to expand BEST practice and achieve improved student performance. Implementation Tasks:	All Students	\$10,000	Title 1 Account Code: 1000-1999 Certificated Personnel Salaries

<p>1. Provide professional development on learning progressions, instructional clarity, and the use of learning intentions and success criteria aligned to high-priority standards.</p> <p>2. Collaborative teams will design and implement standards-aligned lesson plans that include clear learning intentions, success criteria, and intentional instructional strategies.</p> <p>3. Teachers will administer and analyze formative assessment data during PLC meetings to determine instructional effectiveness, identify student needs, and plan next steps.</p> <p>4. Provide structured collaboration time for teachers to engage in lesson design, instructional planning, and refinement of success criteria aligned to high-priority standards.</p> <p>5. Math teachers will collaboratively develop and consistently use common instructional steps aligned to high-priority standards and intentionally reference these steps throughout lesson delivery.</p> <p>6. Provide materials, instructional resources, and technology to support high-quality Tier 1 instruction aligned to high-priority standards.</p> <p>Monitored by: i-Ready diagnostic data, Walkthrough tool, data conversations, and sign-in sheets</p>		<p>LCFF - Base Account Code: 4000-4999 Books and Supplies</p> <p>LCFF - Base Account Code: 4000-4999 Books and Supplies</p> <p>LCFF - Base Account Code: 4000-4999 Books and Supplies</p> <p>LCFF S/C Account Code: 4000-4999 Books and Supplies</p> <p>LCFF - Base Account Code: 4000-4999 Books and Supplies</p> <p>LCFF S/C Account Code: 4000-4999 Books and Supplies</p> <p>Title 1 Account Code: 4000-4999 Books and Supplies</p> <p>LCFF - Base Account Code: 5000-5999 Services and Other Operating Expenditures</p> <p>Equity Multiplier Account Code: 5000-5999 Services and Other Operating Expenditures</p>	<p>\$5,000</p> <p>\$650</p> <p>\$80</p> <p>\$650</p> <p>\$90</p> <p>\$35</p> <p>\$1,500</p> <p>\$5,000</p> <p>\$108,827.24</p>
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<p>Title 1 Account Code: 4000-4999 Books and Supplies</p>	<p>\$3,576</p>		
<p>LCFF S/C Account Code: 5000-5999 Services and Other Operating Expenditures</p>	<p>\$674.71</p>		
<p>LCFF - Base Account Code: 5000-5999 Services and Other Operating Expenditures</p>	<p>\$1,095.41</p>		
<p>Title 1 Account Code: 4000-4999 Books and Supplies</p>	<p>\$10,000</p>		
<p>Title 1 Account Code: 4000-4999 Books and Supplies</p>	<p>\$1,000</p>		
<p>LCFF S/C Account Code: 4000-4999 Books and Supplies</p>	<p>\$5,000</p>		
<p>Equity Multiplier Account Code: 5000-5999 Services and Other Operating Expenditures</p>	<p>\$653</p>		
<p>Equity Multiplier Account Code: 5000-5999 Services and Other Operating Expenditures</p>	<p>\$980</p>		
<p>LCFF S/C</p>	<p>\$1,411.49</p>		

Account Code: 5000–5999 Services and Other Operating Expenditures				
Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures	\$2,091			
Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures	\$3,500			
Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures	\$3,363.20			
Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures	\$599			
Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures	\$3,270			
LCFF S/C Account Code: 4000–4999 Books and Supplies	\$575.09			
LCFF S/C Account Code: 4000–4999 Books and Supplies	\$557.85			
LCFF S/C	\$84.44			

Account Code: 4000-4999 Books and Supplies	\$465.83		
LCFF S/C Account Code: 4000-4999 Books and Supplies			
Title 1 Account Code: 4000-4999 Books and Supplies	\$10,000		
Title 1 Account Code: 5000-5999 Services and Other Operating Expenditures	\$3,683.33		
LCFF S/C Account Code: 4000-4999 Books and Supplies	\$718.63		
LCFF S/C Account Code: 4000-4999 Books and Supplies	\$1,021.25		
Title 1 Account Code: 4000-4999 Books and Supplies	\$1,000		
LCFF - Base Account Code: 5000-5999 Services and Other Operating Expenditures	\$1,320.20		
Equity Multiplier Account Code: 1000-1999 Certificated Personnel Salaries	\$500		

California Community Schools Partnership Program Account Code: 1000-1999 Certificated Personnel Salaries	\$2,500		
Equity Multiplier Account Code: 1000-1999 Certificated Personnel Salaries	\$35,000		
Equity Multiplier Account Code: 1000-1999 Certificated Personnel Salaries	\$35,000		
Equity Multiplier Account Code: 1000-1999 Certificated Personnel Salaries	\$1,200		
Equity Multiplier Account Code: 1000-1999 Certificated Personnel Salaries	\$15,000		
Title 1 Account Code: 1000-1999 Certificated Personnel Salaries	\$15,000		
LCFF - Base Account Code: 2000-2999 Classified Personnel Salaries	\$800		
LCFF - Base Account Code:	\$3,000		

<p>2000–2999 Classified Personnel Salaries</p> <p>LCFF S/C Account Code: 2000–2999 Classified Personnel Salaries</p>	<p>\$700</p>		
<p>LCFF - Base Account Code: 2000–2999 Classified Personnel Salaries</p>	<p>\$10,000</p>		
<p>LCFF - Base Account Code: 2000–2999 Classified Personnel Salaries</p>	<p>\$7,000</p>		
<p>Equity Multiplier Account Code: 2000–2999 Classified Personnel Salaries</p>	<p>\$2,000</p>		
<p>LCFF - Base Account Code: 4000–4999 Books and Supplies</p>	<p>\$5,000</p>		
<p>Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures</p>	<p>\$2,000</p>		
<p>Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures</p>	<p>\$2,000</p>		

<p>1.1.2</p>	<p>New Vista will implement data-driven High Impact Teams/PLCs in order to address teaching, learning, assessment, intervention, and extension.</p> <p>Implementation Tasks:</p> <ol style="list-style-type: none"> 1. Professional development through full staff meetings, content department, and grade level meetings will be provided on the PLC+ model. 2. PLC teams will identify team norms for their meetings to ensure productive and focused collaboration. 3. PLC teams will identify critical high-priority standards and develop meaningful SMART Goals related to the guaranteed and viable curriculum. 4. PLC teams will focus on the 4 Critical Questions: <ul style="list-style-type: none"> - What specifically do we want ALL students to learn and be able to do? (Learning) - How will we know each student has learned it? (Assess) - How will we respond when students are having difficulty learning? (Intervention-MTSS) - How will we respond when students demonstrate they have learned? (Extension) 5. Monthly PLCs with the Principal will maintain the same focus on the 4 Critical Questions and data-based planning. 6. Teacher release time will be provided as needed (likely every 6 weeks) for PLC time to collaborate with the instructional coach and administration. 7. Celebrate & Repeat: Successful practices will be reinforced and sustained across grade levels and content areas. <p>Monitored by:</p> <p>Instructional Leadership Team (ILT) & administration meeting at a minimum of once a month to analyze data and monitor progress toward instructional goals.</p> <p>Admin PLC meetings (led by the principal) to review implementation notes and student performance data.</p> <p>Sign-in sheets and PLC notes maintained as documentation of participation and impact.</p>	<p>All Students</p>	
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	SSC/ELAC/AAAC advisory bodies meeting for a minimum of five sessions over the school year to review data and provide feedback on continuous improvement efforts.			
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<p>1.1.3</p>	<p>New Vista will utilize research-based AVID strategies in all content areas in order to increase academic rigor, foster a college-going culture, and close achievement gaps.</p> <p>Implementation Tasks:</p> <ol style="list-style-type: none"> 1. WICOR Strategies Workshops: Conduct comprehensive training for staff on integrating Writing, Inquiry, Collaboration, Organization, and Reading into daily lesson plans to increase instructional rigor. 2. Inquiry and Collaborative Learning: Implement training on Socratic Seminars, Philosophical Chairs, Costa's Levels of Questioning, and the use of AVID sentence frames. 3. Note-Taking and Organization: Facilitate workshops on Focused Note-Taking (Cornell notes), AVID binders, and organizational tools to promote student self-management. 4. Literacy and Writing Skills: Integrate critical reading strategies, including marking the text and summarizing, across all content areas. 5. Site Team Planning and Goal Setting: Empower the AVID Site Team to analyze school data and create a Site Team Plan aligned with AVID's four domains: Instruction, Systems, Leadership, and Culture. 6. Data-Driven Decision Making: Utilize the AVID Coaching and Certification Instrument (CCI) and student performance data to evaluate progress and set meaningful SMART goals. 7. Walk-Through & Calibration: Utilize classroom walkthroughs and the DigiCoach tool (identified in the sources as the ILT-developed walkthrough tool) to observe WICOR in action and calibrate expectations of rigor across departments. 8. Subject-Specific Training: Provide intensive training for the 10-step AVID Tutorial Process and specialized coaching for AVID elective teachers. 9. College/Career Culture: Foster a college-ready environment through campus visits, guest speakers, and schoolwide college-preparatory activities. 10. Staff-Wide Implementation Training: Provide "AVID for All Students" professional learning focused on culturally relevant teaching and closing opportunity gaps. 11. Ongoing Coaching and Support: Facilitate focused discussions within PLCs to share strategies and pair veteran AVID teachers with new staff for mentorship. <p>Monitored by:</p> <ol style="list-style-type: none"> 1. AVID Site Team meeting monthly to analyze implementation data and monitor progress toward certification goals. 2. Instructional Leadership Team (ILT) & Administration meeting at least once a month to analyze student data and monitor instructional alignment. 	<p>All Students</p>	
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	<p>3. Weekly Administrative Walkthroughs (target of 500+ for the year) using DigiCoach to provide written and verbal feedback on the fidelity of AVID strategy implementation.</p> <p>4. Documentation of Participation: Maintaining sign-in sheets, meeting notes, and classroom implementation samples from all PD and PLC sessions.</p> <p>5. SSC/ELAC/AAAC advisory bodies meeting for a minimum of five sessions per year to review AVID implementation data and provide stakeholder input.</p>	
1.1.4	<p>Tutoring Services to support student mastery of high priority standards</p> <p>Implementation Tasks:</p> <p>Teachers will collaborate with the site principal and/or content area department chair to create engaging before- and after-school activities and tutoring designed to help students master high-priority standards.</p> <p>Study Smart Tutors will support students during the school day with high-dosage tutoring in English Language Arts (ELA) across grades 6-8.</p> <p>Tutoring will supplement the middle school Guaranteed and Viable Curriculum (GVC), specifically utilizing SAVVAS - ELA.</p> <p>Pre- and post-data, including student surveys and academic focus data, will be collected and analyzed to determine the effectiveness of the engagement and tutoring activities.</p> <p>The collected data will be shared with the instructional coach and administration team to guide instructional adjustments and determine next steps for student support.</p> <p>Monitored by:</p> <p>Administrators, Content Area Department Chairs, and the Instructional Leadership Team (ILT).</p> <p>Weekly walkthroughs, written feedback, and feedback conversations will be conducted in each room and instructional area to ensure high-quality implementation.</p> <p>The School Site Council (SSC), ELAC, and AAAC will meet for a minimum of five sessions over the course of the school year to review and analyze the data regarding tutoring effectiveness.</p>	All Students

Annual Review

SPSA Year Reviewed: 2025-2026

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Briefly describe any major differences between the intended implementation and/or 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.

Goal 1.2

Goal #	Description
Goal 1.2	CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities. In Math, NVMS's goal is to increase the CAASPP Summative Assessment by at least 3% for the 2026-2027 school year.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Scores (ALL)	On the 2023-2024 CAASPP Math Summative Assessment, students earned a 5.24% proficiency rate, which represented a minor increase of 0.34% from the previous period. Although overall scores increased by 16.3 points, moving all student groups out of the "red" category and into the "orange" category on the California Dashboard, approximately 20% of students across all middle school grades currently require Tier 3 math intervention.	Scores for Math will increase by 3-5% at the end of the 2026-2027 school year.

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.2.1	Strategy/Activity 1.2.1: Shared Commitment, Understanding, and Priorities: New Vista will implement John Hattie's research-based effective instructional strategies, specifically Instructional Clarity and Success Criteria, to enhance Tier 1 Math instruction and accelerate student growth. Implementation Tasks:	All Students		

Focused Professional Development: Provide training on math-specific learning progressions, instructional clarity, and the creation of learning intentions and success criteria specifically for high-priority math standards.

Standards-Aligned Lesson Design: Collaborative math teams will develop and implement lesson plans that integrate clear success criteria and intentional instructional strategies to ensure rigor and engagement.

Common Instructional Steps: Math teachers will collaboratively refine and consistently utilize a common set of instructional steps for high-priority standards, intentionally referencing these steps throughout lesson delivery.

Data Analysis in PLCs: Teachers will utilize PLC meetings to analyze math formative assessment data and i-Ready diagnostic results to monitor instructional impact, identify student needs, and plan interventions for the 20% of students requiring Tier 3 support.

Structured Collaboration: Provide teacher release time every six weeks for math departments to engage in collective inquiry, lesson refinement, and student work analysis with the instructional coach and administration.

Instructional Resources: Allocate funding for math-specific books, supplies, and technology to support high-quality Tier 1 instruction and student mastery of standards.

Monitored by:

i-Ready Math Diagnostic Data: Analyzed three times per year (Windows 1, 2, and 3) to evaluate standards mastery and mid-year growth.

DigiCoach Walkthrough Tool: Weekly administrative walkthroughs to provide feedback on the implementation of success criteria and common math instructional steps.

Content Area Department Chair: Monitors progress through a dedicated focus on the collection, synthesis, and analysis of performance data to ensure instructional alignment.

PLC Documentation: Sign-in sheets, data-based planning notes, and lesson plans maintained to verify collaborative effort and strategy impact.

<p>1.2.2</p>	<p>1.2.2: High-Impact Math PLCs and Data-Driven Instructional Design New Vista will utilize the PLC+ model and data-driven collaboration to refine core math instruction, focusing on standards-based planning and the "4 Critical Questions" of student learning.</p> <p>Implementation Tasks:</p> <p>PLC+ Professional Development: Provide training for math educators on the PLC+ model to foster a culture of collaborative inquiry and improved instructional decision-making.</p> <p>Critical Standard Prioritization: Math PLC teams will identify and prioritize high-impact math standards within the school's guaranteed and viable curriculum to ensure focused and rigorous core instruction.</p> <p>The 4 Critical Questions Framework: Utilize the 4 Critical Questions (What to learn, how to assess, how to respond to difficulty, and how to respond to mastery) to guide the development of common formative assessments and instructional responses.</p> <p>Data-Based Instructional Planning: Math departments will meet monthly with the Principal to analyze student performance data and i-Ready results, allowing for real-time adjustments to Tier 1 instructional strategies.</p> <p>WICOR Integration in Math: Incorporate AVID WICOR strategies--Writing, Inquiry, Collaboration, Organization, and Reading--into core math instruction to increase academic rigor and support academic language for all students.</p> <p>Tier 1 and Intervention Alignment: Align core instruction with math intervention classes (capped at 15 students) to ensure a seamless multi-tiered system of support for the 20% of students requiring Tier 3 intervention.</p> <p>Monitored by:</p> <p>i-Ready Math Diagnostic Data: Analyzed three times per year (Windows 1, 2, and 3) to monitor mastery and growth toward the annual proficiency targets.</p> <p>Content Area Department Chair: Monitors progress through a dedicated focus on the collection, synthesis, and analysis of performance data to ensure instructional alignment.</p> <p>PLC Evidence Artifacts: Collection of meeting notes, sign-in sheets, and data-based planning forms to verify the fidelity and impact of the PLC process.</p>	<p>All Students</p>	
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	DigiCoach Walkthrough Tool: Weekly administrative walkthroughs to provide feedback on the implementation of standards-based core math instruction and AVID strategy integration.			
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<p>1.2.3</p>	<p>1.2.3: Targeted Math Tutoring and Immersive Technology to Support Mastery New Vista will provide high-dosage tutoring services supplemented by Prisms VR technology to reinforce high-priority math standards, specifically for students requiring additional support to reach grade-level proficiency.</p> <p>Implementation Tasks:</p> <p>PLC Level-Setting and Planning: Math teachers will utilize Professional Learning Communities (PLCs) to collaborate with the site principal and the Math Department Chair. This includes participating in coach-led professional development from Prisms VR to plan standards-aligned immersive experiences and level-set instructional expectations across grade levels.</p> <p>High-Dosage Intervention with VR: Study Smart Tutors (identified in our conversation) will provide high-dosage math tutoring during the school day, integrating Prisms VR headsets to help students in grades 6-8 visualize abstract mathematical concepts.</p> <p>Tiered Support and Curricular Alignment: This strategy targets the 20% of students identified as needing Tier 3 intervention. Tutoring and VR modules will supplement the Guaranteed and Viable Curriculum (GVC), utilizing SAVVAS - Math resources to ensure cohesive instructional support.</p> <p>Data-Driven Inquiry: Pre- and post-assessment data, student surveys, VR engagement metrics, and i-Ready Math diagnostic results will be collected and analyzed to evaluate the impact of these interventions on standards mastery.</p> <p>Instructional Feedback Loops: Performance data will be shared monthly with the instructional coach and administration team to identify successful practices and determine necessary instructional adjustments.</p> <p>Monitored by:</p> <p>Administrators, Math Department Chairs, and the Instructional Leadership Team (ILT).</p> <p>Weekly Walkthroughs: Utilizing the DigiCoach tool (identified in our conversation), administration will provide written and verbal feedback on the quality of tutoring sessions and the fidelity of VR implementation.</p> <p>Content Area Department Chair: Monitors progress through a dedicated focus on the collection, synthesis, and analysis of performance data from tutoring and VR simulations.</p>	<p>All Students</p>	
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Advisory Oversight: The SSC, ELAC, and AAAC will meet for at least five sessions annually to review the effectiveness of tutoring and technology in closing achievement gaps.

Annual Review

SPSA Year Reviewed: 2025-2026

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Briefly describe any major differences between the intended implementation and/or 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.

Goal 2.1

Goal #	Description
Goal 2.1	Students proficiency rates in English Language Development (ELD) will increase 3-5% by the end of the 2025-2026 school year.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessments for California (ELPAC) proficiency rates	52.2% of 90 English Learners are making progress toward English language proficiency, reflecting a 16.7% increase that places the school in the "Green" performance category.	Students proficiency rates in English Language Development (ELD) will increase 3-5% by the end of the 2026-2027 school year.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>CCSPP Strategy 3: Collaborative Leadership: Under this strategy, the school's focus is to ensure that English Language Learner (ELL) students develop and maintain competency in listening, speaking, reading, and writing to demonstrate proficiency on state and local assessments, including the CAAASPP, LAS Links, and ELPAC</p> <p>Strategy 2.1.1: Targeted English Language Development (ELD) Framework New Vista will implement a structured ELD framework utilizing specialized support classes and research-based acquisition strategies to accelerate student progress toward English language proficiency and reclassification.</p> <p>Implementation Tasks: Core ELD Support: Deliver dedicated ELD reading and math support classes designed to bridge language gaps and support the mastery of grade-level standards.</p> <p>Sustained Instructional PD: Conduct monthly professional development for ELD instructors, led by the EL Coordinator and site leaders, focusing on ELD standards and language acquisition pedagogy.</p> <p>Tiered Paraeducator Intervention: Utilize bilingual paraeducators to facilitate small-group interventions and provide targeted support during ELD and core instruction.</p> <p>Data-Driven Monitoring: Regularly review LAS Links and ELPAC performance data during PLCs to monitor readiness for reclassification and adjust student placement.</p> <p>Language-Rich Environments: Provide all classrooms with AVID academic sentence frames, specialized ELD materials, and technology to support high-priority language standards.</p> <p>Progress Evaluation: Analyze i-Ready diagnostic data and classroom Checks for Understanding (CFU) monthly to identify successful practices and student growth trends.</p> <p>Monitored by: EL Coordinator and Instructional Leadership Team (ILT): Conduct monthly reviews of ELPAC and LAS Links data to track student growth toward the 3-5% proficiency target.</p>	English Learners		

Annual Review

SPSA Year Reviewed: 2025-2026

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Briefly describe any major differences between the intended implementation and/or 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.

Goal 2.2

Goal #	Description
Goal 2.2	By the end of the 2026-2027 school year, students in AVID will demonstrate a 10% increase in college-going culture awareness. This increased awareness will support the school's target of achieving a 3-5% increase in English language acquisition.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College-Going Awareness Surveys and the AVID Coaching and Certification Instrument (CCI)	NVMS prioritizes at-promise student groups in the "red" category for ELA by utilizing AVID-sponsored college field trips and academic sentence frames.	By May 2027, 100% of students enrolled in AVID courses (grades 6-8) will participate in at least two college-preparatory activities (such as campus visits or guest speaker sessions), resulting in a 10% increase in college-going culture awareness

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.2.1	<p>Strategy/Activity 2.2.1: Enhancing College-Going Culture Awareness for At-Promise Students New Vista will provide AVID students with targeted experiential learning and academic language supports to increase college-going culture awareness, particularly for student groups currently in the "red" performance category for ELA.</p> <p>Implementation Tasks:</p> <p>Experiential College Activities: Organize at least two college-preparatory activities annually for all students enrolled in AVID courses (grades 6-8), including university campus visits and guest speaker sessions.</p>	All Students	\$30,000	Title 1 Account Code: 5000-5999 Services and Other Operating Expenditures

<p>Strategic Student Outreach: Prioritize at-promise student groups in the "red" category on the California Dashboard (such as English Learners and African American students) for participation in AVID-sponsored field trips and enrichment programs.</p> <p>Academic Language Discourse: Implement the school-wide use of AVID sentence frames and academic sentence starters to build the discourse skills necessary for college-level inquiry and collaboration.</p> <p>Awareness Data Collection: Administer College-Going Awareness Surveys twice per year to quantitatively measure growth in student understanding and perception of post-secondary pathways.</p> <p>Collaborative Site Team Planning: The AVID Site Team will meet monthly to analyze survey results and student participation data to refine college-preparatory activities and ensure 100% student involvement.</p> <p>Monitored by:</p> <p>AVID Coaching and Certification Instrument (CCI): Specifically monitors the "Culture" domain to ensure alignment with certification requirements and national standards.</p> <p>Pre- and Post-Activity Surveys: Used to track progress toward the target 10% increase in college-going culture awareness.</p> <p>Content Area Department Chair: Focuses on the collection, synthesis, and analysis of participation data to ensure all targeted student groups are represented in activities.</p> <p>Weekly DigiCoach Walkthroughs: Administrators will provide feedback on the classroom implementation of academic sentence frames and student engagement during college-preparatory lessons.</p>		
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Annual Review

SPSA Year Reviewed: 2025-2026

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Briefly describe any major differences between the intended implementation and/or 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.

Goal 3.1

Goal #	Description
Goal 3.1	By the end of the 2025-2026 school year, chronic attendance rates will decrease by 2%.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rates	New Vista is currently in the "red" performance category school-wide for chronic absenteeism.	By the end of the 2026-2027 school year, chronic attendance rates will decrease by 2%. This reduction will be supported by monthly incentives, high-interest lunchtime/after-school activities, and a 100% elective enrollment rate to increase student connectedness .

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>CCSPP Strategy 4: Sustaining Staff and Resources: Improved Attendance Rates for All Student Groups</p> <p>Implementation Tasks:</p> <p>Positive Habit Incentives: Implement monthly attendance incentives and "weekly treat rewards" for perfect attendance to shift the focus from merely reducing absences to fostering positive attendance habits.</p> <p>Daily Verification and Outreach: Family Ambassadors, Counselors, and administrators will verify absences daily, conducting phone calls and home visits to understand root causes and co-create personalized attendance support plans.</p>	All Students	<p>\$45,007</p> <p>\$5,000</p>	<p>Title 1 Account Code: 1000-1999 Certificated Personnel Salaries</p> <p>LCFF - Base Account Code: 5000-5999 Services and Other Operating Expenditures</p>

<p>Inclusive School Environment: Ensure all students and families are warmly greeted by staff and utilize Capturing Kids' Hearts and PBIS strategies to increase student connectedness and belonging.</p> <p>Engagement Through Activities: Expand and promote lunchtime clubs, after-school programs, and leadership groups (like ASB and peer mentoring) to provide students with high-interest reasons to attend school.</p> <p>Universal Elective Access: Guarantee that every student is enrolled in an elective course to further enhance engagement and personalized learning.</p> <p>Early-Warning System: Use PowerSchool and A2A data to identify at-risk students before their missed days reach the level of chronic absenteeism.</p> <p>Responsive Feedback Loops: Increase student and family surveying (via Youth Truth or Google Surveys) to gather specific feedback on school climate and barriers to engagement.</p> <p>Monitored by:</p> <p>Administration: Reports attendance data and progress toward the 2% reduction goal at staff meetings and advisory bodies (ILT, ELAC, SSC, and AAAC).</p> <p>Attendance Collaboration Team: Administration works daily with the Office Assistant (OA2) to analyze A2A entries and PowerSchool data.</p> <p>Student Success Teams (SST): Meet to address and document individual attendance needs and the effectiveness of personalized interventions.</p> <p>Instructional Coach and Leadership: Create and analyze sample surveys to review direct input from parents and students regarding their school experience.</p>	<p>\$320</p> <p>\$218.54</p> <p>\$3,782.50</p> <p>\$330</p> <p>\$300</p> <p>\$100</p> <p>\$600</p> <p>\$15,000</p>	<p>LCFF - Base Account Code: 4000-4999 Books and Supplies</p> <p>LCFF S/C Account Code: 4000-4999 Books and Supplies</p> <p>LCFF - Base Account Code: 4000-4999 Books and Supplies</p> <p>LCFF S/C Account Code: 4000-4999 Books and Supplies</p> <p>California Community Schools Partnership Program Account Code: 2000-2999 Classified Personnel Salaries</p> <p>California Community Schools Partnership Program Account Code: 2000-2999 Classified Personnel Salaries</p> <p>California Community Schools Partnership Program Account Code: 2000-2999 Classified Personnel Salaries</p> <p>California Community Schools Partnership Program Account Code: 2000-2999 Classified Personnel Salaries</p>
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				Personnel Salaries LCFF - Base Account Code: 2000-2999 Classified Personnel Salaries
			\$700	
			\$600	LCFF - Base Account Code: 2000-2999 Classified Personnel Salaries
			\$2,500	LCFF S/C Account Code: 2000-2999 Classified Personnel Salaries
			\$40,000	California Community Schools Partnership Program Account Code: 4000-4999 Books and Supplies

<p>3.1.2</p>	<p>CCSPP Strategy 2: Centering Community-Based Learning. All students will receive Social Emotional Learning needs supported through the implementation of Culturally Responsive SEL curriculum and activities.</p> <p>Implementation Tasks:</p> <p>Advisory Curriculum PD: Conduct sustained professional development on the implementation of the district-created advisory curriculum and the year-long calendar schedule.</p> <p>Daily SEL Instruction: Implement the SEL Curriculum in all advisory periods daily to ensure consistent student support.</p> <p>Collaborative Planning: Allocate PLC Team time to analyze student needs and plan for the ongoing implementation of SEL strategies.</p> <p>PBIS Integration: Provide PBIS incentives for students who utilize SEL language and transfer their learning into various school areas and activities.</p> <p>Data-Responsive Teaching: Utilize SWIS data to identify when SEL lessons need to be retaught or revisited to address specific behavioral trends.</p> <p>Counseling and PBIS Support: Engage the PBIS team and school counselors to provide direct support for students' social-emotional needs.</p> <p>ASB Leadership: The ASB (Associated Student Body) course and activities help to foster positive behaviors and leadership skills school-wide.</p> <p>Resource Support: Provide necessary materials and supplies, along with quarterly release time provided by the Student Equity department, to ensure the full implementation of these SEL initiatives [110, conversation history].</p> <p>Monitored by:</p> <p>Administration: Conducts regular classroom walkthroughs throughout the week to observe the fidelity of SEL instruction.</p> <p>PSA (Pupil Services and Attendance): Monitors and supports the work of school counselors and the PBIS Site Team.</p> <p>Instructional Leadership Team (ILT): Meets monthly to analyze data collected from SEL actions and monitor overall progress.</p>	<p>All Students</p>	
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	<p>Advisory Committees (SSC/ELAC/AAAC): Review data connected to this strategy during a minimum of five meetings per year to ensure stakeholder oversight.</p> <p>Documentation: Review of sign-in sheets and agendas from professional development and planning sessions to verify participation.</p>			
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<p>3.1.3</p>	<p>CCSPP Strategy 5: Strategic Community Partnerships. New Vista will provide a safe environment for students, staff, and families during the school day and during afternoon/evening events. Additionally, the school connects with the external community to build relationships and bring resources to students and families.</p> <p>Implementation Tasks:</p> <p>Relationship Building: Implement Capturing Kids' Hearts strategies in all settings to build and maintain positive relationships with students, staff, and families.</p> <p>PBIS Integration: Ensure PBIS implementation occurs school-wide across all settings.</p> <p>ASB Leadership: Utilize ASB leadership courses and activities (replacing PLUS Leadership) to support and foster a welcoming school environment for students and families.</p> <p>Safety Training: Provide sustained professional development to maintain a safe and well-supervised school site.</p> <p>Event Security: Provide extra hours for safety staff to ensure security for after-school and evening family events.</p> <p>Resource Management: Provision of safety materials, supplies, and first aid needs to support site safety.</p> <p>Community Outreach: The Community Schools Liaison and Family Ambassador will actively reach out to the external community to connect resources to students and families</p> <p>Monitored by:</p> <p>Administration: Conducts classroom and site walkthroughs throughout the week to observe implementation.</p> <p>PSA and Student Equity Departments: Both departments monitor and support the work of school counselors and the PBIS Site Team.</p> <p>Instructional Leadership Team (ILT): Meets at least monthly to analyze data collected from these safety and partnership actions.</p>	<p>All Students</p>	
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	<p>Advisory Committees (SSC, ELAC, and AAAC): Review data connected to this strategy during a minimum of five sessions per year to provide stakeholder oversight.</p> <p>Documentation: Review of sign-in sheets and agendas to verify participation in PD and outreach activities</p>			
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Annual Review

SPSA Year Reviewed: 2025-2026

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Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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Goal 3.2

Goal #	Description
Goal 3.2	By the end of the 2025-2026 school year, one-time suspension rates will decrease by 3-5%.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
One-time suspension rates	The school-wide placement for suspension rates is currently in the "yellow" performance category. Specific performance gaps exist for the "Two or More Races" group (red) and the Students with Disabilities, Homeless, Foster Youth, and English Learner groups (orange).	By the end of the 2026-2027 school year, one-time suspension rates will decrease by 3-5%.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.2.1	<p>Improved Behavior/Reduced Suspensions for All Student Groups</p> <p>Implementation Tasks:</p> <p>Relationship Building: Implement sustained Capturing Kids' Hearts professional development and strategies in all settings to maintain positive relationships with students, staff, and families.</p> <p>PBIS Fidelity: Ensure the school-wide implementation of Culturally Responsive PBIS.</p> <p>Digital Incentive Systems: Utilize PBISrewards.com and Minga to provide students with tangible rewards and recognition for positive behavior.</p> <p>Active Supervision: Maintain proactive, highly visible, and mobile staff in all school settings.</p> <p>Student Voice (ASB): Facilitate ASB Leadership Forums (replacing PLUS) to gather student input and provide direct feedback to staff regarding school climate.</p> <p>Behavioral Clarity: Delineate and post the PBIS flow chart and Office Discipline Referral (ODR) major/minor offenses to ensure all staff use consistent definitions and procedures</p> <ul style="list-style-type: none"> • Alternatives to Suspension: Collaborate in Admin/PBIS site team PLC meetings to develop and monitor alternatives to suspension, such as the HOST program • Targeted Interventions (BIPs): Revise or create Behavior Intervention Plans (BIPs) for students with disabilities who are suspended for five or more days or who display behavior requiring intensive intervention • Student Success Teams (SSTs): Complete SSTs for students displaying consistent behavior that violates school-wide PBIS expectations • Resource Support: Provide necessary materials, supplies, and technology to support the full implementation of these behavioral strategies 	All Students	\$3,500	Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures

Annual Review

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Goal 3.3

Goal #	Description
Goal 3.3	By the end of the 2026-2027 school year, New Vista Middle School will decrease chronic absenteeism rates by 2% and increase parent and community involvement by 3% by strengthening school-home communication, providing targeted parent education, and empowering family voices in school decision-making bodies.

Identified Need

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

Increase parent involvement and engagement in a variety of school events and committee activities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and community involvement and engagement rates in school events, leadership committees (SSC, ELAC, AAC), and parent education programs	Chronic absenteeism for at-promise student groups is currently in the "red" performance category. To address this, the school identifies a root cause: the need to strengthen communication so parents feel their input is vital to the school's decision-making process.	By the end of the 2026-2027 school year, chronic attendance rates will decrease by 2%. Additionally, the school expects to see a 3% increase in documented parent and community involvement.

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.3.1	<p>Implementation Tasks:</p> <p>Parent Education & Support: Family Ambassadors will consistently reach out to families to offer support and invite them to join Parenting Partners. Workshops will be provided on navigating PowerSchool, SEL needs, and middle school transition.</p> <p>Garnering Site Plan Feedback: Utilize weekly communications and targeted reminders (calls, texts, and letters) to secure parent attendance at SSC, ELAC,</p>	All Students	\$25,000	<p>California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>California Community Schools Partnership Program</p>

<p>and AAC meetings, specifically to garner input on the site plan.</p> <p>Multilingual Outreach: Deploy Bilingual Family Ambassadors, OAs, and Para-educators to assist with personalized family outreach, ensuring ongoing and appropriate communication with all community members.</p> <p>Staffing for Engagement: Provide extra hours for clerical and safety staff to support family engagement events held after school hours and before the new school year begins.</p> <p>Welcoming Infrastructure: Implement Capturing Kids' Hearts school-wide and utilize furniture and decor that foster a warm, welcoming environment for family engagement.</p> <p>Home-School Communication: Distribute monthly newsletters, use student planners, and deliver Tiger News weekly updates to highlight events like Math, Science, and AVID Family Nights.</p> <p>Monitored by:</p> <p>Administration: Documenting all communication via Parent Square and collecting sign-in sheets from family events to track participation.</p> <p>Family Ambassadors: Maintaining detailed contact logs and monitoring student/family progress in parenting programs.</p> <p>Instructional Leadership Team (ILT): Meeting monthly to analyze the impact of increased parent involvement on daily attendance data.</p> <p>Advisory Committees (SSC/ELAC/AAAC): Reviewing engagement data and providing feedback on outreach efforts during a minimum of five sessions per year.</p> <p>Special Programs: Ongoing monitoring of program effectiveness based on logs and the rate of improved family involvement in school activities.</p>	<p>\$25,000</p>	<p>Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures</p>
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Goal 4.1

Goal #	Description
Goal 4.1	By 05/2027, 100% of teachers will effectively utilize the PLC process to analyze student data and collaboratively develop instructional strategies aimed at accelerating student growth and achievement.

Identified Need

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

There needs to be an increased level of professional development for CAASPP support for teachers.

Teachers will continue to collaborate in Professional Learning Communities (PLCs) at both the grade level and department level.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of teachers across all content areas effectively utilizing the Professional Learning Community (PLC) process to analyze student data and collaboratively develop departmental Year-At-A-Glance (YAAG) documents.	Academic proficiency is currently at 14.5% for CAASPP ELA and 5.25% for Math (as well as the California Science Test). Teachers across all departments are now utilizing the PLC process to identify student performance gaps and develop instructional maps to guide growth.	By May 2027, 100% of teachers will effectively utilize the PLC process to analyze data and develop instructional strategies, resulting in a 15-point increase in both math and ELA student outcomes on the CAASPP/SBAC

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Schedule weekly or bi-weekly PLC meetings where teachers collaboratively analyze CAASPP data to identify student performance gaps and develop targeted instructional strategies, while also allocating dedicated time to share and adapt successful practices for implementation across different classrooms through a guaranteed and viable curriculum (GVC). Implementation Tasks: Bi-Weekly Data Cycles: Schedule and facilitate bi-weekly Professional Learning Community (PLC) meetings across all content areas to analyze CAASPP and	All Students		

		<p>mid-year diagnostic data.</p> <p>Gap Identification: Collaboratively analyze student data to identify specific performance gaps, particularly for student groups currently in the "red" or "orange" performance categories.</p> <p>Targeted Strategy Development: Develop and document instructional strategies aimed at accelerating student growth and closing identified achievement gaps.</p> <p>Best Practice Sharing: Allocate dedicated time within each PLC session for teachers to share successful instructional practices and discuss how to adapt them for diverse classroom settings.</p> <p>GVC Alignment: Ensure all instructional maps and strategies are aligned with the Guaranteed and Viable Curriculum (GVC) and departmental Year-At-A-Glance (YAAG) documents.</p> <p>Four Critical Questions: Utilize the 4 Critical Questions of a PLC (Learning, Assessment, Intervention, Extension) to guide every meeting and focus on student mastery.</p> <p>Administrative Collaboration: Provide teacher release time as needed to collaborate directly with the Instructional Coach and Administration on lesson design and instructional planning.</p> <p>Monitored by:</p> <p>Administration: Conducts weekly walkthroughs and leads Admin PLC meetings to review implementation notes and student performance data.</p> <p>Instructional Leadership Team (ILT): Meets at least once a month to analyze site-wide data and monitor progress toward the goal of 100% teacher efficacy in the PLC process.</p> <p>Advisory Committees (SSC, ELAC, and AAAC): Review student achievement data and provide stakeholder feedback on the effectiveness of instructional strategies during a minimum of five sessions per year.</p> <p>Documentation: Progress is evidenced through sign-in sheets, PLC notes, and department-specific YAAGs maintained as records of participation and instructional alignment.</p>

<p>4.1.2</p>	<p>Partner with external educational organizations to provide professional development workshops focused on effective CAASPP preparation and instructional strategies that enhance student performance.</p> <p>Implementation Tasks:</p> <p>Chair-Led Data Cycles: Department Chairs will lead bi-weekly PLC meetings across all content areas, focusing on the collection and analysis of CAASPP and diagnostic assessment data.</p> <p>Assessment-Focused Analysis: Department Chairs will facilitate the identification of student performance gaps through systematic data collection, absorbing the coaching duties formerly held by instructional coaches.</p> <p>Instructional Adaptation: Within PLCs, Department Chairs will dedicate time for teachers to share successful strategies and discuss adaptations for different classrooms, ensuring alignment with the site's Guaranteed and Viable Curriculum (GVC).</p> <p>Gap Intervention: Utilize the 4 Critical Questions of a PLC to respond to data, with Department Chairs guiding the development of targeted Tier 1 and Tier 2 interventions based on assessment results.</p> <p>Data Reporting: Department Chairs will maintain documentation of student mastery levels and instructional shifts to provide regular updates to the school administration.</p> <p>Monitored by:</p> <p>Department Chairs: Now responsible for overseeing the fidelity of the PLC process, coordinating data collection through assessments, and ensuring instructional strategies are applied across classrooms.</p> <p>Administration: Conducts weekly walkthroughs and meets with Department Chairs to review data trends and the impact of the absorbed coaching responsibilities on teacher efficacy.</p> <p>Instructional Leadership Team (ILT): Meets monthly to synthesize data reports from Department Chairs and monitor progress toward the goal of 100% teacher effectiveness in data-driven instruction.</p> <p>Advisory Committees (SSC, ELAC, and AAC): Review achievement data curated by Department Chairs to provide stakeholder feedback on school-wide</p>	<p>All Students</p>	
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progress.

Annual Review

SPSA Year Reviewed: 2025-2026

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Goal 5.1

Goal #	Description
Goal 5.1	By 05/2027, enhance school climate by fostering a supportive environment that encourages attendance and engagement, aiming to improve overall student satisfaction by 25%.

Identified Need

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

Improving early warning systems can identify at-risk students before missed school days becomes chronic absenteeism. By recognizing and celebrating individual students and the larger school community, stronger attendance practices are established.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By the end of the academic year, improve attendance rates for at-promise students by leveraging experiential learning field trips as incentives and curriculum-connected experiences.	At-promise student groups (SED, Homeless, and SWD) are currently in the "red" performance category for chronic absenteeism on the California Dashboard. This baseline necessitates significant growth to reach the 90% Average Daily Attendance target and achieve a 25% increase in student satisfaction through the use of experiential field trip incentives.	By May 2027, as a result of targeted interventions and experiential learning opportunities, average daily attendance (ADA) will increase to 90%, while attendance-related referrals will decrease by 20%, resulting in fewer referrals by the end of the academic year.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Implement a mentorship program where teachers and staff are paired with at-risk students to provide personalized support and encouragement, meeting with students at least once a week to discuss academic progress and personal challenges.	All Students	<p>\$480,000</p> <p>\$400,000</p> <p>\$25,000</p>	<p>Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures</p>

5.1.2

Organize school-wide events and activities that promote a positive school culture and community, such as cultural appreciation days or family engagement nights, to increase student and family involvement in the school community.

Implementation Tasks:

Family Engagement Nights: Schedule and facilitate high-interest school-wide events, such as Cultural Appreciation Days, Math Night, Scientist Night, and AVID Family Nights, to foster a welcoming environment for families.

Experiential Learning: Design and execute experiential learning field trips in the local community that serve as both curriculum-connected experiences and attendance incentives.

Expanded Learning (ELOP): Partner with staff and external providers to expand student opportunities through the Expanded Learning Opportunities Program (ELOP), offering diverse after-school, intersession, and summer activities.

ASB Lunchtime Engagement: Facilitate student-led interest-based clubs and activities during lunchtime through ASB to increase school connectedness and student voice.

Strategic Outreach: Utilize the Community Schools Liaison and Family Ambassador to coordinate event logistics and conduct targeted outreach through ParentSquare and home visits to ensure high participation from all student groups.

Positive Incentives: Leverage these community events and field trips as rewards for students achieving attendance milestones or demonstrating positive behavioral growth.

Monitored by:

Administration: Oversees the overall planning, safety, and operational efficiency of all school-wide events and activities.

Community Schools Liaison: Specifically monitors participation rates and the effectiveness of ELOP programs and community-based experiential learning.

Family Ambassador: Responsible for collecting sign-in sheets and participation logs to track growth in family involvement.

ASB Leadership: Collects student feedback through forums to assess the impact

	<p>of lunchtime and school culture activities on student engagement.</p> <p>Instructional Leadership Team (ILT): Meets monthly to analyze data on student and family participation to evaluate progress toward the goal of increasing student satisfaction by 25%.</p> <p>Advisory Committees (SSC, ELAC, and AAAC): Review participation data and provide qualitative feedback during their five annual sessions to ensure events are meeting the needs of the diverse school community.</p>			
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Budget Summary

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

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$233,389.34
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,455,130.71

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title 1	\$233,389.34
Comprehensive Support and Improvement (CSI)	\$0.00
Title I Centralized Services	\$0.00

Subtotal of additional federal funds included for this school: \$233,389.34

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 S/C	\$48,571.00
LCFF - Base	\$72,871.00
California Community Schools Partnership Program	\$164,957.80
Prop 28: Arts & Music in Schools 20%	\$65,785.80
Prop 28: Arts & Music in Schools 80% - Employment	\$263,143.19
Equity Multiplier	\$1,533,904.77

Unrestricted State Lottery	\$0.00
Restricted Lottery	\$5,000.00
Donations	\$0.00

Subtotal of state or local funds included for this school: \$2,154,233.56

Total of federal, state, and/or local funds for this school: \$2,387,622.90

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Ronald Williams	Community Member/Classified Staff Member <i>Ronald Williams</i> 5/18/2026
Dashuan James	Certificated Teacher <i>Dashuan James</i> 5/18/26
Christina Rodriguez	Classified Staff Member <i>Christina Rodriguez</i> 5/18/26
Cheryl Fisher	Certificated Teacher <i>Cheryl Fisher</i> 5/18/26

The SSC reviewed the content requirements for school plans 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 (No date indicated.)

Attested:

Principal, Torray J. Johnson on (No date indicated.) *Torray J. Johnson* 5/18/2026
 SSC Chairperson, Michelle Ramirez/ELAC on (No date indicated.) *Michelle Ramirez* 5/18/26