



Vista Nueva Career and Technology High School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (*Fecha & Hora*)

05/20/2026 2:00 PM

Location (*Ubicación*)


Vista Nueva (P-5)

Zoom Link (*Enlace de Zoom*)

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Hany Mohamed	Absent
Community Member	Erika Garcia-Diaz	Present
Community Member	Laurelle Mathison	Present
Student	Jasmine Elizondo	Present
Student	Shaddai Roland	Absent
Alternates (<i>Alternativos</i>):		
<p><i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i></p> <p><i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i></p>		
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a)</i>: Bob Wilkerson		Present
Teacher: <i>Maestro(a)</i>: Melanie Mercer		Present
Teacher: <i>Maestro(a)</i>: Shant Hagopian		Present
Teacher: <i>Maestro(a)</i>: Azeta Towfighi		Present
Other Staff: <i>Otro Personal</i>: Cameron Chin		Present
Alternates: <i>Alternativos</i>:		
<p><i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i></p>		

AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<p>Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i></p> <p>Quorum <i>Quórum (50% +1)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i> 2:04 PM</p> <p>Total Members in Attendance: 8 <i>Total de Miembros Presentes:</i></p> <p>Quorum: Yes (Si) <i>Quórum:</i></p>
<p>Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> None</p>
<p>Review Agenda <i>Repasar Agenda</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> review minutes from January 28th, SPSA, any ELAC/DELAC, and cellphone policy. Join Zoom Meeting https://twinriversusd-org.zoom.us/j/83488204031 for Community Member Laurelle Mathison</p>
<p>Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i></p> <p>1  Previous Minutes</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona:</i> Bob Wilkerson Second <i>Se secundó:</i> Melaine Mercer In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>

Council Business *Asuntos del Consejo*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> None
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> None
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> None


Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> None Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> None Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> None Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> None Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

Document Review: *Revisión y de Documentos*

N/A	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>None</p>
N/A	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>None</p>

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

<p>Approve 26-27 SPSA Review and approve</p> <p>1  Attach Document</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> SPSA</p> <p>Person <i>Persona:</i> Azeta Towfighi Second <i>Se secundó:</i> Shant Hagopian In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p> <p>Only change is Ms. Mills retiring and MTSS is changing to TOSA. TOSA and CHARGE money is coming out of equity multiplier.</p>
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Other Business: *Otros Asuntos:*

ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (<i>Resumen de Informes</i>) Last ELAC meeting in April. No participation and nothing was approved.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (<i>Resumen de Presentación</i>) Nothing for DELAC
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i> Discuss Cell Phone Policy	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> No cellphones seen or used during class time. Not seen, not heard and not used in the classroom. We will send out our draft. Will get the draft out to everyone this week.
Adjournment: <i>Aplazamiento:</i>	Chairperson <i>Presidente</i>	Time: <i>Hora:</i> 2:25 PM

Next meeting date:

10/07/2026

2:00 PM

Fecha de próxima reunión:



Vista Nueva Career and Technology High School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (*Fecha & Hora*)

01/28/2026 2:00 PM

Location (*Ubicación*)


Vista Nueva (P-5)

Zoom Link (*Enlace de Zoom*)

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Hany Mohamed (Y1)	Absent
Community Member	Erika Garcia-Diaz (Y1)	Present
Community Member	Laurelle Mathison (Y2)	Absent
Student	Jasmine Elizondo (Y1)	Present
Student	Shaddai Roland (Y1)	Absent
Alternates (<i>Alternativos</i>):		
<p>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</p> <p><i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i></p>		
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Bob Wilkerson		Present
Teacher: <i>Maestro(a):</i> Melanie Mercer (Y2)		Present
Teacher: <i>Maestro(a):</i> Shant Hagopian (Y2)		Absent
Teacher: <i>Maestro(a):</i> Azeta Towfighi (Y1)		Present
Other Staff: <i>Otro Personal:</i> Cameron Chin (Y2)		Present
Alternates: <i>Alternativos:</i>		
<p>*Teachers must be the majority <i>*Los maestros deben ser mayoría</i></p>		

AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<p>Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i></p> <p>Quorum <i>Quórum (50% +1)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i> 2:05 PM</p> <p>Total Members in Attendance: 6 <i>Total de Miembros Presentes:</i></p> <p>Quorum: Yes (Si) <i>Quórum:</i></p>
<p>Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> none</p>
<p>Review Agenda <i>Repasar Agenda</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> none</p>
<p>Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i></p> <p>1  Previous Minutes</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona:</i> Erica Garcia Second <i>Se secundó:</i> Jasmine Elizondo In favor <i>A favor :</i> 6 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>

Council Business *Asuntos del Consejo*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

Other SPSA/Title 1 Funded position(s)	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Carol Mills Funded position for 2026-2027 Person <i>Persona:</i> Bob Wilkerson Second <i>Se secundó:</i> Cameron Chin In favor <i>A favor :</i> 6 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>
Site Safety Plan (Plan de Seguridad del Centro)	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Site Safety Plan Person <i>Persona:</i> Bob Wilkerson Second <i>Se secundó:</i> Erica Garcia In favor <i>A favor :</i> 6 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

Document Review: *Revisión y de Documentos*

Needs Assessment (Evaluación de Necesidades)	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Goal 1: has paid for books, PLC, K12 magazine, Ms. Richard's field trip, mid year graduates and students returning to home school.</p> <p>Goal 2: Using money for Carol Mills position adjunct counselor.</p> <p>Goal 4: Increase parent involvement. Increase in parent attendance in back to school night.</p>
Title I Evaluation (Evaluación de Título I)	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>The \$20,000 we are spending on Carol Mills for adjunct counselor duties. She took a \$2000 pay cut to stay and work with our students.</p>

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

N/A	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
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Other Business: Otros Asuntos:

ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (Resumen de Informes) Have had two virtual ELAC meetings and no one has shown up.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (Resumen de Presentación) none
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> As soon as we get our budget for next school year, we will get started on our SPSA. Bob Wilkerson, Cameron Chin and Melanie Mercer are involved in the SPSA. We have graduated sixteen mid-year graduates. One student enrolled in dual enrollment getting college credits.
Adjournment: Aplazamiento:	Chairperson <i>Presidente</i>	Time: Hora: 2:44 PM

Next meeting date:

03/18/2026

2:00 PM

Fecha de próxima reunión:



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vista Nueva Career and Technology High School	34765053430881		

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

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

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

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

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

Schoolwide Program

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 4
- Educational Partner Involvement 4
- Resource Inequities 4
- Comprehensive Needs Assessment Components 5
 - California School Dashboard (Dashboard) Indicators 5
 - Other Needs 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 12
 - Student Population 15
 - Overall Performance 17
 - Academic Performance 19
 - Academic Engagement 28
 - Conditions & Climate..... 31
- Goals, Strategies, & Proposed Expenditures..... 33
 - Goal 1 33
 - Goal 2..... 36
 - Goal 3..... 39
 - Goal 4..... 41
 - Goal 5..... 43
- Budget Summary 45
 - Budget Summary 45
 - Other Federal, State, and Local Funds 45
- Budgeted Funds and Expenditures in this Plan 46
 - Funds Budgeted to the School by Funding Source..... 46
 - Expenditures by Funding Source 46
 - Expenditures by Budget Reference 46
 - Expenditures by Budget Reference and Funding Source 46
 - Expenditures by Goal..... 46
- School Site Council Membership 48
- Recommendations and Assurances 49
- Instructions..... 50
- Appendix A: Plan Requirements 57

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements60
Appendix C: Select State and Federal Programs63

Plan Description

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

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

Schoolwide Program

This year's SPSA will focus on our critical needs and our adopted school wide learner outcomes to address these areas as well as overall school site improvement.

Our critical needs are:

- a) Literacy fluency in all subject areas;
- b) Student and parent engagement to improve student attendance;
- c) Extracurricular activities that contribute to the reduction of suspensions and expulsions;
- d) Resources to ensure safe and efficient administrative operations of the school.
- e) Graduation Rate
- f) College/Career Ready
- g) Continued Tier 1 intervention

Our adopted school wide learner outcomes remain:

- 1) Students will demonstrate measurable improvement in language arts, mathematics and science.
- 2) Students will demonstrate technology literacy;
- 3) Students will achieve a satisfactory grade in citizenship;
- 4) Students will increase literacy fluency through improved reading comprehension and writing proficiency in all subject areas;
- 5) Student graduation rate will improve through increased attendance and credit completion.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents, Teachers, Community and students members are part of the development of the 2025 - 2026 school year SPSA. As part of the planning process the school consulted with the School Site Council, Teacher PLC for Leadership, and the English Language Learners.

The Principal delivered presentations on the SPSA, on September 17, 2025.

Budget was done in SSC and School Leadership Team and is continuously reviewed in School Site Council meetings. After the delivery of presentations, time was allotted for open discussion and recommendations.

Stakeholders expressed the need to continue with the Academic Field Trips; continue the incentives for attendance; increase elective opportunities with the addition of classes, such as Forensic Science. Field trips are based at this time on budget and teacher release time. Also, Vista continues to support CTE classes such as Business and Construction Trades.

We held SSC meetings on the following dates: September 24 2025, October 22, 2025, December 3, 2025, January 28, 2026, and May 20, 2026.

We were unable to form an ELAC true committee due to no parent or teacher volunteers, however we tried to meeting on these dates: October 22, 2025, December 10, 2025, March 4, 2026 and April 23, 2026.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Vista is in the Red for Suspensions and Green for English Learner Progress.

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

Not at this time.

Other Needs

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

Chronic Attendance is a major concern because many of the students that we receive are already attendance issues.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	15.23%	17.91%	24.2%	23	24	24
Asian	2.65%	3.73%	5.1%	4	5	5
Filipino	0%	%	%	0		
Hispanic/Latino	64.9%	65.67%	60.61%	98	88	60
Pacific Islander	2.65%	2.99%	2.02%	4	4	2
White	6.62%	3.73%	5.05%	10	5	5
Two or More Races	4.64%	4.48%	1.01%	7	6	1
Not Reported	3.31%	1.49%	2.02%	5	2	2
Total Enrollment				151	134	99

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 11	37	40	27
Grade 12	114	94	72
Total Enrollment	151	134	99

Conclusions based on this data:

1. Population has stayed basically the same for the last 3 years.
2. Hispanic/Latino continues to be the highest population.
3. Overall students of color are our highest populations as of 24-25.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	53	55	28	35.1%	41.0%	28.3%
Fluent English Proficient (FEP)	30	20	16	19.9%	14.9%	16.2%
Reclassified Fluent English Proficient (RFEP)						0

Conclusions based on this data:

1. The total percentage of English Learners at our school has decreased significantly in the last year.
2. The number for reclassified English Learners still remain very low.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	53	70	61	49	54	55	49	54	55	92.5	77.1	90.2
All Grades	53	70	61	49	54	55	49	54	55	92.5	77.1	90.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2431.	2451.	2483.	2.04	0.00	1.82	4.08	3.70	18.18	16.33	33.33	16.36	77.55	62.96	63.64
All Grades	N/A	N/A	N/A	2.04	0.00	1.82	4.08	3.70	18.18	16.33	33.33	16.36	77.55	62.96	63.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2.04	1.85	5.45	42.86	53.70	47.27	55.10	44.44	47.27
All Grades	2.04	1.85	5.45	42.86	53.70	47.27	55.10	44.44	47.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	1.89	5.45	16.67	24.53	36.36	83.33	73.58	58.18
All Grades	0.00	1.89	5.45	16.67	24.53	36.36	83.33	73.58	58.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.08	3.70	5.45	61.22	64.81	61.82	34.69	31.48	32.73
All Grades	4.08	3.70	5.45	61.22	64.81	61.82	34.69	31.48	32.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.08	0.00	3.64	42.86	61.11	60.00	53.06	38.89	36.36
All Grades	4.08	0.00	3.64	42.86	61.11	60.00	53.06	38.89	36.36

Conclusions based on this data:

1. 24-25 Participation rate increased by 13%, to bring total to 90%
2. In 24-25, the overall English score increased 20%.
3. In 24-25 we increased by 20%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	60	70	60	55	54	54	55	54	54	91.7	77.1	90
All Grades	60	70	60	55	54	54	55	54	54	91.7	77.1	90

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2410.	2413.	2420.	0.00	0.00	0.00	0.00	0.00	1.85	5.45	3.70	11.11	94.55	96.30	87.04
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	1.85	5.45	3.70	11.11	94.55	96.30	87.04

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	0.00	5.45	12.96	11.11	94.55	87.04	88.89
All Grades	0.00	0.00	0.00	5.45	12.96	11.11	94.55	87.04	88.89

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	0.00	41.82	42.59	33.33	58.18	57.41	66.67
All Grades	0.00	0.00	0.00	41.82	42.59	33.33	58.18	57.41	66.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	0.00	47.27	37.04	44.44	52.73	62.96	55.56
All Grades	0.00	0.00	0.00	47.27	37.04	44.44	52.73	62.96	55.56

Conclusions based on this data:

1. Students struggle significantly with concepts and procedures.
2. Concepts and procedures is the lowest rate of all strands, as of the 24-25 year.
3. Communicating and reasoning rose by 7%

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	1522.2	1498.4	1549.7	1525.7	1498.9	1554.7	1518.2	1497.5	1544.3	20	14	18
12	1533.7	1516.2	1525.5	1551.1	1522.7	1516.0	1515.6	1509.4	1534.7	34	31	27
All Grades										55	46	46

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	10.00	0.00	11.11	20.00	14.29	33.33	30.00	28.57	38.89	40.00	57.14	16.67	20	14	18
12	5.88	6.90	14.81	29.41	20.69	18.52	38.24	24.14	25.93	26.47	48.28	40.74	34	29	27
All Grades	7.27	4.55	13.04	25.45	18.18	23.91	34.55	27.27	32.61	32.73	50.00	30.43	55	44	46

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	10.00	7.14	44.44	45.00	35.71	33.33	35.00	35.71	11.11	10.00	21.43	11.11	20	14	18
12	26.47	17.24	25.93	44.12	37.93	25.93	20.59	31.03	11.11	8.82	13.79	37.04	34	29	27
All Grades	20.00	13.64	32.61	43.64	38.64	30.43	25.45	31.82	10.87	10.91	15.91	26.09	55	44	46

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	5.00	0.00	5.56	10.00	14.29	16.67	25.00	7.14	38.89	60.00	78.57	38.89	20	14	18
12	0.00	0.00	0.00	5.88	10.34	18.52	50.00	31.03	37.04	44.12	58.62	44.44	34	29	27
All Grades	1.82	0.00	2.17	7.27	11.36	17.39	40.00	22.73	39.13	50.91	65.91	41.30	55	44	46

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	0.00	5.56	45.00	28.57	61.11	55.00	71.43	33.33	20	14	18
12	2.94	3.45	7.41	64.71	41.38	37.04	32.35	55.17	55.56	34	29	27
All Grades	1.82	2.27	6.52	56.36	38.64	45.65	41.82	59.09	47.83	55	44	46

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	85.00	84.62	88.89	10.00	0.00	0.00	5.00	15.38	11.11	20	13	18
12	82.35	71.43	62.96	8.82	14.29	7.41	8.82	14.29	29.63	34	28	27
All Grades	81.82	76.19	73.91	9.09	9.52	4.35	9.09	14.29	21.74	55	42	46

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	5.00	14.29	11.11	30.00	7.14	38.89	65.00	78.57	50.00	20	14	18
12	0.00	0.00	7.41	29.41	31.03	40.74	70.59	68.97	51.85	34	29	27
All Grades	1.82	4.55	8.70	29.09	22.73	39.13	69.09	72.73	52.17	55	44	46

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	10.00	0.00	16.67	50.00	61.54	66.67	40.00	38.46	16.67	20	13	18
12	5.88	3.45	3.70	52.94	48.28	62.96	41.18	48.28	33.33	34	29	27
All Grades	7.27	2.33	8.70	50.91	53.49	65.22	41.82	44.19	26.09	55	43	46

Conclusions based on this data:

1. In the Writing domain there was a 3% overall increase.
2. By all indicators Reading domain performance is improving.
3. Highest domain remains speaking.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
99	93.9%	28.3%	1%
Total Number of Students enrolled in Vista Nueva Career and Technology High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	28.3%
Foster Youth	1	1%
Homeless	11	11.1%
Socioeconomically Disadvantaged	93	93.9%
Students with Disabilities	11	11.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	24.2%
American Indian	0	0.0%
Asian	5	5.1%
Filipino	0	0.0%
Hispanic	60	60.6%
Two or More Races	1	1%
Pacific Islander	2	2%
White	5	5.1%

Conclusions based on this data:

1. The number of homeless has dropped by 6%, students remain a focus.

2. Hispanic students are the largest population
3. Students of color (Hispanic & African American) make up 85% of our population which is a 2% increase 24-25.

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



No Performance Color

Academic Engagement

Graduation Rate



Orange

Conditions & Climate

Suspension Rate



Red

Mathematics



No Performance Color

English Learner Progress



Green

College/Career



Red

Conclusions based on this data:

1. Graduation rate declined by 7% to 89%
2. ELL progress increase 22.5 percent
3. Suspension rate increased 4% in 24-25.

School and Student Performance Data

Academic Performance English Language Arts

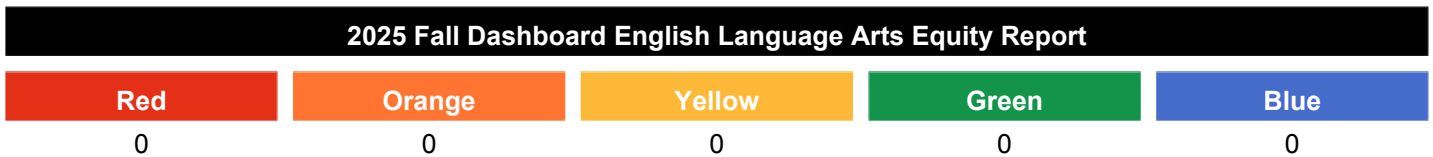
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p></p> <p>No Performance Color</p> <p>144 points below standard</p> <p>Increased 48 points</p> <p>24 Students</p>	<p>English Learners</p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Long-Term English Learners</p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p></p> <p>No Performance Color</p> <p>144 points below standard</p> <p>Increased 49.1 points</p> <p>24 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 8 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color 102.1 points below standard Increased 66.2 points 12 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>

Conclusions based on this data:

1. Hispanic increased by 66%
2. Socioeconomically increase by 49%

School and Student Performance Data

Academic Performance Mathematics

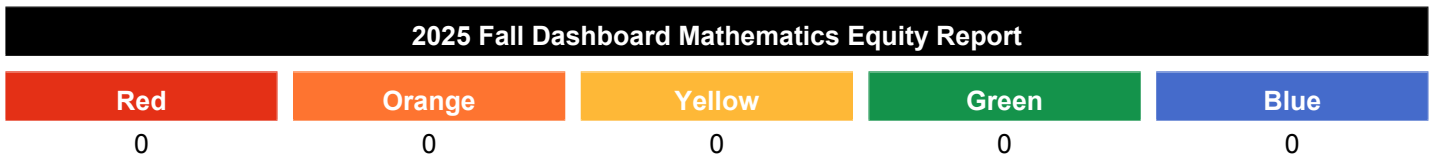
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> No Performance Color</p> <p>238.8 points below standard</p> <p>Increased 20.9 points</p> <p>24 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> No Performance Color</p> <p>238.8 points below standard</p> <p>Increased 22.1 points</p> <p>24 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 8 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color 232.8 points below standard Increased 16.5 points 12 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>

Conclusions based on this data:

1. Overall math performance increased 21%
2. Hispanics and socioeconomic disadvantaged had the largest gains.

School and Student Performance Data

Academic Performance Science

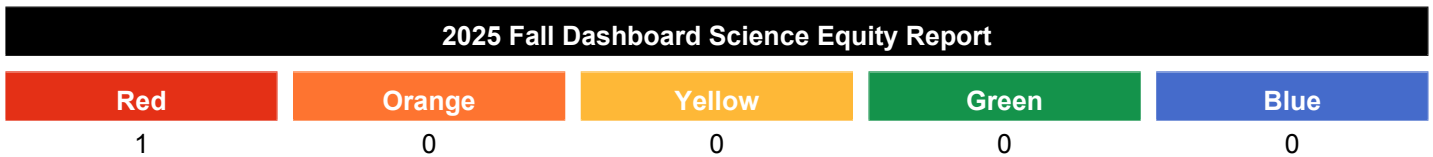
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>32.4 science points</p> <p>Maintained 0.4 points</p> <p>38 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>29.9 science points</p> <p>Increased 4.8 points</p> <p>14 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>32.4 science points</p> <p>Maintained 1 points</p> <p>37 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>African American</p>  <p>No Performance Color 23.6 science points 11 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color 33.3 science points Maintained 0.9 points 23 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>

Conclusions based on this data:

1. Hispanics had the largest gains.
2. We had the disadvantage of having substitute teachers the whole year in 24-25.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 50 making progress. Number Students: 40 Students	Long-Term English Learner Progress  Blue 61.3 making progress. Number Students: 31 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5%	45%	2.5%	47.5%

Conclusions based on this data:

1. 47% of increase at least one level,.
2. Zero percent were reclassified in 24-25
3. 61% of ELTEs are making progress towards proficiency.

School and Student Performance Data

Academic Performance College/Career Report

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

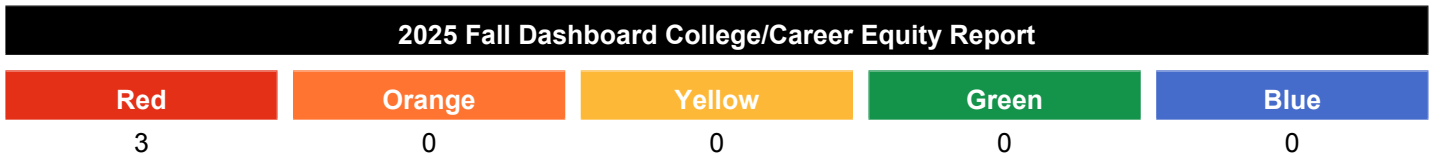
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>Prepared 0%</p> <p>Maintained</p> <p>89 Students</p>	<p>English Learners</p> <p>Red</p> <p>Prepared 0%</p> <p>Maintained</p> <p>31 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Prepared 0%</p> <p>Maintained</p> <p>23 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Prepared 0%</p> <p>Maintained</p> <p>29 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>Prepared 0%</p> <p>Maintained</p> <p>88 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Prepared 0%</p> <p>Maintained</p> <p>14 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Prepared 0%</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>Prepared 0%</p> <p>Maintained</p> <p>57 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. This continues to be weakness in our schools performance
2. In 24-25 we still remain in the RED for our EL population college and career ready.
3. There are 0 students college and career ready

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 24-25 rate of Chronic Absenteeism is 83%, this was an increase Of 9%
- Highest rate is African American at 94%

School and Student Performance Data

Academic Engagement Graduation Rate

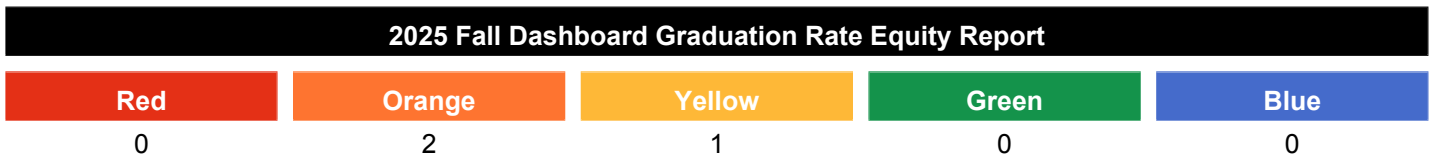
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>89.1% graduated</p> <p>Declined 7.1%</p> <p>92 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>93.8% graduated</p> <p>Declined 3.5%</p> <p>32 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>91.7% graduated</p> <p>Declined 4.9%</p> <p>24 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>82.8% graduated</p> <p>Declined 17.2%</p> <p>29 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>89% graduated</p> <p>Declined 7.2%</p> <p>91 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>93.3% graduated</p> <p>Declined 6.7%</p> <p>15 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>94.1% graduated</p> <p>17 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>89.8% graduated</p> <p>Declined 5.1%</p> <p>59 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. In 24-25 it decreased another 7% to 89%
2. Graduation rate declined in every category in 24-25.

School and Student Performance Data

Conditions & Climate Suspension Rate

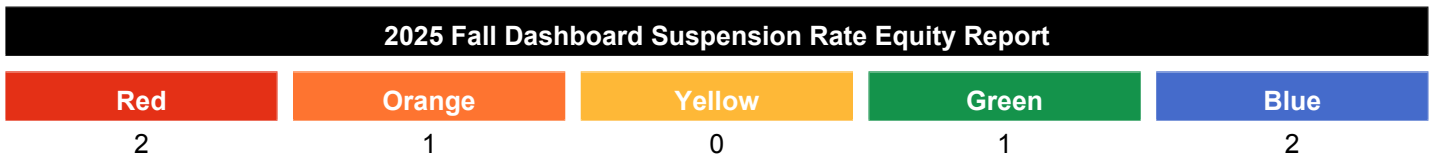
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>6.8% suspended at least one day</p> <p>Increased 3.8%</p> <p>177 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.8%</p> <p>58 Students</p>	<p>Long-Term English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 3.3%</p> <p>46 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>Orange</p> <p>6.5% suspended at least one day</p> <p>Increased 3.9%</p> <p>31 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>6.4% suspended at least one day</p> <p>Increased 3.7%</p> <p>172 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>3.8% suspended at least one day</p> <p>Increased 0.7%</p> <p>26 Students</p>	<p>African American</p>  <p>Red</p> <p>22.2% suspended at least one day</p> <p>Increased 16.7%</p> <p>36 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>1.8% suspended at least one day</p> <p>Declined 0.6%</p> <p>114 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. In 24-25 the suspension rate increase 4%.
2. However, what is not shown is the number of females suspended for fighting which seems to stay high.
3. African Americans was the highest percentage at 16.7%

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Increase Academic Achievement & Decrease Disproportionalities

To provide standards based curriculum designed to improve academic achievement in ELA and Math for all pupils and underrepresented pupil groups, especially English Learners, supported by continuous staff professional development opportunities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

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.

Academic achievement data for underrepresented pupil groups, reveal a negative disparity in academic learning outcomes in ELA, Math and Science when compared to the whole pupil population.

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
Professional Development: Teacher participation is accounted for by sign-in sheets, collaboration reports, peer review of assessment and rubric designs; % of Teachers/Staff participating	2022-2023: 78% 2023-2024: 80% 2024-2025: 80%	Increase back to 100% Teacher and Staff participation in Professional Development training and activities.
CAASPP scores: Grade 11; All pupils, underrepresented pupils groups, and English Learners; ELA and Math; % Meet or Exceed *Note: EL population tested below minimum pupils required to report score.	2022-2023: ELA - 6%; Math 0% 2023-2024: ELA - 2%; Math 0% 2024-2026: ELA - 20%; Math 2%	Increase CAASPP Meet/Exceed achievement scores by 5% for all pupils, underrepresented pupil groups, and English Learners, In ELA and Math from last known results.
CA Dashboard Local Indicator: English Learner Progress measures the percentage of current English Learners making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC); % of all English Learners	2022-2023: 35% 2023-2024: -8% 2024-2025: 50%	Increase Local Assessment/Benchmark Meet/Exceed achievement scores by 5% for all pupils, underrepresented pupil groups, and English Learners, in ELA and Math

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Identify and utilize books, materials, consumables to supplement CCSS through intervention and collaboration with a focus on underrepresented pupil groups, including English Learners. Purchase Instructional Materials to include books and Supplemental Materials to support ERWC, Reading Intervention, and ELA/Math Core Curriculum.	All Students	500 Title I Basic 4000-4999: Materials and Supplies 4200-1000 1000 Title I Basic 4000-4999: Materials and Supplies 4300-1000
1.2	1.2 Teacher Travel and Conference Fees to meet professional development needs, including coverage by substitutes. This also includes WASC visits.	All Students	1000 Title I Basic 1000-1999: Certificated Personnel Salaries 1104-1040 32 Title I Basic 3000-3999: Employee Benefits 3901-1040 500 Title I Basic 5000-5999: Operating Expenditures 5200-1040
1.5	1.5 Learning Experiences that reinforce academic learning behaviors, including the Student Alliance's Literacy Support Program that provides outreach to local district elementary schools that assists students in gaining a confidence in reading.	All Students	500 Title I Basic 1000-1999: Certificated Personnel Salaries 1104-1000 16 Title I Basic 3000-3999: Employee Benefits 3901-1000 1600 Title I Basic 5700-5799: Transfers Of Direct Costs 5742-1000

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Focused on collaboration through PLC'S that encouraged curriculum designed to increase pupil academic engagement that tied into blended learning. Que-Tal magazine is purchased yearly to offer cultural social immersion in Spanish for underrepresented pupil groups, including English Language Learners. These engagements proved successful and

should be continued. The Student Alliance Literacy program continues to be successful increasing attendance and student engagement with positive responses from the elementary schools. The program builds confidence in reading and presentation which are critical factors development of the student's communication skills. Leadership team has purchased "Anxious Generation," a book on the mental disconnect with school because of their miss use of technology which has helped prep our teacher for the upcoming changes in Cell phone use in schools. Based on the implementation strategies created to increase academic achievement both in English, Science and Math, SBAC revealed a 20% increase English, 2% increase in Math and Science 4%increase.

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

Strategy/Activity 1.1, Funds were added during the year to provide EL classes with manipulatives and visual materials. Que-Tal subscription will be extended for another year. A set of books were purchased for professional development. Books and posters were also purchased to support reading and writing interventions in ELA and Social Studies. We combined 1.1 & 1.3 as they read almost exactly the same.

Strategy/Activity 1.2 Travel Conferences is limited because of a cut back in funding. However, we will send a teacher and students to World language day if the budget allows for it. This is in support of our English Learners. We continue to conduct PDs with IMAGO.

Strategy/Activity 1.5 Student Alliance Literacy Program navigated the option of reading to elementary students continues to be a strong program. It helps promote literacy in our students and elementary students. Students also read stories in Spanish (Done by EL students). We had to cut 2 trips this past year be cause of budget to Title 1.

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.

Achievement scores in ELA and Math will be tracked and analyzed from data released by the annual CAASPP for 11th grade pupils, and the local District Benchmarks for all grades. The data analysis will be use by PLCs to collaborate on creating goals to adapt classroom curriculum and provide targeted intervention in order to increase pupil academic achievement. (1.1) Books, materials, and consumables will continue to be applied based on the changing curriculum needs of teachers. (1.2) Travel Conferences will be planned with the idea of an increase of subs for the coming academic year so as to provide the tools and trainings teachers desire to grow in educational, blended learning, and WASC visits. (1.5) Student Alliance Literacy Program will be renewed as it was a success since it's first year. The students continue to develop a confidence to not only read in front of others which supports the focus of literacy but it allows them to be a positive mentor to young students.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Ensure All Students Graduate College & Career Ready

To offer each student access and opportunity to complete California A -G course requirements, as well as access to HBC/JC qualifying and guidance programs (Business, ASVAB and CTE Construction) appropriate to their individual needs so that they may graduate from high school prepared for college, career and life success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Ensure All Students Graduate College & Career Ready

Identified Need

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

Local Indicators from the 2024 CA Dashboard reveal pupils are not graduating College and Career Ready. Graduation rate increased by 5% from 2023 to 96%, in 2024.

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
Summer School: Provides access and opportunity to complete a California A - G course requirement, as well as access to a HBC/JC qualifying science course, to all pupils, including underrepresented groups and English Learners. % of enrolled pupils achieving letter grade of "C" or higher.	2022-2023; ELA 6%, Math 0%, Science 0% (Met/Exceed SBAC) 2023-2024: ELA 4%, Math 0%, Sci 0% (Met/Exceed SBAC) 2024-2025: ELA 20%, Math 2%, Sci 4%(Mer/Exceed SBAC)	Increase % of enrolled pupils achieving letter grade "C" or higher by 5%
CA Dashboard Local Indicator: Graduation Rate measures percentage of students who receive a high school diploma within four or five years of entering ninth grade or complete their graduation requirements at an alternative school. % of graduating pupils by cohort, (indicator color).	2022-2023: 91% 2023-2024: 96% 2024-2025: 88%	Increase Graduation Rate by 5%
CA Dashboard Local Indicator: College/Career measures preparedness for success after graduation based on multiple measures, including graduation rate, performance on state tests, and college credit courses. % of all pupils, (indicator color)	2022-2023: 2% prepared 2023-2024: 0% prepared 2024-2025: 0% prepared	Increase College/Career Rate by 5% and change Dashboard to low.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Purchase supplemental instructional materials to support A-G curriculum including multiple art media and laptops to allow students/classes access to print from workstations. In addition, to purchase materials to support student team project of a greenhouse/garden and science lab based materials.	All Students	2494 Title I Basic 4000-4999: Materials and Supplies 4300-1000
2.2	2.2 Teacher Travel and Conference Fees to meet professional development needs as well as to include coverage by substitutes. This also includes WASC visits. Teacher observations at other sites for the purpose of gaining new teaching methods in their particular content area.	All Students	1000 Title I Basic 1000-1999: Certificated Personnel Salaries 1104-1040 32 Title I Basic 3000-3999: Employee Benefits 3901-1040 500 Title I Basic 5000-5999: Operating Expenditures 5200-1040
2.3	2.3 Provide training with a Consultant that will collaborate with the counselor on professional development that will create opportunities for socio-emotional learning focusing on the health and wellness of all pupils as well as strategies for college preparedness. Consultant will support strategies that provide students with positive feedback and encouragement, encouraging all pupils to engage, increasing their academic achievement with the goal toward graduation status.	All Students	20000 Title I Basic 5000-5999: Operating Expenditures 5832-2140

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Focused on staff collaboration through PLC's that would encourage pupil academic engagement as well as social emotional lessons incorporated into the curriculum. (2.1) Books, materials, technology, and consumables were utilized to increase student engagement and achievement, as well as support targeted intervention for all pupils, underrepresented pupil groups, and English Language Learners. Due to the increased resource support for STEM and science, there has been an increase in engagement and enrollment in the science program and courses. Increased student participation in STEM projects such as greenhouse and aquariums has attracted the interest of the science students. (2.2) Staff professional development trainings that offered academic and social emotional strategy based workshops that equipped teachers with the tools to navigate and educate in today's classroom so as to prepare students for graduation. (2.3) An adjunct counselor assisted in connecting all seniors enrolled to a college, trade and military option by scheduling testing, assisting with FAFSA, scheduling application seminars with American River community college,

community support with UCAN that work with HBC's, invited military to conduct ASVAB assessments (Fall and Spring)and debriefing with students on performance(ASVAB).

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

Strategy/Activity 2.1 Due to recent storms this year, funding was allocated for new greenhouses. Since the commitment of the Raley's corporation on a King's Garden project has been withdrawn, funds will be still be used to bolster aquarium projects and indoor plant projects already in progress.

Strategy/Activity 2.2 No major differences or changes.

Strategy/Activity 2.3 No major differences or changes.

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.

The goals and strategies listed for 24-25 year will be tracked and analyzed for effectiveness for college and career readiness through the CA dashboard. (2.1) Continue to purchase the books/supplies/media for A-G curriculum. (2.2) Travel Conferences will continue as teachers need the strategies to fulfill their role in educating the students in academic and social emotional success. In the event of sub shortage, video workshops will be attained as teacher's will note material and share with colleagues taught strategies and collaborate on implementation. (2.3) Renew Counselor Consultant contract as the assistance with execution of scheduled testing (ASVAB) and increased interventions of outside sources (community college/UCAN) for student's academic future choices have shown an increase number of students interest in their future successes as well as engaged student on their academic plan.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Improve Culture and Climate through Increased Student Engagement

To improve school Culture and Climate through providing pupil incentives for increasing individual attendance, for modeling positive behavior, and access to on campus activities. Staff and outside Community support members will assist in improving a positive Culture and Climate among the student body through collaboration with Professional Development/Trainers/and Motivational Speakers. It will be designed to increase pupil academic engagement and support positive socio-emotional health in order to reduce chronic absenteeism and suspensions, and increase high school graduation rate.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - Improve Culture and Climate through Increased Student Engagement

Identified Need

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

Chronic Absenteeism data provided by Principals Dashboard reveals a high rate of pupil absences, and indicates a need to engage pupils academically and socio-emotionally through extracurricular opportunities and positive classroom experiences.

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: Review of data provided by Principal's Dashboard, % rate of all pupils.	2022-2023: 76% 2023-2024: 69% 2024-2025: 83%	Decrease Chronic Absenteeism Rate by 10% for all pupils.
CA Dashboard Local Indicator: Graduation Rate measures percentage of students who receive a high school diploma within four or five years of entering ninth grade or complete their graduation requirements at an alternative school. % of graduating pupils by cohort, (indicator color).	2022-2023: 91% 2023-2024: 96% 2024-2025: 88%	Increase Graduation Rate by 5%
Provide Extracurricular activities, including intramural sports, field trips, and on-campus activities that build character, responsibility and citizenship, available to all pupils.	Sports: Volleyball; Basketball Leadership and Student Alliance Programs Field Trips: Defense Language Institute (Career) A.C.E.s Program (Attitude, Choices, Effort) Career Prep IMAGO (Character, responsibility)	80 % of all pupils will participate in Activities.

CA Dashboard Local Indicator: Suspension Rate measures percentage of students who have been suspended at least once in a given school year. % Suspension Rate (indicator color).	2022-2023: 13% 2023-2024: 3% 2024-2025: 7%	Decrease Suspension Rate by 5%
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

More counseling with mediations. Counseling when student returns from Suspensions.

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

Though we have not expended any money, we have used IMAGO training with the teachers.

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

We will use our replacement of our MTSS for the implementation of Tier 1 support.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Increase Parent Family Engagement

To increase Parent and Community Involvement with the school through communication of opportunities to participate in School Site Council, Back to School Nights, Open House, and Spring and Fall Senior Information Nights.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Family Engagement

Identified Need

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

Data collected at Parent and Community events, indicates that only 25% of parents are engaged with activities available at the school.

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 that includes Back To School Night and Open House, measured by event sign-in sheets and the recording of parent contacts. % of all Parent and Community members	2022-2023: 6% Parents (BTSN)/ 13%(OH) 2023-2024: 14% Parents (BTSN)/ 12%(OH) 2024-2025: 16% Parents combined for BTSN & OH	Increase Parent and Community Involvement by 10%
Senior Parent individual meeting will provide incentive for Parents of pupils preparing to graduate to learn about FASFA, College Applications, and other important aspects regarding senior pupils. The events will be measured by event sign-in sheets and recording of parent contacts. % of all Parents of Senior Pupils attending	2019-2020: 14% (Covid Year) 2020-2021: % Unknown, online 2021-2022: 1% (Fall-Zoom), 7% (Spring-In person) 2022-2023: 9% Fall/ 1% Spring 2023-2024: 0% Fall/ 2% Spring 2024-2025: 20% For the whole year.	Create a baseline of 50% of all Parents of Senior Pupils attending.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Material, incentives, and supplies to include light refreshments to support parent partnerships and communications including support for Back-to-	All Students	700 Title I Parent and Family Engagement

	School Night and Open House. Parent/Student Handbook to be printed for parents.		4000-4999: Materials and Supplies 4325-2495 98 Title I Parent and Family Engagement 4000-4999: Materials and Supplies 4300-2495
4.2	4.2 Senior/Parent individual meetings to inform parents of students the requirements for graduation and credit recovery, along with parent meetings lead by Counselor and staff. This will include light refreshments and snacks for events and activities.	All Students	0 Title I Parent and Family Engagement 4000-4999: Materials and Supplies 4325-2495

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Focused on pupil parent/family engagement which included Back to School Night, Open House, and Senior/Parent individual meetings, as well as School Site Council events/meetings. Communications sent out via Aeries as well as promotional banners/flyers and Posting all events on school website. Vista provides light refreshments to Back to School Night and Open House. Vista sent out communications for upcoming engagements through Aeries Communication as well as provided visual flyers/banners to outside community. Senior/Parent meetings provide information for student's academic plan, FAFSA, credit recovery and other pertinent information for guardians/families to collaborate on a successful plan to attain graduation status.

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

(4.1 & 4.2) Fall Back To School Night had increase in attendance. Fall Senior Night(Senior/Parent individual meeting/s) had good attendance (especially our EL population). The evening of Back to School Night with the Title 1 Meeting and the visitation of all classrooms and teachers. Spring Open House brought in more families.

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.

(4.1 & 4.2) Both Back To School Night and Open House will remain scheduled with light refreshments being offered. Open Houser will offer Student of the Month recognition with personal letters sent home to invite families to witness award recipients. Open House will continue to be a showcase of student work and recognition with personal letters being sent home to attempt family engagement. Senior/Parent meetings will incorporate a graduation representative who will answer any questions in regards to the preparation and/or plan of Graduation Day to drive more excitement and family engagement. Communications through Aeries and visual banners and school website will promote upcoming event equal to BTSN and OH. All events will be measured by Communications and sign in sheets.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Provide Facilities that are Clean, Safe, and Conducive to Student Learning

To improve Administrative Operations and Support of academic achievement by maintaining necessary equipment and supplies, and providing staff training on safe and efficient operation of the school, to ensure facilities are clean, safe, and conducive to student learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5 - Provide Facilities that are Clean, Safe, and Conducive to Student Learning

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.

Data collected from Student and Staff Surveys has revealed that campus Cleanliness and Safety is reported as having the highest impact on the effectiveness of teaching and learning.

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
Copier Rental and maintenance as measured by the recorded down time of the equipment. % of total downtime.	2018-2019: 7% 2019-2020: 7% 2020-2021: 2% 2021-2022: Office 4%/ Teacher 4%	Decrease Copier Rental Downtime by 2%
Substitute teachers provided to support of daily operations of the school when regular classroom teachers are absent. % of substitute teachers provided when requested.	2018-19: 80% 2019-20: No change 2020-21: % unknown 2021-22:	Increase Substitute Teachers provided upon request by 40%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$30,104
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$29,972.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Basic	\$29,174.00
Title I Parent and Family Engagement	\$798.00

Subtotal of additional federal funds included for this school: \$29,972.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$29,972.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I Basic	29,174.00
Title I Parent and Family Engagement	798.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,500.00
3000-3999: Employee Benefits	80.00
4000-4999: Materials and Supplies	4,792.00
5000-5999: Operating Expenditures	21,000.00
5700-5799: Transfers Of Direct Costs	1,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	2,500.00
3000-3999: Employee Benefits	Title I Basic	80.00
4000-4999: Materials and Supplies	Title I Basic	3,994.00
5000-5999: Operating Expenditures	Title I Basic	21,000.00
5700-5799: Transfers Of Direct Costs	Title I Basic	1,600.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	798.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,148.00
Goal 2	24,026.00
Goal 4	798.00

School Site Council Membership

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

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

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:



Principal, Bob Wilkerson on 5/21/25



SSC Chairperson, Melanie Mercer on 5/21/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

BOARD POLICY (BP 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

Policy Statement

The Governing Board recognizes that personal electronic devices can support communication and safety, but may also disrupt learning, student engagement, mental health, and overall school climate when misused or excessively used during the school day.

In accordance with California law, the Board directs that student use of smartphones and personal electronic devices shall be limited during the school day in order to promote academic focus, student engagement, safety, and a distraction-free learning environment.

The Board establishes a “bell-to-bell” expectation that personal electronic devices remain off and away during the instructional day for students in grades TK–8, with more limited use permitted at the high school level as defined in administrative regulation.

For elementary students (TK–6), the Board strongly discourages bringing personal electronic devices to school. Personal electronic devices are brought to school at the student’s own risk.

The Superintendent or designee shall develop administrative regulations to ensure consistent implementation, including expectations for use, prohibited conduct, staff authority, consequences for misuse, and procedures for handling devices.

Applicability

This policy applies while students are:

- On school grounds
- During school hours
- At school-sponsored activities
- Under the supervision and control of district staff

Authority of School Staff

School staff may regulate student possession and use of personal electronic devices and may require a student to relinquish a device when used in violation of district policy or school rules.

Exceptions

Students shall not be prohibited from using a device when:

- Required for an emergency
- Authorized by staff for instructional purposes
- Required for a documented medical condition
- Required by an Individualized Education Program (IEP) or Section 504 Plan

Liability

Personal electronic devices are brought to school at the student's own risk. The district and school sites assume no responsibility for loss, theft, or damage except in cases of gross negligence.

ADMINISTRATIVE REGULATION (AR 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

1. Definitions

Personal electronic devices include, but are not limited to:

- Smartphones and cell phones
- Smartwatches with communication capability
- Earbuds and headphones
- Tablets or similar personal devices
- Recording devices (e.g., Meta glasses)

2. Standard: “Off and Away”

“Off and away” means:

- Device is powered off, on silent, or in “Do Not Disturb” mode
- Device is not visible or accessible to the student
- Device is stored in a backpack or designated location as directed by staff

3. Applicability

This regulation applies:

- On campus, including before school, passing periods, recess, and lunch
- During school-sponsored activities
- Under the supervision and control of district staff

4. Elementary and K–8 Expectations

Grades TK–6 (Elementary)

- Students may bring devices to school for safety purposes; however, the district strongly discourages bringing personal electronic devices to school.
- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
 - Before school
 - Instructional time
 - Recess
 - Lunch
- No student use is permitted during the school day unless:
 - Explicitly authorized by staff for instructional purposes
 - Required by an IEP, Section 504 Plan, or documented medical need
- Earbuds, headphones, and smartwatches must also remain off and stored.

Grades 7–8 (Middle School)

- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
 - Passing periods
 - Lunch
- Use is permitted only:
 - With staff authorization for instructional purposes
 - With administrative approval when appropriate
- Earbuds, headphones, and smartwatches must remain off and stored unless authorized.

5. Secondary Expectations (Grades 9–12)

- Devices must be off and away during instructional time.
- Use may be permitted:
 - Before school
 - Passing periods
 - During lunch
- Teachers may authorize use for instructional purposes when:
 - Clearly aligned to instructional objectives
 - Structured and time-bound
 - Actively monitored and supervised

6. Classroom Expectations

- Students shall place devices in designated storage systems or keep them off and away as directed by staff.
- Devices may only be used when:
 - Authorized by the teacher
 - Used for instructional purposes

7. Permitted Use / Exceptions

Students may use personal electronic devices only when:

- Explicitly authorized by school staff for instructional purposes
- Required for a documented IEP, Section 504 Plan, or medical need
- Approved by administration for an emergency or extenuating circumstance

The school office remains the primary point of contact for urgent communication between families and students.

8. Prohibited Conduct

Students shall not:

- Use devices in violation of “off and away” expectations
- Record, photograph, or audio capture individuals without consent
- Use wearable recording devices without authorization
- Use devices for academic dishonesty
- Engage in bullying, harassment, or inappropriate communication
- Use devices in restrooms, locker rooms, or private areas
- Access inappropriate content
- Disrupt the learning environment

9. Staff Authority and Response to Misuse

Staff may:

- Direct devices to be put away
- Redirect students to comply with expectations
- Require devices to be relinquished
- Confiscate devices for the remainder of the class period or school day
- Refer repeated misuse to administration

Schools may implement progressive responses to repeated misuse, including:

1. Device held by staff until end of class or end of day

2. Device transferred to the office until dismissal
3. Parent/guardian notification and required retrieval
4. Parent/student/device-use agreements
5. Documentation in Aeries or other district systems

All responses shall be:

- Consistent with district discipline policies
- Developmentally appropriate
- Focused on correcting behavior and maintaining a safe learning environment

10. Handling, Storage, and Care of Devices

When a device is taken from a student:

- Staff shall exercise reasonable care in handling the device
- The device may be held by staff or transferred to a secure and locked location
- Access shall be limited to authorized personnel
- Site administrators may establish procedures for:
 - Storage
 - Documentation
 - Logging devices in and out
 - Return of devices

Placing a confiscated device on top of or inside an unlocked desk or cabinet is not considered a properly secured location.

The district is not responsible for loss, theft, or damage except in cases of gross negligence.

11. Search of Devices

Personal electronic devices shall not be searched except in accordance with law and district policy.

12. Privacy and Safety

Students shall not use devices to violate the privacy, safety, or rights of others.

Students shall not:

- Record or photograph others without permission
- Use devices in restrooms, locker rooms, or other private areas
- Use devices in a manner that disrupts school operations or compromises safety

13. Emergency Procedures

- Students must follow all staff directions during emergencies.
- Personal devices may not be used unless directed by staff.
- Students may contact families through the office or with staff permission.
- Families should contact the school office for urgent communication.

14. Access and Equity

Schools shall ensure:

- Students have access to necessary instructional technology
- Alternatives are provided when personal devices are not available

15. Site Implementation

Schools may implement site-specific systems aligned with this regulation, including:

- Gate-to-gate restrictions
- Classroom phone storage systems
- Designated phone-free zones
- Office-based procedures
- Structured collection procedures
- Device-use agreements

16. Communication and Review

- This policy and regulation shall be communicated annually to students and families.
- The policy shall be included in student and parent handbooks.
- Schools may reinforce expectations throughout the school year.
- The district shall review and update this policy and regulation at least every five years in accordance with state law.