



# School Plan for Student Achievement (SPSA)

School Name			County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ygnacio School	Valley	High	07-61754-0737809	January 16, 2025	

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

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

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

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

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

Schoolwide Program

Comprehensive Support and Improvement

The purpose of this plan is to provide transparency to all community partners including parents, staff, and community, on budget allocation and expenditures beyond base funding of Local Control Funding Formula and Title I, as they relate to improving academic performance for all students.

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

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# Plan Description

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

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

Schoolwide Program

Comprehensive Support and Improvement

The purpose of this plan is to provide transparency to all community partners including parents, staff, and community, on budget allocation and expenditures beyond base funding of Local Control Funding Formula and Title I, as they relate to improving academic performance for all students.

Ygnacio Valley High School will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the California Content Standards and California Dashboard Indicators. School goals will influence the entire educational program and are directly aligned with the goals of the MDUSD LCAP, specifically in the areas of student outcomes and student and parent engagement. Goals support school improvement on state Dashboard indicators related to school climate, academic achievement, graduation rate, college and career readiness, and other locally defined indicators.

## Educational Partner Involvement

How, when, and with whom did Ygnacio Valley 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

School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings are regularly scheduled as well as Parent Teacher Student Association (PTSA). The EL Team reviewed ELPAC and reclassification data with the School Site Council, and then data informed goal setting process followed. Staff and parent meetings were held to specifically discuss the Title I process and to identify priorities from all stakeholders to include the CSI goals and specific targeted groups. The results of these meetings were presented to the School Site Council. Student members of Site Council reported on various discussions and action items to other members of student leadership.

## 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.

For the 2024-2025 school year, MDUSD continues to provide all students with 1:1 Chromebooks. This program has been a first step in allowing students equitable access to curriculum and tools that support student achievement. Resource inequities in the areas of classroom presentation have now come on par from the implementation of the district provided Promethean boards that increase access for students to curriculum and learning. Additional resource inequities exist in the area of bus transportation. Students do not live in the surrounding area of the school and are often late to school daily. Traffic on the main road to school can take up to 40 minutes to travel 1 mile. Lastly, having limited resources to provide a dedicated program specialist for Special Education hinders true support for our students with disabilities which makes up for almost 1/4 of our student population.

## 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.

Suspension Rate, Graduation Rate, English Learner Progress, English Language Arts, Mathematics

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

Suspension: English Learners, Homeless, Asian, Two or More Races. College & Career: Students with Disabilities.

### **Other Needs**

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

Grade & Attendance Data indicate Male Latino Students are lower than other student groups.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ygnacio Valley 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.16%	0%	%	2	0	
African American	2.60%	2.13%	2.97%	32	25	33
Asian	3.17%	3.58%	4.41%	39	42	49
Filipino	3.41%	2.82%	2.79%	42	33	31
Hispanic/Latino	80.41%	81.14%	80.38%	989	951	893
Pacific Islander	0.73%	0.51%	0.54%	9	6	6
White	6.18%	5.2%	5.31%	76	61	59
Multiple/No Response	1.22%	1.71%	1.71%	15	20	19
Total Enrollment				1,230	1172	1111

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	282	297	261
Grade 10	363	283	304
Grade 11	325	327	267
Grade 12	260	265	279
Total Enrollment	1,230	1,172	1,111

#### Conclusions based on this data:

1. Student enrollment continues to stay relatively consistent in the last three years, which allows our site the opportunity to continue its program offerings focus on the California Partnership Academy (CPAs), International Baccalaureate (IB), and Career and Technical Education (CTE)--engineering pathway, and health pathway. Moreover, consistent enrollment provides consistency with teacher FTE stability.
2. Trends show a decline of students in grade 11th to 12th grade. At least 30 % of this drop in 12th grade is based on transfer student data due to lack of credits--these students are not on-time with graduation credit timelines. This data signifies that YVHS must implement more academic supports for students in the 9th and 10th grade levels to reduce students from transferring to alternative education programs.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	373	387	367	27.1%	30.3%	33.0%
Fluent English Proficient (FEP)	658	604	563	54.1%	53.5%	50.7%
Reclassified Fluent English Proficient (RFEP)				2.6%		

### Conclusions based on this data:

1. There is a trend that the number of ELs is consistently averaging approximately 30% of total population of student enrollment
2. Positive results from school wide implementation of Constructing Meaning, which are instructional strategies for ELL students, and curriculum effectiveness have returned a small gain in results. Additional review of how to implement these strategies is needed to increase its effectiveness. All new teachers are required to attend constructing meaning.
3. RFEP data shows a decline in the amount of students reclassifying out of English language learner status, which indicates our LTELs have not made significant gains. Large number of long-term English learners have resulted in the addition of an action plan to improve reclassification. To remedy this shortfall, investigations continue in allowing more teachers to attend the Constructing Meaning training. The school site has facilitated over 15 teachers to attend Constructing Meaning Training for our EL strategies implementation.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	264	277	246	226	257	234	221	249	233	85.6	92.8	95.1
All Grades	264	277	246	226	257	234	221	249	233	85.6	92.8	95.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2574.	2534.	2535.	16.29	11.65	8.58	31.22	24.50	30.47	29.41	29.32	26.18	23.08	34.54	34.76
All Grades	N/A	N/A	N/A	16.29	11.65	8.58	31.22	24.50	30.47	29.41	29.32	26.18	23.08	34.54	34.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	22.37	14.17	10.73	59.82	57.09	57.94	17.81	28.74	31.33
All Grades	22.37	14.17	10.73	59.82	57.09	57.94	17.81	28.74	31.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	16.59	12.70	10.78	51.61	44.26	48.28	31.80	43.03	40.95
All Grades	16.59	12.70	10.78	51.61	44.26	48.28	31.80	43.03	40.95



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	10.05	8.47	9.44	76.71	72.58	68.24	13.24	18.95	22.32
All Grades	10.05	8.47	9.44	76.71	72.58	68.24	13.24	18.95	22.32

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	18.18	14.11	10.30	69.55	68.95	69.96	12.27	16.94	19.74
All Grades	18.18	14.11	10.30	69.55	68.95	69.96	12.27	16.94	19.74

**Conclusions based on this data:**

1. Currently Ygnacio Valley High School (YVHS) is below the district and state averages for students near or below standard. Conclusion of this data indicates that YVHS needs to incorporate more emphasis on literacy strategies, as well as continue to incorporate the constructing meaning instructional strategies for our student ELLs.
2. Based on the data that over 60% of our students are below standard in areas of writing and reading which leads to a schoolwide instructional focus is to mitigate this impact of such a large number of students not achieving skill level literacy.
3. A general conclusion can be made that although we had a slight increase in scores 21-22, that gain was not sustained in ELA, thus indicating that this an area that requires a focused approach with the entire staff to implement literacy in all areas of reading, writing, comprehension, and speaking skills.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	262	274	245	244	253	236	243	251	236	93.1	92.3	96.3
All Grades	262	274	245	244	253	236	243	251	236	93.1	92.3	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2496.	2465.	2468.	4.12	1.59	2.12	7.00	4.78	5.93	23.05	16.73	18.22	65.84	76.89	73.73
All Grades	N/A	N/A	N/A	4.12	1.59	2.12	7.00	4.78	5.93	23.05	16.73	18.22	65.84	76.89	73.73

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	7.82	2.79	3.39	53.09	56.18	54.24	39.09	41.04	42.37
All Grades	7.82	2.79	3.39	53.09	56.18	54.24	39.09	41.04	42.37

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.53	2.39	2.97	63.79	58.57	50.85	31.69	39.04	46.19
All Grades	4.53	2.39	2.97	63.79	58.57	50.85	31.69	39.04	46.19

**Conclusions based on this data:**

1. Similar to CAASPP ELA results, YVHS' CAASPP math scores are below standard when compared to MDUSD and State of California results.
2. Small increases in math % Standard Met or Exceeded in 23-24 but still not at 21-22 level of achievement.
3. In a general conclusion, the data reflects fairly consistent results for the past three years. This indicates that math instructional strategies need additional support focusing on engagement and effectiveness. Utilizing supplemental supports for students in tutoring, outside programs, and aligning formative assessments can begin a change in a positive direction.

# 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1539.2	1533.8	1523.6	1554.7	1541.2	1540.0	1523.3	1525.8	1506.7	91	113	87
10	1542.9	1540.1	1529.6	1551.5	1560.5	1540.8	1533.8	1519.2	1517.8	116	91	113
11	1538.2	1521.7	1549.8	1553.3	1534.7	1566.3	1522.6	1508.2	1532.8	70	93	70
12	1557.9	1524.8	1554.4	1570.6	1543.6	1584.9	1544.5	1505.6	1523.4	53	58	80
All Grades										330	355	350

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	15.12	12.61	14.12	27.91	36.94	29.41	36.05	23.42	25.88	20.93	27.03	30.59	86	111	85
10	14.29	19.54	12.50	33.04	27.59	36.61	33.04	19.54	22.32	19.64	33.33	28.57	112	87	112
11	13.43	13.25	14.49	28.36	22.89	31.88	37.31	27.71	27.54	20.90	36.14	26.09	67	83	69
12	17.65	5.77	23.38	35.29	38.46	20.78	33.33	15.38	24.68	13.73	40.38	31.17	51	52	77
All Grades	14.87	13.51	15.74	31.01	31.23	30.32	34.81	22.22	24.78	19.30	33.03	29.15	316	333	343

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	29.07	30.63	35.29	41.86	34.23	31.76	18.60	16.22	8.24	10.47	18.92	24.71	86	111	85
10	29.46	39.08	38.39	37.50	20.69	27.68	21.43	19.54	12.50	11.61	20.69	21.43	112	87	112
11	38.81	33.73	40.58	35.82	25.30	30.43	8.96	14.46	14.49	16.42	26.51	14.49	67	83	69
12	43.14	34.62	44.16	37.25	23.08	24.68	7.84	21.15	15.58	11.76	21.15	15.58	51	52	77
All Grades	33.54	34.23	39.36	38.29	26.73	28.57	15.82	17.42	12.54	12.34	21.62	19.53	316	333	343

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.33	2.70	2.35	13.95	9.91	10.59	39.53	47.75	32.94	44.19	39.64	54.12	86	111	85
10	6.25	3.45	1.79	12.50	12.64	7.14	41.07	35.63	44.64	40.18	48.28	46.43	112	87	112
11	1.49	1.20	1.45	11.94	9.64	10.14	37.31	27.71	39.13	49.25	61.45	49.28	67	83	69
12	1.96	0.00	3.90	15.69	7.69	9.09	45.10	38.46	28.57	37.25	53.85	58.44	51	52	77
All Grades	3.48	2.10	2.33	13.29	10.21	9.04	40.51	38.14	37.03	42.72	49.55	51.60	316	333	343

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	6.98	12.84	2.35	69.77	62.39	64.71	23.26	24.77	32.94	86	109	85
10	3.64	13.25	6.25	70.00	55.42	60.71	26.36	31.33	33.04	110	83	112
11	2.99	2.47	4.35	67.16	51.85	57.97	29.85	45.68	37.68	67	81	69
12	7.84	3.92	9.09	68.63	54.90	45.45	23.53	41.18	45.45	51	51	77
All Grades	5.10	8.95	5.54	69.11	56.79	57.73	25.80	34.26	36.73	314	324	343

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	79.07	74.77	74.70	16.28	10.81	6.02	4.65	14.41	19.28	86	111	83
10	72.97	78.16	68.47	16.22	6.90	12.61	10.81	14.94	18.92	111	87	111
11	77.61	69.88	75.00	7.46	10.84	16.18	14.93	19.28	8.82	67	83	68
12	84.31	71.15	80.52	11.76	15.38	10.39	3.92	13.46	9.09	51	52	77
All Grades	77.46	73.87	74.04	13.65	10.51	11.21	8.89	15.62	14.75	315	333	339

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.49	5.41	2.38	43.02	45.95	32.14	53.49	48.65	65.48	86	111	84
10	8.93	10.59	5.36	35.71	38.82	39.29	55.36	50.59	55.36	112	85	112
11	1.49	2.47	2.90	35.82	27.16	37.68	62.69	70.37	59.42	67	81	69
12	5.88	1.96	5.19	37.25	25.49	28.57	56.86	72.55	66.23	51	51	77
All Grades	5.38	5.49	4.09	37.97	36.28	34.80	56.65	58.23	61.11	316	328	342

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	0.00	0.00	1.19	67.44	70.91	59.52	32.56	29.09	39.29	86	110	84
<b>10</b>	2.73	0.00	0.89	66.36	70.73	60.71	30.91	29.27	38.39	110	82	112
<b>11</b>	8.96	3.80	5.80	49.25	51.90	63.77	41.79	44.30	30.43	67	79	69
<b>12</b>	7.84	6.00	2.60	70.59	44.00	50.65	21.57	50.00	46.75	51	50	77
<b>All Grades</b>	4.14	1.87	2.34	63.69	61.99	58.77	32.17	36.14	38.89	314	321	342

**Conclusions based on this data:**

1. Based on the data, the CAASPP ELA data outline the same areas of concerns and need for academic support as with ELL students in the areas of reading and writing. This reinforces the need for using constructing meaning ELL instructional strategies for all staff.
2. The total number of ELL students tested has increased by 20 over the past few years. YVHS continues to grow in our ELL student enrollment. However, it is still evident this data indicates that our LTELs are not transitioning to RFEP status. There is a need for additional supports in place to provide LTELs resources to cross the threshold in testing out to become reclassified. Academic Language Development (ALD) classes can be aligned to provide additional literacy focuses to bridge this gap, however there are still 150 LTELs that are not in ALD who need additional supports.
3. There was some increase in the Speaking Domain from 22-23 to 23-24. However, there is a need for establishing an action goal with our ALD classes to include access to more rigorous curricular supports to impact all four domains of language.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1172	84.5	33	0.2
Total Number of Students enrolled in Ygnacio Valley 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	387	33
Foster Youth	2	0.2
Homeless	18	1.5
Socioeconomically Disadvantaged	990	84.5
Students with Disabilities	200	17.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	2.1
Asian	42	3.6
Filipino	33	2.8
Hispanic	951	81.1
Two or More Races	20	1.7
Pacific Islander	6	0.5
White	61	5.2

**Conclusions based on this data:**

1. Based on the school demographics data, the school student population is not significantly changing. Strategically allocating resources and support over a longer length of time to the same concentrated areas of need may result in positive academic growth.
2. One support, based on the consistent student population data that 81.1% of YVHS students are Hispanic and approximately 12% being of other ethnic backgrounds other than white, is to provide culturally proficient and relevant teaching strategies and access to higher education through the "Culturally Relevant Teaching" curriculum which may engage all students of color.
3. To further academic success and SEL growth, more applied resources should be directed to support Social Economically Disadvantaged students since they represent 84.5% of the student population.



# School and Student Performance Data

## Overall Performance







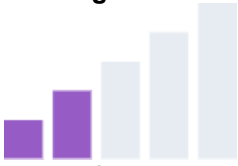
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<b>2023 Fall Dashboard Overall Performance for All Students</b>
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Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Red</div>	<div>Graduation Rate</div> <div> Orange</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Red</div>	<div>Chronic Absenteeism</div> <div> No Performance Color</div>	
<div>English Learner Progress</div> <div> Red</div>		
<div>College/Career</div> <div> Low</div>		

**Conclusions based on this data:**

1. Based on the data, it is evident that ELA and Mathematics interventions are a priority of need to address the shortfall in student achievement.
2. YVHS' graduation rate continues to increase, however, it is evident that our college/career rate does not match this success. YVHS will need to focus school-wide on college and career readiness, IB for all students, and CTE pathways.
3. Suspension rates are not at an acceptable rate being in the High category, thus continued focus on MTSS Tier 1 needs to be prioritized along with school-wide norms are needed to reduce this impact.

# School and Student Performance Data

## Academic Performance English Language Arts

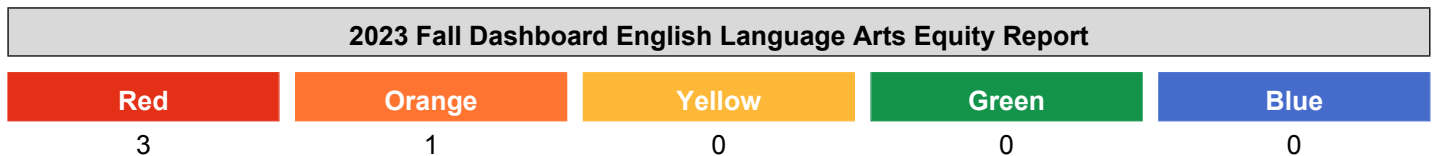
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Red 56.8 points below standard Decreased Significantly -19.2 points 259 Students	<b>English Learners</b>  Red 153.5 points below standard Decreased -4.9 points 98 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Red 56.8 points below standard Decreased Significantly -21.1 points 225 Students	<b>Students with Disabilities</b>  Orange 160.8 points below standard Increased Significantly +35.2 points 56 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	 No Performance Color 0 Students	Less than 11 Students  10 Students	Less than 11 Students  8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 55.4 points below standard Decreased -7.4 points  212 Students	Less than 11 Students  4 Students	 No Performance Color 0 Students	11.6 points above standard Increased Significantly +25.6 points  19 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
179.1 points below standard Increased +4.7 points  78 Students	67.1 points below standard Decreased Significantly -27.9 points  21 Students	11.1 points below standard Increased +9.5 points  37 Students

#### Conclusions based on this data:

1. It is evident that academic performance of students with disabilities and ELLs are significantly in need of support as reported being 160.8 and 153.5 points below standards respectively. A collaborative approach with YVHS' special education staff and EL teachers through additional district support will aim at incorporating IEP's goals to align with the CAASPP results. More emphasis with our Resource teachers supports are needed.
2. There is an overall decline in all student group areas, except for students in the Students with Disability and White groups. Therefore, YVHS will address this academic performance deficit by using new culturally relevant curriculum, the "Culturally Relevant Teaching and Curriculum," to improve instruction, student engagement, as well as longer term retention of knowledge.
3. As noted, the largest group by race with respect to ELA performance are Hispanic students. There is a drop in academic achievement is with reclassified English Learners as well. YVHS needs to continue monitoring the interventions for EL and Reclassified R-FEP students. A bigger push for more Constructing Meaning EL instructional teaching strategies is needed.

# School and Student Performance Data

## Academic Performance Mathematics

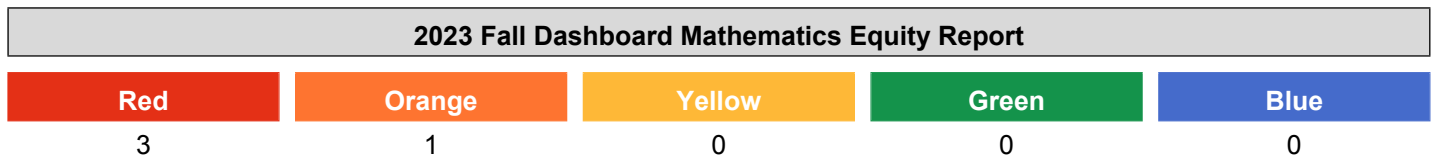
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Red 164.5 points below standard Decreased Significantly -34.1 points 257 Students	<b>English Learners</b>  Red 232.7 points below standard Decreased Significantly -30.7 points 97 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 10 Students	<b>Socioeconomically Disadvantaged</b>  Red 167.4 points below standard Decreased Significantly -32.6 points 223 Students	<b>Students with Disabilities</b>  Orange 228.7 points below standard Increased +13.5 points 55 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	 No Performance Color 0 Students	Less than 11 Students  10 Students	Less than 11 Students  8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 169 points below standard Decreased Significantly - 22.9 points 210 Students	Less than 11 Students  4 Students	 No Performance Color 0 Students	61.8 points below standard Increased Significantly +62.9 points 19 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
253.7 points below standard Decreased Significantly -24.7 points  77 Students	161.3 points below standard Decreased Significantly -39.6 points  21 Students	112.4 points below standard Maintained +2.1 points  37 Students

#### Conclusions based on this data:

1. EL students have a considerable achievement gap below standards in mathematics. It is vital to revisit interventions to support EL students, especially in terms of mathematic language discourse and math talk.
2. YVHS experienced score decreases in all student groups except students with disabilities and white students. This class of students may have taken the Algebra 1A and Algebra 1B math series that which supports only a limited number of students. Mathematical programming needs to be revisited as we have transitioned from Math 1A-1B to only Algebra I.
3. Targeted interventions for students with disabilities will continue to be a priority for this school year.

# School and Student Performance Data

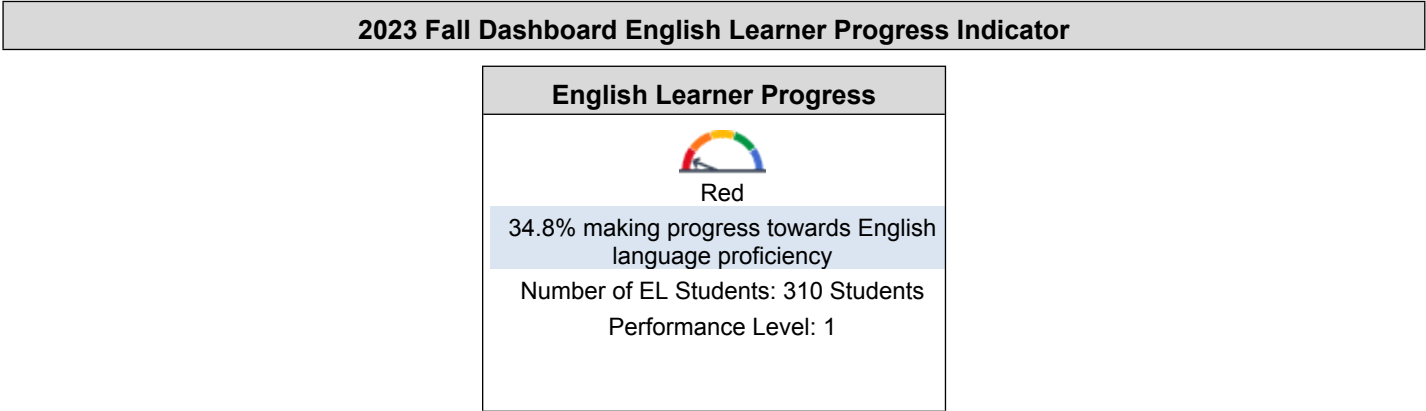
## Academic Performance English Learner Progress

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



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.

2023 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
75	106	7	100

### Conclusions based on this data:

1. Data trends continue to remain steady from year-to-year. Change must be implemented to improve academic achievement for EL students to increase student achievement.
2. YVHS needs to address the progress of LTELs that make up a large number of the EL learners through a focused approach of supports and interventions. Many LTELs are able to meet ELPAC standards, but unable to receive a "C" in their English Courses which leads to reformat the EL Supports for our LTELs.
3. This data indicates that YVHS must continue with and/or improve which instructional strategy supports are implemented, such as analyzing and assessing "Constructing Meaning" benefits for students.

# School and Student Performance Data

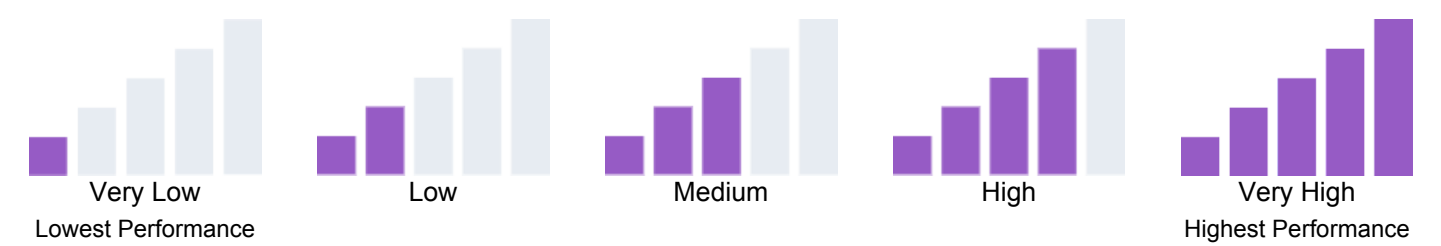
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



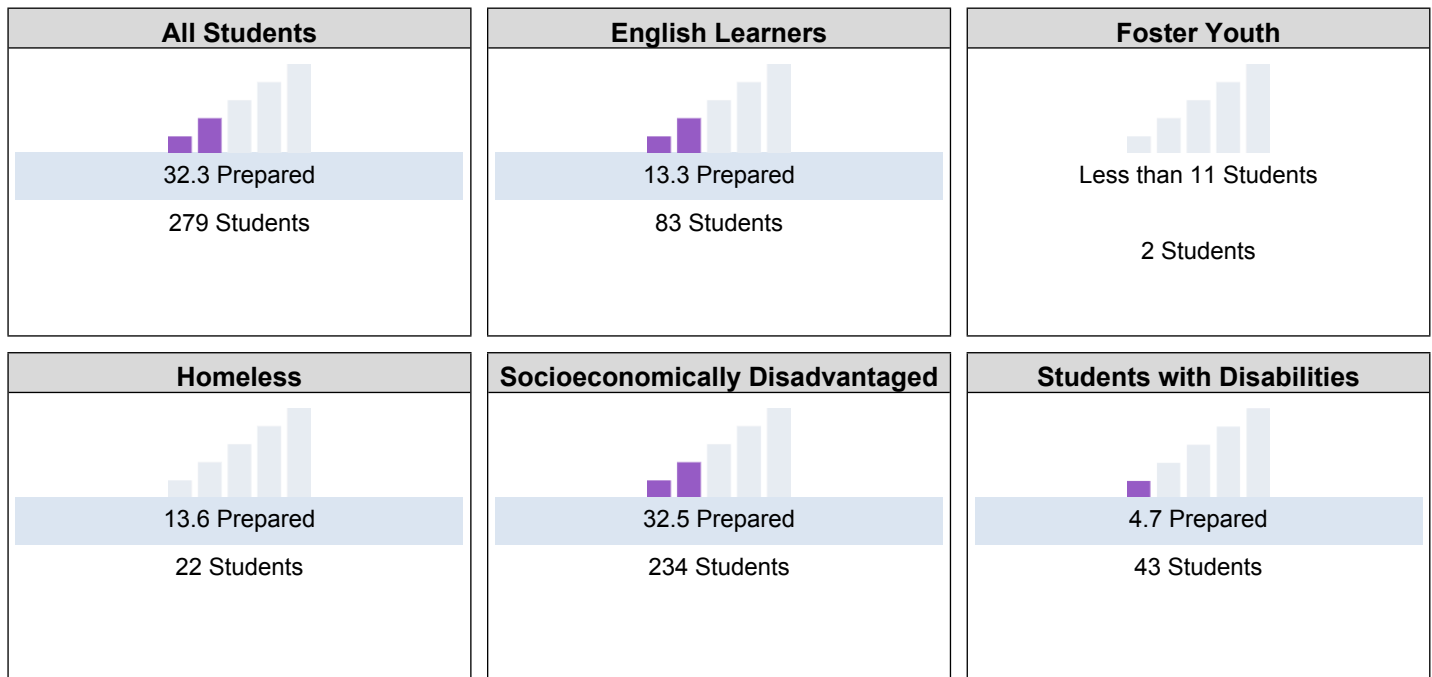
This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low
1	3	0	0	0

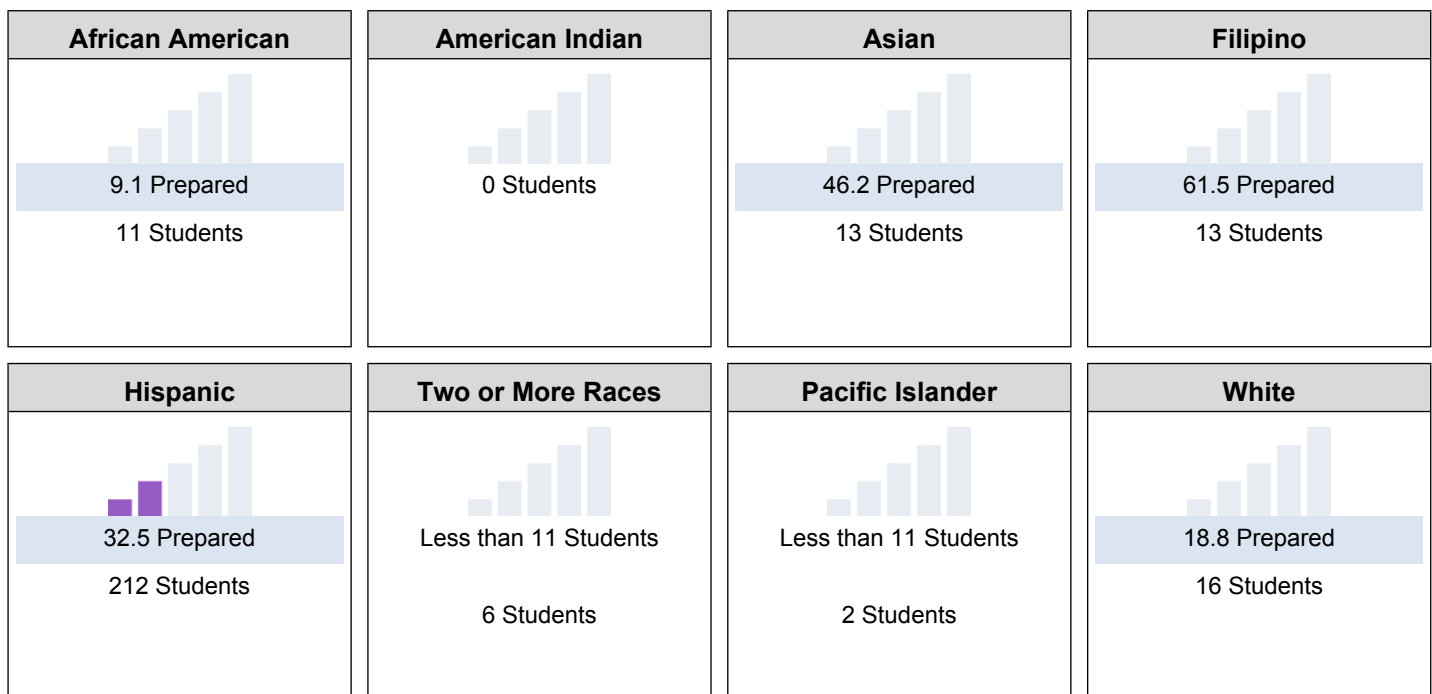
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



### 2023 Fall Dashboard College/Career Report for All Students/Student Group



### 2023 Fall Dashboard College/Career Report by Race/Ethnicity



#### Conclusions based on this data:

1. All student groups with a color indicator scored in the Low or Very Low Performance band.
2. Our college and career focused advisor will continue support students in this journey. We must increase the number of students in completion of a CTE pathway.
3. In order to improve student college and career readiness scores, staff will concentrate on incorporating academic counseling practices that include mentoring students on improving their D and F grades, as well as increasing staff awareness surrounding how this data is derived.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Students with Disabilities</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  No Performance Color 0 Students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 0 Students

#### Conclusions based on this data:

1. Data has not been reported on this indicator.
2. Chronic absenteeism and attendance has been consistently at the same level since the return of school. We have utilized our Student Resource Technician to continue to engage parents in supporting students in attending regularly.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Orange 86.8% graduated Decreased -1.4 281 Students	<b>English Learners</b>  Yellow 77.4% graduated Increased 2 84 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 69.6% graduated Decreased Significantly -5.4 23 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 88.1% graduated Maintained -0.3 236 Students	<b>Students with Disabilities</b>  Orange 72.7% graduated Decreased Significantly -6.1 44 Students

### 2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
81.8% graduated 11 Students	 No Performance Color 0 Students	84.6% graduated 13 Students	100% graduated Increased Significantly 11.8 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 86.4% graduated Decreased -1.7 213 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students	88.2% graduated Increased 4 17 Students

#### Conclusions based on this data:

- Overall graduation rates have remained steady, although there was a decrease in 2023, which indicates that progress continues in assessing and establishing multiple opportunities for students to learn and allowing for reassessment to complete school work in order for course credit completion.
- In terms of equity, our English Learner students had an increase of 2% in graduation rate, but are still under 80% graduation rate. However, homeless students, students with disabilities, Hispanic students decreased significantly, which indicates a continued need for credits monitoring.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

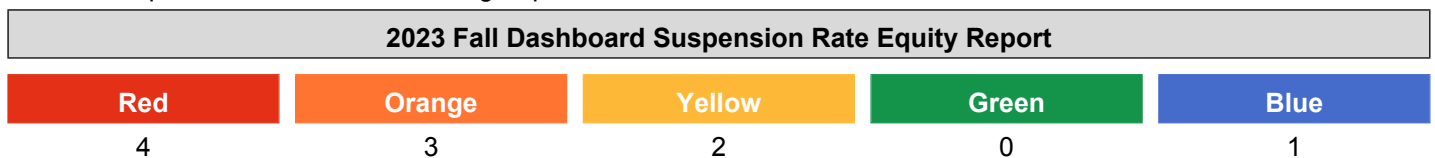
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 9.2% suspended at least one day Increased 2.4 1301 Students	<b>English Learners</b>  Red 14.3% suspended at least one day Increased Significantly 5.7 455 Students	<b>Foster Youth</b> 0% suspended at least one day Declined -30.8 11 Students
<b>Homeless</b>  Red 26.7% suspended at least one day Increased 21 60 Students	<b>Socioeconomically Disadvantaged</b>  Orange 9% suspended at least one day Increased 2.4 1105 Students	<b>Students with Disabilities</b>  Yellow 9.5% suspended at least one day Declined -1.6 231 Students

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Yellow 9.1% suspended at least one day Declined -14.6 33 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Red 18.3% suspended at least one day Increased 11 60 Students	<b>Filipino</b>  Blue 0% suspended at least one day Declined -4.7 37 Students
<b>Hispanic</b>  Orange 9.3% suspended at least one day Increased 2.6 1035 Students	<b>Two or More Races</b>  Red 11.3% suspended at least one day Increased 4.4 53 Students	<b>Pacific Islander</b> Less than 11 Students 7 Students	<b>White</b>  Orange 5.3% suspended at least one day Increased 4.1 76 Students

#### Conclusions based on this data:

1. Suspension rates in groups of our African American and SWD declined in 2023 and are in the Yellow category. While their rates are close to the overall %, there is still a need for a more supportive approach in terms of discipline with PBIS strategies in and out of the classroom as many student groups showed an increase in suspension rates. Focusing more staff professional development on restorative practices and community circles will support reductions in student suspensions particularly with these two groups. In short, this needs to change and we need to do better.
2. YVHS program specialist will spearhead an initiative on PBIS schoolwide program implementation in partnership with the equity team and district equity support specialist.
3. Through the district initiatives, we are exploring a more comprehensive program for other means of correction for our site to decrease the suspension rates across the board, to include in-house suspension, outside programs that work on conflict resolution such as Family Purpose, One Day at a Time.

# 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.

#### Goal 1 - Student Achievement

All students will receive a high quality education in a safe and welcoming environment with high expectations, and access to technology, Common Core State Standards, ELD standards, advising on CSU/UC (A-G) requirements, IB and enrichment classes. All students will have access to Common Core State Standards aligned textbooks and materials.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

### Identified Need

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

In 2022-2023, The average pass rate for all IB assessments was 38% (score of 4 or higher), previous years of 2020-2021 was at 58%. YVHS celebrated two students who earned their IB Diploma. Based on this growing success, there is a need to continue to implement the IB Diploma program via a schoolwide approach for equitable access, to include EL students and offer them access to this program as we continue to find innovative ways to provide opportunities for student achievement success and close the equity gap for our students.

In 2022-2023, our graduation rate was 88.3% as compared to 83.7% in 2021-2023. In 22-23, 85% of students were on track for graduation status. Of the student groups, 18% of African Americans were not on track, 29% of Students with Disabilities were not on track, and 28% of EL students were on track for graduation. 66.3% of all senior students received at least one D or F on their report card.

From staff surveys through the California Healthy Kids Survey, site surveys, and interviews, not all teachers report feeling confident in their ability to effectively teach, nor have all the desired materials and supplies, and do not have access to appropriate technology to support Common Core State Standards, Next Generation Science Standards and English Language Development Standards. There is a need for allocating resources to implement an academic support focus for increased college and career readiness, which provides support to staff and students alike in terms of resources, strategies, and higher rigor for student achievement outcome alignments.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase graduation cohort rate from 83.5% to 90% over three years.	2022 - graduation rate of 2022-23 class was 88.3%	By the year 2026, the graduation cohort rate will be 90%
Increase graduates meeting the College Readiness indicator	2021 - 33% of the graduates were UC-CSU eligible. (No updated data provided by state)	By 2026, the number of students UC-CSU ready will raise to 38%
Reduce D's and F's for all grades levels	In 2022 - the number of students who received at least one D or F on their report card was 54%	By 2026, the number of students who will receive one D or F on their report card will be 45%



Overall Increase/Decrease of CASSPP score from standard	ELA declined - 6.8 points, 55.3 points below standard Math decreased 10.4 points, 122.9 points below standard	By 2026, ELA decrease 45.3 points below standard Math decrease 112 points below standard
English Learners Increase/Decrease of CASSPP score from standard	ELA declined -13.7 points, 117 points below standard Math decreased 12.2 points, 189.5 points below standard	By 2026, ELA decrease 107 points below standard Math decrease 179 points below standard
Socioeconomically Disadvantage Increase/Decrease of CASSPP score from standard	ELA declined -11.1 points, 64.9 points below standard Math decreased 9.7 points, 135 points below standard	By 2026, ELA decrease 54.9 points below standard Math decrease 125 points below standard
Special education increase/decrease of CASSPP score from standard	ELA decreased 10.6 points, 143.3 points below standard Math decreased 10.6 points, 202.6 points below standard	By 2026, ELA increase 133.3 points below standard Math decrease 192.6 points below standard
English learners redesignated as English proficient	The number of English learners reclassified as English proficient dropped from 10% to 7.5%	By 2026, the number of students reclassified as English Proficient will increase to 15%
9th grade students on track for graduation	The number of 9th grade students on track for graduation dropped from 71.2% to 54%	By 2026, the number of 9th graders on track for graduation will increase to 65%
Decrease of organic students to YVHS transfer to alternative education programs	The number of students transferring to Alternative Education for 2022 was 76 students.	By end of 1st semester of 2025-2026 academic year, the number of students who originally start at YVHS that transfer to alternative education will be 10% less than previous year.
Student enrollment in International Baccalaureate (IB) Program Classes	36% of students are enrolled in at least one IB class for the 2022-23 school year.	By 2026, the number of students enrolled in at least one IB class will increase by 10% to 38%.
ELL Students enrolled in an IB program class	8.5% of total EL students are enrolled in one IB class for the 2022-23 school year, up from 3.0% the previous year. 12% of 11th and 12th grade EL students are enrolled in at least one IB class for the 2022-23 school year.	By 2026, the number of EL 11th and 12th graders enrolled in at least one IB class will increase by 10% to 22%.

## 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: All teachers, staff and students will be supported by having access to Common Core Materials, supplemental materials, supplies, to implement Common Core State Standards and curriculum for learning.	All Students Including students in subgroups: English Learners, Students with Disabilities and Socioeconomically Disadvantage students.	500.00 Title I (3070) 4000 - 4999 Books and Supplies Materials and Supplies to Supplement Curriculum 10,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies

			<p>Materials and Supplies to Supplement Curriculum: 510.00</p> <p>Site Discretionary 4000 - 4999 Books and Supplies</p> <p>Materials and Supplies to Supplement Curriculum: 8,520.00</p> <p>Title I Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Supplemental materials for student curriculum and technology access. 12,000.00</p> <p>LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Materials and Supplies to Supplement Curriculum, Copying Service and Costs for Materials for Students 10,000.00</p> <p>Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Supplemental materials for student curriculum and technology access. 1,500.00</p> <p>Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra Support for Certificated Staff. 65992.00</p> <p>Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Extra Support for Classified Staff. 10,000</p> <p>CSI (3282) 4000 - 4999 Books and Supplies</p> <p>Extra supplemental books for students that are ELs and SWD.</p>
1.2	1.2: All students will have access to updated technology and can say with confidence they are able to learn Common Core State Standards	All Students Including students in subgroups: English Learners, Students with	<p>80,000.00</p> <p>LCFF Supplemental 4000 - 4999 Books and Supplies</p>

	through technology threads in and out of the classroom.	Disabilities and Socioeconomically Disadvantage students.	<p>Access to Technology including student personal learning devices, TI graphing calculators for math &amp; science, learning stations for classrooms, and various other similar supported devices. Student Curriculum Access to Technology based programs, lessons. Software to support Common Core, including medical certificate software (NHA) and examinations, writing software check and review, Memebean, No Red Ink, and various others. Additional chromebook purchases to supply students who do not bring one to school daily. Classroom upgrades for technology, such as virtual cadaver station, instructional wireless tablets, etc. 10,000.00 Title I Carryover 4000 - 4999 Books and Supplies Access to Technology including student personal learning devices, TI graphing calculators for math &amp; science, learning stations for classrooms, and various other similar supported devices. Student Curriculum Access to Technology based programs, lessons. Software to support Common Core, including medical certificate software (NHA) and examinations, writing software check and review, Memebean, No Red Ink, and various others. Additional chromebook purchases to supply students who do not bring one to school daily. Classroom upgrades for technology, such as virtual cadaver station, instructional wireless tablets, etc. 4,800.00 Site Discretionary 4000 - 4999 Books and Supplies Access to Technology including student personal learning devices, TI graphing calculators for math &amp; science, learning stations for classrooms, and various other</p>
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		<p>similar supported devices. Student Curriculum Access to Technology based programs, lessons. Software to support Common Core, including medical certificate software (NHA) and examinations, writing software check and review, Memebean, No Red Ink, and various others. Additional chromebook purchases to supply students who do not bring one to school daily. Classroom upgrades for technology, such as virtual cadaver station, instructional wireless tablets, etc.</p> <p>500.00</p> <p>Title I (3070)</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>Professional Development and/or extended hours for learning and applying new technology for students and staff.</p> <p>1,000.00</p> <p>LCFF Supplemental</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>Professional Development and/or extended hours for learning and applying new technology for students and staff.</p> <p>10,000.00</p> <p>LCFF Supplemental</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Access to Technology including student personal learning devices, TI graphing calculators for math &amp; science, learning stations for classrooms, and various other similar supported devices. Student Curriculum Access to Technology based programs, lessons.</p> <p>500.00</p> <p>Title I (3070)</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Access to Technology including student personal</p>
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			<p>learning devices, TI graphing calculators for math &amp; science, learning stations for classrooms, and various other similar supported devices. Student Curriculum Access to Technology based programs, lessons.</p> <p>500.00</p> <p>Site Discretionary</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Access to Technology including student personal learning devices, TI graphing calculators for math &amp; science, learning stations for classrooms, and various other similar supported devices. Student Curriculum Access to Technology based programs, lessons.</p>
1.3	<p>1.3: All students shall receive all Multi Tiered Systems of Support (MTSS) through, counseling, outside services, access to specialized personnel, Career specialists, college &amp; career materials, community services, and other like services/materials to include access to UC/CSU (A-G) course standards, with appropriate services that support their academic achievement goals in programs such as IB, AP, Education Academy, Health Career Pathway, World Language Seal of Biliteracy, Engineering, and VAPA.</p>	<p>All Students</p> <p>Including students in subgroups: English Learners, Students with Disabilities, African American students, HOPE students, and Socioeconomically Disadvantage students.</p>	<p>1,000.00</p> <p>Title I Carryover</p> <p>4000 - 4999 Books and Supplies</p> <p>Updating of English novels for higher interest reading to address literacy gaps. Career &amp; College Center Supplies and Materials for College awareness and student support. Updating of Library books in areas of SEL, ELL, and diversity. For example, double or triple copies of popular books, as well as high interest reading, especially for ELL.</p> <p>500.00</p> <p>Title I (3070)</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Additional student, staff, and teacher support in implementing MTSS supports, College &amp; Career training/programs, curricular programs, counseling, outside services, and other related services needed to support academic achievement.</p> <p>1,000.00</p> <p>LCFF Supplemental</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p>

			<p>Increase variety of classes offered during the school day (AP, IB, CTE pathways, ELD.), through section allocations in areas of EL, IB Program Specialist support, and SPED supplemental support. 8000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Updating of English novels for higher interest reading to address literacy gaps. Career &amp; College Center Supplies and Materials for College awareness and student support. Updating of Library books in areas of SEL, ELL, and diversity.. For example, double or triple copies of popular books, as well as high interest reading, especially for ELL. 5,000.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Additional student,staff, and teacher support in implementing MTSS supports, College &amp; Career training/programs, curricular programs, counseling professional development, outside services, and other related services needed to support academic achievement. 2,000.00 Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Increase variety of classes offered during the school day (AP, IB, CTE pathways, ELD.), through section allocations in areas of EL, IB Program Specialist support, and SPED supplemental support. Also, Teacher support for students accessing A-G classes and curriculum as well as academic supports. 200.00 Site Discretionary</p>
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			<p>4000 - 4999 Books and Supplies Updating of English novels for higher interest reading to address literacy gaps. Career &amp; College Center Supplies and Materials for College awareness and student support. Updating of Library books in areas of SEL, ELL, and diversity.. For example, double or triple copies of popular books, as well as high interest reading, especially for ELL. 500.00 Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Additional student,staff, and teacher support in implementing MTSS supports, College &amp; Career training/programs, curricular programs, counseling, outside services, and other related services needed to support academic achievement.</p>
1.4	1.4: Provide materials and supports for student groups of English Learners, Students with Disabilities and Socioeconomically Disadvantaged students.	Other Subgroups Including students in subgroups:English Learners, Students with Disabilities and Socioeconomically Disadvantage students.	<p>500.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Administrator and certificated Support for Special Education services including additional substitute coverage for staff to coordinate student IEP services and supports, and for EL students/program. 500.00 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Classified Support - Extra Assistance such as EL Bilingual Aides additional hours for tutoring of EL students, and Students with disabilities. 250.00 Title I (3070) 4000 - 4999 Books and Supplies Supplemental Materials and Supplies for ELD/SPED students in books, SEL, arts, and paper supplies:</p>

		<p>1,000.00  LCFF Supplemental  4000 - 4999 Books and  Supplies  Supplemental Materials and  Supplies for ELD/SPED  students in books, SEL, arts,  and paper supplies:  1,000.00  LCFF Supplemental  1000 - 1999 Certificated  Personnel Salaries (Includes  3000-3999 Benefits)  Administrator and certificated  Support for Special Education  services including additional  substitute coverage for staff  to coordinate student IEP  services and supports, and  for EL students/program.  500.00  LCFF Supplemental  2000 - 2999 Classified  Personnel Salaries (Includes  3000-3999 Benefits)  Classified Support - Extra  Assistance such as EL  Bilingual Aides additional  hours for tutoring of EL  students, and Students with  disabilities.  500.00  Title I (3070)  5000 - 5999 Services and  Other Operating Expenditures  (Excludes other 5000 series  listed below)  Services and programs  support for EL program and  SPED programs.  1,000.00  LCFF Supplemental  5000 - 5999 Services and  Other Operating Expenditures  (Excludes other 5000 series  listed below)  Services and programs  support for EL program and  SPED programs.  100.00  Title I Parent Engagement  (3068)  2000 - 2999 Classified  Personnel Salaries (Includes  3000-3999 Benefits)  Classified Staff extra support.  1,000.00  Site Discretionary  4000 - 4999 Books and  Supplies  Teacher support.  Supplemental materials for</p>
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			student curriculum and technology access.
<b>1.5</b>	1.5: 85% of freshmen will end their first year on track with graduation requirements by earning at least 55 credits by the end of their first year.	All Students Including students in subgroups: English Learners, Students with Disabilities and Socioeconomically Disadvantage students.	<p>1000.00 Title I (3070) 4000 - 4999 Books and Supplies Focused materials for student organization, supplies, and other items that enhance our freshmen head start to transition to High School. Positive recognition supports, materials, services such as guest speakers, field trips, and other programs that promote student connection to learning and school. 1,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Focused materials for student organization, supplies, and other items that enhance our freshmen head start to transition to High School. Positive recognition supports, materials, services such as guest speakers, field trips, and other programs that promote student connection to learning and school. 10,500.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Staff training for support of our Freshman to engage in learning and the improved culture and climate of the school. Bring in outside support providers and/or speakers to provide students opportunities to engage in school community and pride. Breaking Down the Walls - Freshman Day. 500.00 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Staff training for support of our Freshman to engage in learning and the improved culture and climate of the school. Bring in outside support providers and/or</p>

			<p>speakers to provide students opportunities to engage in school community and pride. Breaking Down the Walls - Freshman Day. 500.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional staff supports, outside hours, such as tutoring for 9th grade students that are academically in need. 1,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional staff supports, outside hours, such as tutoring for 9th grade students that are academically in need. 200.00 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Additional staff supports, outside hours, such as tutoring for 9th grade students that are academically in need. 500.00 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Additional staff supports, outside hours, such as tutoring for 9th grade students that are academically in need. 500.00 Site Discretionary 4000 - 4999 Books and Supplies Focused materials for student organization, supplies, and other items that enhance our freshmen head start to transition to High School. Positive recognition supports, materials, services such as guest speakers, field trips, and other programs that promote student connection to learning and school.</p>
1.6	1.6: 30% of LTEL's will reclassify as Fluent English Proficient.	English Learners	<p>60,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p>

			<p>Additional sections for Teacher assignment EL Support Class 1,000.00</p> <p>Title I Carryover 4000 - 4999 Books and Supplies Focused materials for student organization, supplies, and other items that enhance our EL students more access to relevant and effective curriculum resources 500.00</p> <p>Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) District, site, and other outside based professional development, conferences, supports, and other avenues for increasing instructional effectiveness that leads to higher EL student engagement and achievement. Conferences for example CAFE, CADA, ASCA Summer Institute, and NSCLC. Release time for teachers to visit effective classrooms/schools in and out of our school district. 5,000.00</p> <p>LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) District, site, and other outside based professional development, conferences, supports, and other avenues for increasing instructional effectiveness that leads to higher EL student engagement and achievement. Release time for teachers to visit effective classrooms/schools in and out of our school district. 3,000.00</p> <p>LCFF Supplemental 4000 - 4999 Books and Supplies Focused materials for student organization, supplies, and other items that enhance our EL students more access to relevant and effective curriculum resources</p>
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			<p>500.00 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Classified staff extra support such as additional hours for EL Bilingual Aide to provide tutoring and supports. Additional hours for Community Coordinator to connect with families on student progress with EL progress and supports. Additional hours for Bilingual SRT to communicate with families to improve attendance and achievement for EL students.</p>
1.7	1.7: Staff will participate in professional development to improve the effectiveness of our PLC's and students instructional supports.	All Students	<p>500.00 Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Professional development to improve the effectiveness of our PLC's and students instructional supports. Focused supports for Math, English, Social Studies, and Science with outside curriculum and instructional coaching. 10,000.00 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Professional development to improve the effectiveness of our PLC's and students instructional supports. Focused supports for Math, English, Social Studies, and Science with outside curriculum and instructional coaching. 500.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Professional development to improve the effectiveness of our PLC's and students instructional supports. 2,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p>

			Professional development to improve the effectiveness of our PLC's and students instructional supports. 500.00 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Professional development to enhance service and supports for our students and families. 500.00 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Professional development to enhance service and supports for our students and families. 500.00 Title I (3070) 4000 - 4999 Books and Supplies Additional materials, books, and supplies to support the PLCs and professional development. 1,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Additional materials, books, and supplies to support the PLCs and professional development.
<b>1.8</b>	1.8: Provide students with supplemental classroom and project supplies. Many of our students do not have access to these materials at home. Access to supplemental materials in the classroom will enable students to complete assignments and projects in class.	All Students Unduplicated students	5,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Classroom/Student materials and supplies. 500.00 Title I (3070) 4000 - 4999 Books and Supplies Classroom/Student materials and supplies . 19,000.00 Site Discretionary 4000 - 4999 Books and Supplies Classroom/Student materials and supplies
<b>1.9</b>	1.9: Provide additional tutoring and learning to support EL Students and Students With Disabilities who are behind academically and display learning gaps.	English Learners Additionally students with disabilities and EL students with disabilities	5,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional supports/tutoring with hours and services to EL

		<p>students, EL students with disabilities, and students with disabilities. Additional hours for Spanish Bilingual Instructional assistant support for EL students in accessing the curriculum to support credit recovery. Seek additional Bilingual support in Farsi for students in EL classes.</p> <p>5,000.00</p> <p>LCFF Supplemental</p> <p>2000 - 2999 Classified</p> <p>Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>Additional supports/tutoring with hours and services to EL students, EL students with disabilities, and students with disabilities. Additional hours for Spanish Bilingual Instructional assistant support for EL students in accessing the curriculum to support credit recovery. Seek additional Bilingual support in Farsi for students in EL classes.</p> <p>500.00</p> <p>Title I (3070)</p> <p>1000 - 1999 Certificated</p> <p>Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>Additional supports/tutoring with hours and services to EL students, EL students with disabilities, and students with disabilities. Additional hours for Spanish Bilingual Instructional assistant support for EL students in accessing the curriculum to support credit recovery. Seek additional Bilingual support in Farsi for students in EL classes.</p> <p>500.00</p> <p>Title I (3070)</p> <p>2000 - 2999 Classified</p> <p>Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>Additional supports/tutoring with hours and services to EL students, EL students with disabilities, and students with disabilities. Additional hours for Spanish Bilingual Instructional assistant support for EL students in accessing the curriculum to support credit recovery. Seek</p>
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			<p>additional Bilingual support in Farsi for students in EL classes.</p> <p>3,000.00</p> <p>LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Seek outside contracted services to provide EL and Students with Disabilities additional supports to be academically successful.</p>
<b>1.10</b>	1.10: Provide student academic and behavioral support for school intervention for all students.	All Students	<p>500.00</p> <p>Title I (3070)</p> <p>4000 - 4999 Books and Supplies</p> <p>High interest reading material, primary languages, varied levels for classrooms.</p> <p>2,500.00</p> <p>LCFF Supplemental 4000 - 4999 Books and Supplies</p> <p>High interest reading material, primary languages, varied levels for classrooms.</p> <p>500.00</p> <p>Title I (3070)</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>After School Tutoring in numerous curriculum areas for all students to return on track and/or support their learning gaps.</p> <p>1,000.00</p> <p>LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>After School Tutoring in numerous curriculum areas for all students to return on track and/or support their learning gaps.</p> <p>2,000.00</p> <p>LCFF Supplemental 4000 - 4999 Books and Supplies</p> <p>Student engagement through academic and behavioral support for school intervention for all students.</p>
<b>1.11</b>	1.11: Staff will collaborate and share effective practices, lesson designs, timely analysis of formative assessment data in order to address the equity gaps through increased rigor.	All Students	<p>500.00</p> <p>Title I (3070)</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p>

			<p>Formative assessment analysis review and collaboration to improve student achievement in learning including pull out days for department common assessments &amp; planning of essential standards. 3,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>Formative assessment analysis review and collaboration to improve student achievement in learning including pull out days for department common assessments &amp; planning of essential standards. 500.00 Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies, Cycle of Inquiry, formative assessments, and lesson design materials. 2,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies, Cycle of Inquiry, formative assessments, and lesson design materials. 500.00 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Formative assessment analysis review and collaboration to improve student achievement in learning 3,000.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Formative assessment analysis review and collaboration to improve student achievement in learning</p>
<b>1.12</b>	1.12: Provide programs and services, which sustain, maintain, and/or enrich students'	All Students	<p>500.00 Title I (3070)</p>



	<p>educational experiences during and outside of the school day. Provide a safe and welcoming campus where students feel supported and connected.</p>	<p>4000 - 4999 Books and Supplies Purchase intervention and enrichment supplemental curriculum and materials. Provide professional development for all purchased intervention and enrichment curriculum and materials. 500.00 Title I (3070)</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Provide outside SEL support services such as Breaking Down the Walls, guest speakers, and other student experiences that enhance student connection to learning. 500.00 Title I (3070)</p> <p>2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Classified attend conferences that provide supports to students and families, such as AeriesCon, Equity, Safety Training for Campus Supervisors, and other like training/professional development. 500.00 Title I (3070)</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Certificated attend conferences that provide supports to students and families that connect students to learning and/or enriching the learning experience. 200.00 LCFF Supplemental</p> <p>4000 - 4999 Books and Supplies Ongoing repair and replacement of equipment and safety items in areas of athletics, leadership, and other integrated programs. 3,000.00 LCFF Supplemental</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p>
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			<p>Ongoing repair and replacement of equipment and safety items in areas of athletics, leadership, and other integrated programs 3,000.00</p> <p>LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Ongoing repair and replacement of equipment and safety items in areas of athletics, leadership, and other integrated programs 20,000.00</p> <p>Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Ongoing repair and replacement of equipment and safety items in areas of athletics, leadership, and other integrated programs, including custodial enhancement services and supplies, campus supervisor equipment and supplies, 500.00</p> <p>Site Discretionary 4000 - 4999 Books and Supplies Ongoing repair and replacement of equipment and safety items in areas of athletics, leadership, and other integrated programs 5,000.00</p> <p>Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Provide outside SEL support services such as Breaking Down the Walls, guest speakers, and other student experiences that enhance student connection to learning.</p>
<b>1.13</b>	1.13: School will implement International Baccalaureate program to assist in developing and maintaining high level of student rigor and expectations, providing students with an equitable opportunity to higher achievement and recognition in the learning experience and higher post high school outcomes.	All Students	<p>500.00</p> <p>Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Provide professional development for IB courses and programs. Attendance of IB Conferences for all</p>

			<p>certificated to move towards IB For All program goal. 2,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Funding for extra pay beyond contract hours for staff to create and develop course outline to satisfy program requirement. Provide teachers with release time for planning and visits of other successful IB programs. 500.00 Title I (3070) 4000 - 4999 Books and Supplies Provide Online services, both curriculum and student management such as ManageBac and Kognity, as well as other like programs. Provide curricular supplies for students to engage and connect to learning. 500.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) California Association of World Schools membership dues 500.00 LCFF Supplemental 4000 - 4999 Books and Supplies Provide Online services, both curriculum and student management such as ManageBac and Kognity, as well as other like programs. Provide curricular supplies for students to engage and connect to learning. 539.00 Title I Parent Engagement (3068) 5800 Professional/Consulting Services and Operating Expenditures Parent Engagement for IB to include outside services, refreshments, and other expenses for IB support 110,000 Title I (3070)</p>
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			<p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>Certificated FTE and extra pay to support and coordinate IB program to include all aspects of scheduling, counseling, curriculum development, assessments, and other associated duties/responsibilities. Also, funding for extra pay beyond contract hours for staff to create and develop course outline to satisfy program requirement. Provide teachers with release time for planning and visits of other successful IB programs.</p>
1.14	1.14: Increase student access to visual performing arts programs and courses with the goal of strengthening 21st century collaboration, communication, innovation and critical thinking skills.	Other Subgroups	<p>1,000.00</p> <p>LCFF Supplemental</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>Attendance for professional development and conferences.</p> <p>250.00</p> <p>Title I (3070)</p> <p>4000 - 4999 Books and Supplies</p> <p>Ongoing repair and replacement of performing arts equipment including upgrading Kilns, 3D Clay Printers, and upgrading technology/equipment for creative designs.</p> <p>1,000.00</p> <p>LCFF Supplemental</p> <p>4000 - 4999 Books and Supplies</p> <p>Ongoing repair and replacement of performing arts equipment including upgrading Kilns, 3D Clay Printers, and upgrading technology/equipment for creative designs.</p> <p>2,000.00</p> <p>LCFF Supplemental</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Implement new VAPA programs and courses with the goal of strengthening 21st century collaboration, communication, innovation and critical thinking skills.</p>

<b>1.15</b>	1.15 - Increase the learning spaces comfort by providing classroom furniture that is easily accessible by all students of different shapes and sizes.	All Students	25,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Student desks for various classrooms, Art, Ceramics, Math, English, and others schoolwide. 24,000.00 Title I (3070) 4000 - 4999 Books and Supplies Student equipment and materials for various classrooms, Art, Ceramics, Math, English, and others schoolwide.
<b>1.16</b>	1.16 - Provide large scale school upgrades for items that facilitate learning, such as classrooms, outdoor learning spaces, MU, Gym, and others to ensure that spaces are comfortable, safe, and engaging.	All Students	25,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies a. New Kilns for Ceramics b. Classroom chalkboards are replaced with whiteboards. c. Medical sports machine upgrades d. PE Athletic rooms upgrades & equipment e. Classrooms for new student desks.  25,000.00 Title I (3070) 4000 - 4999 Books and Supplies a. New Kilns for Ceramics b. Classroom chalkboards are replaced with whiteboards. c. Medical sports machine upgrades d. PE equipment
<b>1.17</b>	1.17 - Provide additional Math Coaching support through outside advisement from Independent Service provider to increase teacher effectiveness.	All Students	20,000.00 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Provide additional Math Coaching support through outside advisement from Independent Service provider to increase teacher effectiveness. 20,000.00 Title I Carryover 5800 Professional/Consulting Services and Operating Expenditures Provide additional Math Coaching support through

			outside advisement from Independent Service provider to increase teacher effectiveness.
<b>1.18</b>	1.18 - Support high-quality curriculum and instruction aligned to CCSS, History Social Science Frameworks, NGSS, and that integrates technology:	All Students	<p>10,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Provide ongoing PD for teachers across the curriculum on instructional strategies and assessment Provide opportunities for peer instructional planning, observations and collaboration Use common assessments, grading, and rubrics in core content areas</p> <p>10,000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Provide ongoing PD for teachers across the curriculum on instructional strategies and assessment Provide opportunities for peer instructional planning, observations and collaboration Use common assessments, grading, and rubrics in core content areas</p> <p>5,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies a. Provide supplemental materials to meet the needs of CCSS b. Provide ongoing PD for teachers across the curriculum on instructional strategies and assessment c. Provide opportunities for peer instructional planning, observations and collaboration d. Use common assessments, grading, and rubrics in core content areas</p> <p>4,508.00 Title I (3070) 4000 - 4999 Books and Supplies</p>

			<p>a. Provide supplemental materials to meet the needs of CCSS</p> <p>b. Provide ongoing PD for teachers across the curriculum on instructional strategies and assessment</p> <p>c. Provide opportunities for peer instructional planning, observations and collaboration</p> <p>d. Use common assessments, grading, and rubrics in core content areas</p> <p>5,000.00</p> <p>LCFF Supplemental</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>a. Provide supplemental materials to meet the needs of CCSS</p> <p>b. Provide ongoing PD for teachers across the curriculum on instructional strategies and assessment</p> <p>c. Provide opportunities for peer instructional planning, observations and collaboration</p> <p>d. Use common assessments, grading, and rubrics in core content areas</p> <p>5,000.00</p> <p>Title I (3070)</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>a. Provide supplemental materials to meet the needs of CCSS</p> <p>b. Provide ongoing PD for teachers across the curriculum on instructional strategies and assessment</p> <p>c. Provide opportunities for peer instructional planning, observations and collaboration</p> <p>d. Use common assessments, grading, and rubrics in core content areas</p>
<b>1.19</b>	Support EL students with appropriate Bi-lingual classroom translation assistance	English Learners Specifically New Comers and ELD 1 & 2	<p>80,000</p> <p>CSI (3282)</p>

			2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Provide student bilingual classroom assistant for Farsi and Dari languages.
<b>1.20</b>	Support All Students with updated classroom learning space and resources	All Students	50,000 CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Provide updated resources specifically in the general education fields of English Language Arts and Mathematics

## Annual Review

### SPSA Year Reviewed: 2023-24

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.



# 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.

#### Goal 2 - Parent and Community Engagement

Parents, family and community will be informed, engaged and connected as partners with YVHS to support student learning. Our goal is to increase parent engagement and understanding of parent roles with student attendance, increase participation in parent meetings and outreach events, reduce suspensions, and develop relationships with teachers and support staff.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support 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.

Through parent, community, student and staff input/data from California Healthy Kids Survey and staff google survey indicated a need for increased connection with the school and the student learning experience. YVHS is still growing in the area of parent interest in the schools wide learning process. Identified needs include, increased mutual accountability, alignment and communication among all stakeholders (e.g. students, parents, staff and community). Increased opportunities for parents/guardians and community stakeholders to become engaged in an effort to assist with increasing student attendance and achievement. Improved communications and connections with family and community stakeholders. Increased opportunities, services and partnerships between school/district/community and businesses to increase students connection to 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
<p>Parents, family and community are engaged and connected as partners. Improvements will be measured by increases in data numbers from pre-pandemic years.</p> <p>Students will connect learning and preparation for their future through the support of informed parents, family and community, who are engaged as partners with all site-level staff.</p>	<p>Overall 55% of the parents on the California Healthy Kids Survey 2022-23 agreed with the statement students, "Attended a school or class event."</p> <p>Overall 63% of the parents on the California Healthy Kids Survey 2022-23 agreed with the statement, "Attended a general school meeting."</p> <p>Reflecting in data in 2022-2023, 78 students were suspended at least one day.</p> <p>Reflecting in 2022-23, the overall chronic absenteeism rate decreased by 17.78%.</p> <p>Reflecting in 2022-23, overall 72% of the parents on the California Healthy Kids Survey 2021-22 agreed or strongly agreed with the statement, "Parents feel welcome to participate at this school."</p>	<p>Increase the overall response from parents on the California Healthy Kids Survey in 2022-2023 to 65% agreed with the statement that students, "Attended a school or class event."</p> <p>Increase 5% of the parents on the California Healthy Kids Survey 2022-23 agreed with the statement, "Attended a general school meeting."</p> <p>Decrease suspension number of incidents from by 5%.</p> <p>In 2023-2024 to decrease the chronic absenteeism from 17.78 to 13.78%.</p> <p>Increase to 80% of the parents on the California Healthy Kids Survey 2023-2024 agreed with the statement, "Parents feel welcome to participate at this school."</p>

## 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: Develop a plan to increase/improve EL parent participation in all parent groups. Identify ways to improve communication between school-linked services and sites.	All Students Student Group - English Language Learner families and students.	200.00 Title I Parent Engagement (3068) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Mailing postage for newsletters, parent notifications, and other community engagement notices. 3228.00 Title I Parent Engagement (3068) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Maintain a community school coordinator liaison full-time position. 42,277.47 Title I Carryover

			<p>2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Community School Coordinator position 800.00 Title I (3070)</p> <p>2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Increase communication to parents in their home languages inviting and encouraging participation in parent groups. Fund interpreter at each parent meeting. (PTSA, ELAC and Boosters)</p> <p>500.00 Title I Parent Engagement (3068)</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Increase parent engagement through Teacher leaders who connect with parents through outreach and supports for parent communication. 200.00 Title I Parent Engagement (3068)</p> <p>4000 - 4999 Books and Supplies Materials and supplies to provide resources for our EL families and students in support of community engagement. 1,000.00 LCFF Supplemental</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Increase parent engagement through Teacher leaders who connect with parents through outreach and supports for parent communication. 1800.00 LCFF Supplemental</p> <p>4000 - 4999 Books and Supplies Materials and supplies to provide resources for our EL families and students in support of community engagement. 2,000.00 LCFF Supplemental</p>
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			<p>2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>Increase communication to parents in their home languages inviting and encouraging participation in parent groups. Fund interpreter at each parent meeting. (PTSA, ELAC and Boosters)</p> <p>5,000.00</p> <p>LCFF Supplemental</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Increase communication to parents in their home languages inviting and encouraging participation in parent groups. Fund interpreter at each parent meeting. (PTSA, ELAC and Boosters)</p>
<b>2.2</b>	2.2: Improve attendance by 5% and decrease tardies by 5% through Parent and Community awareness and involvement.	All Students Unduplicated students	<p>1,000.00</p> <p>Title I (3070)</p> <p>4000 - 4999 Books and Supplies</p> <p>Student recognition for improved attendance-- materials and supplies that promotes a positive connection with families about the importance of attendance.</p> <p>1,000.00</p> <p>Title I (3070)</p> <p>5900 Communications</p> <p>Increased postage to continue multiple mailings home for parent communication about grades and attendance.</p> <p>3,000.00</p> <p>LCFF Supplemental</p> <p>4000 - 4999 Books and Supplies</p> <p>Materials and supplies that increase the student attendance to class such as PBIS materials, literature, videos, and other student materials that support improved attendance.</p> <p>3,000.00</p> <p>LCFF Supplemental</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p>

			<p>Staff development, conferences and other needed activities to support improve student attendance. 1,000.00</p> <p>LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra support for Certificated staff to work on attendance supports. 500.00</p> <p>LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Extra support for Classified staff to work on attendance supports. 1,000.00</p> <p>Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra support for Certificated staff to work on attendance supports. 500.00</p> <p>Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Extra support for Classified staff to work on attendance supports.</p>
<b>2.3</b>	2.3: Decrease in class and school suspensions by 5%.	All Students	<p>2728.00</p> <p>Title I Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Other Means of Correction (OMC) Training and Professional Development 1,000.00</p> <p>Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Other Means of Correction and/or student behavior improvement Training and Professional Development 3,000.00</p> <p>LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures</p>

			Other Means of Correction (OMC) Training and Professional Development
<b>2.4</b>	2.4: Develop and implement a plan to ensure parents are informed of their role in the reclassification process for their children. Provide training as needed to assist them in supporting their students toward reclassification and beyond.	English Learners	500.00 Site Discretionary 7000 - 7999 Other Outgo Associated Misc costs for parent meetings 1,000.00 Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies that support EL students for improved reclassification 1,000.00 Site Discretionary 4000 - 4999 Books and Supplies Materials and supplies that support EL students for improved reclassification 3,000.00 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Professional development
<b>2.5</b>	2.5: Develop a plan to increase/improve communication between school and Foster Youth Services/programs.	Foster Youth	1,000.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) With the support of the district's Foster Youth Services, we will increase communication and outreach to foster parents and group home representatives, inviting and encouraging participation in parent groups and site meetings/activities 1000.00 Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures With the support of the district's Foster Youth Services, we will increase communication and outreach to foster parents and group home representatives, inviting and encouraging participation in parent groups and site meetings/activities 1000.00 Title I (3070) 4000 - 4999 Books and Supplies

			Materials and Supplies that support our Foster Youth and Homeless Services and supports for this student group. 500.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra support for Certificated Staff. 500.00 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Extra support for Classified staff.
<b>2.6</b>	2.6: Develop and implement "Week of Welcome." First week of school is dedicated to setting the tone for the year. Providing workshops on responsibility, accountability, A-G requirements, building community and student expectations.	All Students	1,000.00 Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies to include, student handbooks, and student material supplies, 2,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies to include, student handbooks, and student material supplies, 1,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Certificated Staff hours to plan Week of Welcome (11 staff at 12 hours each) 1,000.00 Site Discretionary 5800 Professional/Consulting Services and Operating Expenditures Food for students and staff on FDOS for meetings held during the breakfast and/or lunch hours 1,000.00 Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Training and Professional Development
<b>2.7</b>	2.7: Students feel that there needs to be an increase in safety measures on campus.	All Students	72,000.00 Title I (3070)

			1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Wellness Center Coordinator 500.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Intern for Wellness Center 1,500.00 Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies that support the Wellness Center. Student wellness literature, calming materials, and other supports. 2,500.00 LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies that the Wellness Center. Student wellness literature, calming materials, and other supports.
2.8	2.8: Continue implementation of the "YV Way" through Positive Behavior Intervention and Support.	All Students	7,000.00 LCFF Supplemental 5900 Communications School based software such as Minga Student ID, or other software as appropriate. School Info App that engages students with current school events. 1,000.00 Site Discretionary 4000 - 4999 Books and Supplies Purchase Signage and Reward Systems that reinforce the YV Way 1,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Purchase Signage and Reward Systems that reinforce the YV Way 2,500.00 Title I (3070) 4000 - 4999 Books and Supplies Purchase Signage and Reward Systems that reinforce the YV Way. 3,000.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures



			(Excludes other 5000 series listed below) Professional development for engagement strategies and content 1,000.00 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Increase the availability of opportunities for students to experience engagement strategies and content that will contribute to campus climate.
<b>2.9</b>	2.9 Provide supplemental materials for English Learners to access content standards and for ELD/ALD classes	English Learners	20000 CSI (3282) 4000 - 4999 Books and Supplies Supplemental materials for ELLs and ELD/ALD classes
<b>2.10</b>	2.10 Provide additional instruction/tutoring to students to support credits earnings and credit recovery, including after school tutoring and/or summer school support.	All Students Low Income, English Learners	15350 CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional pay, staffing

## Annual Review

### SPSA Year Reviewed: 2023-24

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.

# 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.

#### Goal 3 - Student Engagement

Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready through high quality, culturally proficient, and responsive staff to be supportive and respectful of all students' backgrounds.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or 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.

Based on feedback from parents, staff, and students, YVHS sees a need to increase our focus on culturally responsive classrooms and to increase our work in creating a campus where all students feel welcome and supported. YVHS will concentrate on reducing the number of students contributing to high chronic absenteeism rates, especially homeless/Foster Youth, and SWD student groups. Moreover, YVHS will continue to provide PBIS supports and improve student perceptions of safety, specifically connecting with a trusted staff person. Provisional for additional supports for conflict resolution via community circles and restorative practices will be implemented as PBIS data indicates this is a need.

### 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
Students will learn and thrive in an environment with high quality instruction where all staff demonstrates cultural responsiveness, fosters strong, supportive relationships, and engages students in their learning.	78% of the parents agree with this statement on the California Healthy Kids Survey: "This school... encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality."	In 2023.-2024, 80% of the parents will agree with this statement on the California Healthy Kids Survey: "This school... encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality."
Students and staff will demonstrate cultural responsiveness in their interactions with peers and implement professional development survey.	88% of the parents agree with this statement on the California Healthy Kids Survey: "This school... treats all students with respect."	In 2023 - 2024, 90% of the parents will agree with this statement on the California Healthy Kids Survey: "This school... treats all students with respect."
Staff will conduct common formative assessments, review, and target student learning that promotes higher student achievement.	68% of the parents agree with this statement on the California Healthy Kids Survey: "This school... provides instructional materials that reflect my child's culture, ethnicity, and identity."	In 2023-2024, 75% of the parents agree with this question on the California Healthy Kids Survey: "This school... provides instructional materials that reflect my child's culture, ethnicity, and identity."

## 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	3.1: Continue to provide collaboration time for professional development and coaching to support Professional Learning Communities (PLC) and the implementation of Common CORE State Standards to address all students' needs.	All Students All as well as Foster Youth, English Language Learners, Low Income Students	500.00 Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Collaboration time for student academic and Social Emotional support., Wednesdays protected time for all staff: Staff meetings, department and PLC meetings 3000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Collaboration time for student academic and Social Emotional support. Wednesdays protected time for all staff: Staff meetings, department and PLC meetings. 2,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)

			<p>Collaboration time for student academic and Social Emotional support. Wednesdays protected time for all staff: Staff meetings, department and PLC meetings. 1000.00 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Collaboration time for student academic and support. Additional hours for Classified professional development. 1,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Materials and Supplies for meetings, collaboration time, and other like items for facilitation. 2000.00 Title I (3070) 4000 - 4999 Books and Supplies Materials and Supplies for meetings, collaboration time, and other like items for facilitation. 4000.00 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Provide outside professional development for example, EduProtocols Plus that is an innovative professional learning community focused on implementing classroom-tested and proven EduProtocols to accelerate student learning in the classroom.</p>
3.2	3.2: Provide professional development regarding culturally proficient and responsive staff supportive of all students to increase student achievement and engagement.	All Students	<p>5000.00 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Professional development training to increase cultural proficiency and culturally responsive teaching as per 21-22 year through Title I, as aligned with consultant Dr. Shelley Holt.</p>

			5,000.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Attend conferences and professional development for student achievement and engagement 5,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Attend conferences and professional development for student achievement and engagement 1,500.00 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Attend conferences and professional development for student achievement and engagement 6000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Attend conferences and professional development for student achievement and engagement 500.00 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Attend conferences and professional development for student achievement and engagement 5000.00 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Attend conferences and professional development for student achievement and engagement 5,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Materials and Supplies
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			500.00 Site Discretionary 4000 - 4999 Books and Supplies Materials and Supplies
<b>3.3</b>	3.3.- Provide Student Speaker Series to engage in learning and connection to their personal educational goals.	All Students	8,000.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Outside speakers to motivate students and reconnect them with learning educational goals. For example, Challenge Day or Breaking Down the Walls to provide student engagement and SEL development, and other similar like programs. 2,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra support for Certificated Staff 10000.00 Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Outside speakers to motivate students and reconnect them with learning educational 1000.00 Title I (3070) 4000 - 4999 Books and Supplies Additional Materials and Supplies to support student speaker series and/or connection to personal educational goals. 2000.00 Title I (3070) 4000 - 4999 Books and Supplies Additional Materials and Supplies to support student speaker series and/or connection to personal educational goals. 3,000.00 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Outside speakers to motivate students and reconnect them with learning educational For

			example, Challenge Day or Breaking Down the Walls to provide student engagement and SEL development, and other similar like programs.
<b>3.4</b>	3.4 - Student Field studies that engage students to their learning in and out of the classroom.	All Students Including student groups of African Americans/Black students, Homeless, and Foster Youth.	6000.00 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Field Study/Trip costs that connect students to learning and engagement of classroom themes and outcomes. 2000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Field Study/Trip costs that connect students to learning and engagement of classroom themes and outcomes. 1000.00 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Field Study/Trip costs that connect students to learning and engagement of classroom themes and outcomes. 7,000.00 Title I Carryover 4000 - 4999 Books and Supplies Field Study/Trip costs that connect students to learning and engagement of classroom themes and outcomes.
<b>3.5</b>	3.5 - Build community spirit and pride schoolwide with improved facilities and access to high quality facilities and learning spaces.	All Students	15,000.00 Site Discretionary 4000 - 4999 Books and Supplies Improved facilities to include upgrade of student cafeteria furniture, classroom furniture, library furniture, water fountains, mural materials, school marquee sign in quad, and other main items that engage student pride and spirit to the campus. 23,200.00 Site Discretionary

			<p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Improved facilities for student engagement with services such as Labor and/or installation costs, shipping, fees, and other misc costs. 5,000.00 LCFF Supplemental</p> <p>5800 Professional/Consulting Services and Operating Expenditures Improved facilities to include upgrade of student cafeteria furniture, classroom furniture, library furniture, water fountains, mural materials, school marquee sign, and other main items that engage student pride and spirit to the campus. 6000.00 Title I (3070)</p> <p>4000 - 4999 Books and Supplies Improvement/upgrade of student equipment, Wellness Center, and library engage student pride and spirit to the campus. 5,000.00 LCFF Supplemental</p> <p>4000 - 4999 Books and Supplies Improved facilities to include upgrade of student cafeteria furniture, classroom furniture, library furniture, water fountains, mural materials, school marquee sign, and other main items that engage student pride and spirit to the campus.</p>
<b>3.6</b>	3.6 - Provide a large student and parent community engagement space that is supportive of communication and clear messaging.	All Students	
<b>3.7</b>	3.7 - Student voice and culture that connects students to the school where they see themselves in the images and spaces that they interact with daily.	All Students	<p>10,000.00 LCFF Supplemental</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) School murals that are cultural and/or non cultural based that provide a positive student experience. 11,000.00 Title I (3070)</p>



			<p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)  School murals that are cultural and/or non cultural based that provide a positive student experience.  10,000.00  Site Discretionary</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)  School murals that are cultural and/or non cultural based that provide a positive student experience.</p>
3.8	3.8 - Student Engagement through outside programs and experiences such as conferences, field trips, and other like opportunities.		<p>3,000.00  LCFF Supplemental</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)  Students attend leadership conferences and have opportunities to attend engaging events that build connection to school and learning.  4,000.00  Title I (3070)</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)  Students attend leadership conferences and have opportunities to attend engaging events that build connection to school and learning.  2,000.00  Title I (3070)</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)  Certificated staff support  Students attend leadership conferences and have opportunities to attend engaging events that build connection to school and learning.  1,000.00  LCFF Supplemental</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)  Certificated staff support  Students attend leadership</p>

			conferences and have opportunities to attend engaging events that build connection to school and learning.
<b>3.9</b>	3.9 - Provide a positive climate where students feel respected and cared for in order to reduce Suspensions by 5% through alternative opportunities for re-engagement in their learning and Social Emotional Wellness.	All Students	<p>1,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies PBIS/MTSS rewards-- materials and supplies, purchase of PBIS curriculum materials that includes positive signage for the YV Way. Additional rewards items that provides students opportunities to engage in school and positive choice reinforcement. 2,000.00 Title I (3070) 4000 - 4999 Books and Supplies PBIS/MTSS rewards-- materials and supplies, purchase of PBIS curriculum materials that includes positive signage for the YV Way. Additional rewards items that provides students opportunities to engage in school and positive choice reinforcement. 10,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Equipment, furniture, and other materials, supplies, etc for upgrading the Wellness Center for students to reengage in learning and feeling safe and comfortable. 11,000.00 Title I (3070) 4000 - 4999 Books and Supplies Equipment, furniture, and other materials, supplies, etc for upgrading the Wellness Center for students to reengage in learning and feeling safe and comfortable. 5,000.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Increase the opportunities for students to experience</p>

			<p>engagement strategies and content that will contribute to campus climate such as specialized field trips, and additional outside activities, 1,500.00</p> <p>LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Professional development training on positive adult/student interaction for all staff including alternative methods for other means of correction, after school activities. 27,007.78</p> <p>Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>Provide a Social Worker Specialist to support students experiencing trauma, anxiety, and other social emotional issues in order to provide them a safe space where they can receive support and re-engage in their learning. 8000.00</p> <p>Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>Provide a Social Worker Specialist to support students experiencing trauma, anxiety, and other social emotional issues in order to provide them a safe space where they can receive support and re-engage in their learning.</p>
<b>3.10</b>	3.10 - Provide a safe, clean, and welcoming campus for all students to feel comfortable and connected to support learning engagement where a quality campus increases students connection to the campus and the learning environment. Provide a focused learning environment where students can increase their mental stamina without the distraction of cell phones, or other devices that interrupt their ability to stay engaged in their learning.	All Students	<p>10,000.00</p> <p>LCFF Supplemental 4000 - 4999 Books and Supplies</p> <p>Provide several school site structures such as walk way safety lane divisors, portable safety gate for non student check-ins, safety equipment for classrooms, first aid kits, portable toilets, campus supervisor safety wear, and various other equipment and materials. Provide cell phone safe keeping pouches that encourage student focus on their learning, increase</p>

		<p>student interaction, and support their connection with the classroom. Provide Long bed type golf cart to provide ambulatory supports for all students that need transport from areas on campus. Provide Long bed cart for custodial services that provides a clean and welcoming campus. 11,000.00</p> <p>Title I (3070)</p> <p>4000 - 4999 Books and Supplies</p> <p>Provide safety equipment for classrooms and various other equipment and materials. Provide cell phone safe keeping pouches that encourage student focus on their learning, increase student interaction, and support their connection with the classroom. 2,500.00</p> <p>LCFF Supplemental</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Long bed type golf cart to provide ambulatory supports for all students that need transport from areas on campus. Long bed cart for custodial services that provides a clean and welcoming campus. 2,500.00</p> <p>Site Discretionary</p> <p>4000 - 4999 Books and Supplies</p> <p>Long bed type golf cart to provide ambulatory supports for all students that need transport from areas on campus. Long bed cart for custodial services that provides a clean and welcoming campus. 2,500.00</p> <p>Site Discretionary</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>Long bed type golf cart to provide ambulatory supports for all students that need transport from areas on campus. Long bed cart for</p>
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			custodial services that provides a clean and welcoming campus.
<b>3.11</b>	3.11 - Continue to re-brand new mascot and provide a safe and welcoming school for all students and parents.	All Students	10,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Provide several wind fence screens with school pride in and around school stadium and facilities. Provide a school positive and welcoming messaging on front cafeteria windows. 5,000.00 Site Discretionary 4000 - 4999 Books and Supplies Provide several wind fence screens with school pride in and around school stadium and facilities. Provide a school positive and welcoming messaging on front cafeteria windows.
<b>3.12</b>	3.12 - Increase student clubs opportunities, leadership activities and other needed support to grow student engagement.	All Students	1,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Student club advisors have supports to facilitate all clubs in a variety of needs. Including field trips, and other experiences that promote student engagement. 4375.00 Title I (3070) 4000 - 4999 Books and Supplies Student clubs and leadership activities have access to needed supplies, materials, activity opportunities, and other supports.

## Annual Review

### SPSA Year Reviewed: 2023-24

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.

# 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.

#### Goal 4 - Equity focused Intervention and Achievement

Increase student achievement with an equity student purpose, specifically Black/African American students, Foster Youth, and students experiencing homelessness that will incorporate culturally responsive practices and instruction, high expectations, equal access to educational opportunities that supports a strong partnerships between the students, families, and staff.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families and staff.

### 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.

Upon analysis of the data for Ygnacio Valley High School's African American students, foster youth, and students experiencing homelessness, focused effort to strategically support and meet the unique needs of these underserved student groups are necessary to improve student achievement, engagement and their sense of belonging. As seen throughout the MDUSD, these student groups continue to suffer from an opportunity and educational equity gap

### 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	Data provided by the state indicates a chronic absentee rate of 13.2% for the 2022-2023 school year. African Americans were highest with 25.6% as compared to 13.2% of Hispanic/Latino. For Homeless Youth 48% were chronic absent in 22-23.	A drop in chronic absentee rate will be 1.5% from the 22-23 levels in overall students whereas a drop in absentee rate for African Americans will be 3%. Homeless Youth will decrease by 5%.
Graduation Rate	Data provided by the state for 2023-24 indicates a 5 year cohort graduation rate for students is 89.7% whereas the state graduation rate is 86.7% This was an improvement from the previous year. Our Hispanic/Latino rate was 91% and Homeless Youth was 80.6%. No % was reported for African American students; graduation rate for African American students in 22-23 was 81.8%.	An increase of 5 year cohort graduation rate of 1.5% for the 24-25 school year. Homeless Youth target outcome will be an increase of 3% for 24-25 school year.

## 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 - Provide site based focused outreach services that facilitate connection, supports, and student mentorship for our African American, Homeless, and Foster Youth through the Family Purpose Successful Student program.	Foster Youth Including student groups of African American/Black students, and Homeless Students	District funded outreach support services of Family Purpose organization to engage students in learning and connection to school culture.
4.2	4.2 - Culturally responsive teaching and instructional learning as a focus of our curriculum delivery. Using the CA Standards Teaching Profession, align and Incorporate background experiences and cultural relevance in our standards based instruction. Provide more opportunities for students to see themselves in the literature, lessons, and student learning outcomes.	Other Subgroups Specifically our African American/Black, Foster, and Homeless youth student groups.	10,000.00 Title I (3070) 4000 - 4999 Books and Supplies Continue to infuse more cultural responsive novels and books that students can identify themselves in the literature. 1,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra support for Certificated Personnel

## Annual Review

**SPSA Year Reviewed: 2023-24**

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.



# 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.

Goal 5

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

SPSA Year Reviewed: 2023-24

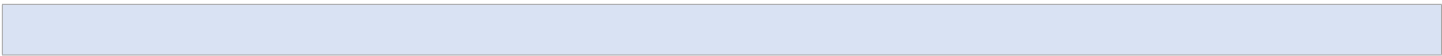
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### 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	\$547,669.78
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,394,735.25
Total Federal Funds Provided to the School from the LEA for CSI	\$175,350.00

## 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 (3070)	\$471,875.00
Title I Carryover	\$121,033.25
Title I Parent Engagement (3068)	\$4,767.00

Subtotal of additional federal funds included for this school: \$597,675.25

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 (\$)
CSI (3282)	\$175,350.00
LCFF Supplemental	\$499,500.00
Site Discretionary	\$122,210.00

Subtotal of state or local funds included for this school: \$797,060.00

Total of federal, state, and/or local funds for this school: \$1,394,735.25

# 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
Site Discretionary	122,210	0.00
LCFF Supplemental	499,500	0.00
Title I Parent Engagement (3068)	4767	0.00
Title I (3070)	471,875	0.00
Title I Carryover	121,033.25	0.00
CSI (3282)	175,350	0.00

## Expenditures by Funding Source

Funding Source	Amount
CSI (3282)	175,350.00
LCFF Supplemental	499,500.00
Site Discretionary	122,210.00
Title I (3070)	471,875.00
Title I Carryover	121,033.25
Title I Parent Engagement (3068)	4,767.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	370,857.78
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	209,097.47
4000 - 4999 Books and Supplies	442,093.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	280,148.00
5800 Professional/Consulting Services and Operating Expenditures	84,039.00
5900 Communications	8,000.00
7000 - 7999 Other Outgo	500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	CSI (3282)	15,350.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	CSI (3282)	80,000.00
4000 - 4999 Books and Supplies	CSI (3282)	30,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	CSI (3282)	50,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	105,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	11,000.00
4000 - 4999 Books and Supplies	LCFF Supplemental	225,500.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	107,000.00
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	44,000.00
5900 Communications	LCFF Supplemental	7,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	2,500.00
4000 - 4999 Books and Supplies	Site Discretionary	51,510.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Site Discretionary	66,700.00
5800 Professional/Consulting Services and Operating Expenditures	Site Discretionary	1,000.00
7000 - 7999 Other Outgo	Site Discretionary	500.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	219,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	72,492.00
4000 - 4999 Books and Supplies	Title I (3070)	115,883.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	45,000.00

5800 Professional/Consulting Services and Operating Expenditures	Title I (3070)	18,500.00
5900 Communications	Title I (3070)	1,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I Carryover	28,507.78
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I Carryover	42,277.47
4000 - 4999 Books and Supplies	Title I Carryover	19,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Carryover	11,248.00
5800 Professional/Consulting Services and Operating Expenditures	Title I Carryover	20,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I Parent Engagement (3068)	500.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I Parent Engagement (3068)	3,328.00
4000 - 4999 Books and Supplies	Title I Parent Engagement (3068)	200.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Parent Engagement (3068)	200.00
5800 Professional/Consulting Services and Operating Expenditures	Title I Parent Engagement (3068)	539.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	867,569.00
Goal 2	217,583.47
Goal 3	298,582.78
Goal 4	11,000.00

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

Name of Members	Role
Peter Crutchfield	Principal
Marcela Sosa	Other School Staff
Lauren Carpol	Classroom Teacher
Christie Loar	Classroom Teacher
Lucia Antonio	Classroom Teacher
Lawrence Desantis	Parent or Community Member
Russell Murca	Parent or Community Member
Alejandro Hernandez	Parent or Community Member
Amy Arreola	Secondary Student
Frederick Fine	Secondary Student
Douglas Forney	Classroom Teacher
Syncere Paul	Secondary Student

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

## Recommendations and Assurances

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

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

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

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

### Signature

### Committee or Advisory Group Name



English Learner Advisory Committee

District/School Liaison Team for schools in Program Improvement

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 January 16, 2025.

Attested:



Principal, Peter Crutchfield on 3/5/2025

SSC Chairperson, Peter Crutchfield on 3/5/2025



# 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](mailto: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](mailto: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](mailto: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

# YGNACIO VALLEY HIGH SCHOOL

**Mission:** YVHS staff has a moral imperative to prepare all students for post-secondary success upon graduation by providing high expectations and a rigorous instructional program in a safe, supportive, and inclusive environment.

## All Means All

	MDUSD Multi-Tiered System of Support		
	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
	<i>In order to support our students we need Tier 1 academic support because .... Examples of that are ....</i>	<i>In order to support our students we need Tier 1 behavior support because .... Examples of that are ....</i>	<i>In order to support our students we need Tier 1 social emotional support because .... Examples of that are ....</i>
<b>Tier I</b>	-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Universal screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community		
<b>Tier I</b>	<ul style="list-style-type: none"> <li>Google Classroom that contains support materials, notes, and/or assignments</li> <li>Opportunities for improvement via Advisory period <ul style="list-style-type: none"> <li>Teacher tagging</li> <li>Student appointments</li> </ul> </li> <li>Gradual Release of Responsibility (eg: I do, we do, you do)</li> <li>Multiple Opportunities for retakes and/or extended time for assignments.</li> <li>Standards Based Grading implementation department wide</li> </ul>	<ul style="list-style-type: none"> <li>Minga system for positive behavior and classroom daily attendance and passes</li> <li>Parent contact with positive calls/messages home</li> <li>Retain students for the entirety of the class period</li> <li>School-wide: create more opportunities to involve our families and invite them on campus <ul style="list-style-type: none"> <li>Multicultural Night w/food</li> <li>Art Show</li> <li>Movie Night</li> <li>Ice Cream Social</li> <li>Family Tailgate on blacktop</li> <li>Campus Clean Up Day</li> </ul> </li> <li>Link Crew to engage and support 9th graders</li> </ul>	<ul style="list-style-type: none"> <li>Promote belief in students' ability to achieve classroom and post-secondary success <ul style="list-style-type: none"> <li>Use of positive and encouraging language with students</li> <li>Highlight how what you are doing in class relates to life (could be skill development related)</li> </ul> </li> <li>Greet students at the door</li> <li>Whole class check in (1 to 5 on how feeling)</li> <li>District SEL lessons in advisory at beginning of school year, and monthly.</li> </ul>
<b>Tier II</b>	-Coordinated Care Team and identified interventions and support monitored every 4-6 weeks		
<b>Tier II</b>	<ul style="list-style-type: none"> <li>Student Success Team (SST) <ul style="list-style-type: none"> <li>Pre-referral interventions</li> </ul> </li> <li>Content specific interventions (ELA, Math, Science..) <ul style="list-style-type: none"> <li>Extended time on tests/quizzes</li> <li>Notes on tests/quizzes</li> <li>Option to take quiz/test in small group setting</li> <li>Move students needing additional support to a seat near front or near teacher</li> </ul> </li> <li>Extended Learning (After School/ Summer</li> </ul>	<ul style="list-style-type: none"> <li>Behavior contracts and Plans</li> <li>Alternatives to Suspensions (Other Means of Correction)</li> <li>Restorative Practices/conference to respond to conflict/harm <ul style="list-style-type: none"> <li>Re-entry meetings, post suspension</li> <li>Restorative justice</li> </ul> </li> <li>Parent training and collaboration</li> <li>Challenge Day and/or Breaking Down the Walls</li> <li>Classroom Practices <ul style="list-style-type: none"> <li>Redirect Student Behavior</li> <li>Buddy Rooms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>School Counselor targeted counseling services</li> <li>Expanded district support by Behavioral Health Specialist, Social Work Specialist, Equity Team, <a href="#">School &amp; Community Services Department</a></li> <li>Classroom Practices <ul style="list-style-type: none"> <li>Seat student in a place where they are comfortable in the classroom</li> <li>Allow students to take a break</li> <li>Contact student's counselor</li> <li>Parent contacts</li> </ul> </li> <li>Referral Opportunities <ul style="list-style-type: none"> <li>Academic counselor referrals</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Program) <ul style="list-style-type: none"> <li>○ CARES After School Program</li> <li>○ Summer School</li> </ul> </li> <li>● Accelerated learning (credit recovery, workshops, ...)</li> <li>○ Apex</li> <li>○ Advisory appointments</li> <li>● College, Career, and Work-based learning opportunities (internships, field trips, mentors...)</li> <li>● Conferences <ul style="list-style-type: none"> <li>○ Student conferences</li> <li>○ Coaching students</li> <li>○ Parent contacts</li> </ul> </li> <li>● Review of placement: Alt Ed Transfer Requests</li> <li>● Referral to tutoring/CARE team</li> <li>● Escalate to Tier II Supports on D &amp; F List</li> <li>● One Day at a Time - Latino Leadership Excellence</li> </ul>	<ul style="list-style-type: none"> <li>○ Move students seats (with student input, as appropriate)</li> <li>○ Community circles</li> <li>● Counseling Opportunities <ul style="list-style-type: none"> <li>○ TUPE Counseling</li> <li>○ Relationship Counseling Group</li> <li>○ Parent contacts</li> </ul> </li> <li>● Collaboration Opportunities <ul style="list-style-type: none"> <li>○ Consultation/Collaboration with teachers &amp; admins</li> <li>○ Admin/Counselor meetings</li> <li>○ Consultation/Collaboration with Family/Guardians</li> <li>○ Referral to CARE</li> <li>○ Wellness Center Referrals (Interns, Health Van, etc)</li> </ul> </li> <li>● One Day at a Time - Latino Leadership Excellence</li> <li>● Family Purpose - Conflict Resolution</li> <li>● Todos Juntos - Initiative</li> </ul>	<ul style="list-style-type: none"> <li>○ SST referrals</li> <li>● Group Opportunities <ul style="list-style-type: none"> <li>○ Conflict Mediation &amp; Restorative Justice</li> <li>○ SEL Counseling Groups</li> </ul> </li> <li>● SART</li> <li>● Consultation/Collaboration with community stakeholders</li> <li>● One Day at a Time - Latino Leadership Excellence</li> <li>● Family Purpose</li> </ul>
<b>Tier III</b>	-Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services)		
Tier III	<ul style="list-style-type: none"> <li>● Individual check-ins</li> <li>● ALD for LTELs</li> <li>● ELD Support Teachers</li> <li>● Academic Success (RSP)</li> <li>● After-school homework help</li> <li>● IEP and 504 plans</li> <li>● SST</li> <li>● Modify student assignments, tests and quizzes (based on IEP needs, 504s, or special circumstances)</li> <li>● Adult Ed/DVC Counseling</li> <li>● Academic Support Meetings (504 &amp; I.E.P)</li> <li>● SARB/SART</li> </ul>	<ul style="list-style-type: none"> <li>● Behavior Contract (BIP)</li> <li>● classroom suspension</li> <li>● parent conferences</li> <li>● parent shadowing</li> <li>● Special considerations for students who need alternative support in order to refocus ← SST?</li> <li>● 504 Meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Referrals to CARE Team</li> <li>● Pass to Wellness Center</li> <li>● Parent contact</li> <li>● Crisis Intervention &amp; Crisis Community Referrals (CPS/CPD)</li> <li>● CCC Health Clinic Van - Support</li> </ul>

*\*yellow shaded areas are district-wide structures and systems that cross academic-behavior-social emotional instruction.*

	<b>Administrative Leadership</b> Strong & engaged site leader & educator support system	<b>Integrated Framework</b> Fully integrated organizational structure & strong and positive school culture	<b>Family &amp; Community Engagement</b> Trusting family and community partnerships	<b>Inclusive Policy Structure &amp; Practice</b> Strong LEA/School relationship & LEA policy framework
	<ul style="list-style-type: none"> <li>● District, department, collaborative meetings</li> <li>● Learning communities with focus on equitable learning opportunities and based on student strengths, interests, and career goals (Ed Academy, International</li> </ul>	<ul style="list-style-type: none"> <li>● Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction</li> <li>● Opportunity to engage in extracurricular activities</li> <li>● School Based Team to develop,</li> </ul>	<ul style="list-style-type: none"> <li>● Clear and ongoing communication to parents/community (Parent Square, website, email, phone, newsletters)</li> <li>● Parent/School groups and meetings (PTSA, Site Council)</li> </ul>	<ul style="list-style-type: none"> <li>● Aeries Student Data Management System</li> <li>● Data systems to assess and monitor student learning and needs</li> <li>● Clear and effective school practices and administrative guidance</li> </ul>



Tier I	<ul style="list-style-type: none"> <li>Baccalaureate Program)</li> <li>Task-oriented Professional Working Groups focused on School-Wide initiatives</li> <li>Professional development and staff wide presentations related to Social Emotional Learning (emotional intelligence),</li> </ul>	<ul style="list-style-type: none"> <li>monitor, and assess teaching and learning through a COI process</li> <li>Universal screening and benchmarks 3x a year</li> <li>Pre-referral interventions</li> <li>Professional development collaboration for staff</li> <li>Support staff to assist/enhance learning</li> <li>Student voice and engagement in their learning</li> <li>Engagement with parents/community</li> <li>Closing Equity Achievement Gaps with increased rigor</li> </ul>	<ul style="list-style-type: none"> <li>Parent Community Coordinator Liaison provides support and communication</li> <li>Speaker Series and Panels</li> <li>Monthly newsletters to community.</li> <li>Paper newsletter sent via mail to all families for with quarter grades.</li> <li>Report Card Night inviting families to participate in the academic achievement of students.</li> <li>Expanded Learning Opportunities (athletics, clubs, performances, events)</li> </ul>	<ul style="list-style-type: none"> <li>Clear communication, practices, and policies across the district</li> <li>School Single Plans &amp; Site Councils</li> <li>School based Leadership Team (PBIS)</li> <li>District Leadership Team (Cabinet)</li> </ul>
Tier II	<ul style="list-style-type: none"> <li>Equity coaching, cohorts, and professional development through District Equity Team &amp; outside consultant support (Dr. Holt).</li> <li>Secondary Education Division: mentor support for Administrators</li> <li>Weekly Administrator meeting &amp; priorities of effort support</li> <li>Departmental and Teacher Leader coaching</li> </ul>	<ul style="list-style-type: none"> <li>Coordinated Care Team and identified interventions and supports monitored every 4-6 weeks</li> <li>Content specific interventions (ELA, Math, Science..)</li> <li><a href="#">Extended Learning (After School/ Summer Program)</a></li> <li>credit recovery access throughout the school day and after school</li> <li>Alternatives to Suspensions &amp; Restorative Practices such as Campus Beautification, detention, Principal Conferences, Parent/Admin Conferences.</li> <li>School Counselor targeted counseling services, expanded SEL instruction, and groups</li> <li>Expanded district support by Behavioral Health Specialist, Social Work Specialist, Equity Team</li> </ul>	<ul style="list-style-type: none"> <li>School Site Advisories (Principal's Cabinet, ELAC, PTSA, SSC, and Student Advisory Council)</li> <li><a href="#">CARES Expanded Learning Program</a></li> <li><a href="#">Adult Education</a> classes/workshops</li> <li>Heath partnerships with CCC Health, La Familia, and other local support agencies.</li> <li>Incoming 9th grade night for all families of rising freshman.</li> </ul>	<ul style="list-style-type: none"> <li>District Local Control Accountability Plan (LCAP)</li> <li>Alignment of District Plans to school site's Single Plan for Student Achievement (SPSA)</li> <li>Grants and partnerships to enhance and expand curriculum, academic, behavioral, and emotional services/supports to students and families such as: Family Purpose program.</li> </ul>
Tier III	<ul style="list-style-type: none"> <li>Targeted and assigned support staff and coaching</li> <li>Administrator 1-1 support for Teacher and Support Staff leaders.</li> <li>Frequent data review and accountability support</li> </ul>	<ul style="list-style-type: none"> <li>Student Success Team and possible assessment for Special Education</li> <li><a href="#">English Learning (EL) Instructional Program</a> and supports for (Dual Language and Newcomers)</li> <li><a href="#">Alternative Education settings</a></li> </ul>	<ul style="list-style-type: none"> <li>District Welcome Center</li> <li>District Parent/Community Liaison</li> <li><a href="#">School Attendance Review Board (SARB)</a></li> <li>Positive Behavior Team (PBT)</li> <li>Business and community partners</li> </ul>	

# Glossary

**Accelerated Learning** is prioritizing grade level instruction and student work while providing students with Just-In-Time Scaffolds and support which results in mastery of Grade Level Standards.

**Accommodations** help a student overcome or work around deficits affecting their ability to master the curriculum. Accommodations do not reduce learning expectations; they provide access. Accommodations change the way a student accesses learning without changing the actual standards a student is working toward.

**Antecedent-Behavior-Consequence (ABC)** data is collected in an effort to identify the function of a behavior. Antecedent reference to the events, action, or circumstances that occur before a behavior. Behavior is the behavior that a student exhibits, and Consequences is the action or response that follows the behavior.

**Baseline data** is the data that is collected before an intervention or program change begins.

**Behavior Intervention Plan (BIP)** is developed and implemented by a collaborative team, which includes the student and the parent. The plan includes Positive Behavioral Interventions and Supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction. Best practice is for a team to use a functional behavioral assessment (FBA) to create the plan.

**Culturally Responsive** refers to the importance of including students' cultural references in all aspects of learning.

**Data-Based Problem Solving and Decision Making** A process used by stakeholder teams from multiple settings to analyze and evaluate information related to planning and implementing effective instructional and/or intervention strategies matched to student need.

**Educational equity** is raising the achievement of all students while narrowing the gaps between the highest and lowest performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

**Evidence-Based** refers to scientific, research-based methods that exhibit substantial evidence of effectiveness through multiple outcome evaluations. In other words, programs, strategies, and assessments shown to have had positive outcomes with a given population.

**Fidelity of Implementation** refers to the application of an intervention, program, or curriculum according to research findings and/or to a developer's specifications.

**Functional Behavioral Assessment (FBA)** is the process used to identify problem behavior, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives for the behavior.

**Gap Analysis** is a method for measuring the difference between the student's current level of performance and benchmark expectations.

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**Individualized Education Program (IEP)** is a written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

**Implicit Bias:** Despite the strong sense we have of ourselves as autonomous individuals, evidence consistently shows that contingencies tied to our social identities do make a difference in shaping our lives, from the way we perform in certain situations to the careers and friends we choose. (C. Steele, 2010)

**Institutional Racism** is the manifestation of racism in social systems and institutions. It is the social, economic, educational, and political forces or policies that operate to foster discriminatory outcomes. It is the combination of policies, practices, or procedures embedded in bureaucratic structure that systematically lead to unequal outcomes for groups of people. (Barker, 2003; Brandt, 1991). In this environment disparities are often tolerated as normal rather than investigated and challenged. “These power-assigning social structures in the form of institutional racism affect the life opportunities, life-styles, and quality of life for both Whites and people-of-color. In so doing they compound, exaggerate, and distort biological and behavioral differences and reinforce misconceptions, myths, and distortions on the part of both groups about one another” (Pinderhughes, 1989, p.71)

**Intensive Interventions** are academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with the narrowest tier in a PBIS model; also referred to as Tier III interventions.

**Intervention** is the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by general education teachers, reading interventionists, trained paraprofessionals or the special education teachers. This instruction is designed to improve performance relative to specific, measurable goals. Interventions are based on valid information about current performance, realistic implementation and include ongoing student progress monitoring data.

**Multi-Tiered System of Support (MTSS)** is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a “way of doing business” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.

**Memorandum of understanding (MOU)** is a formal agreement between two or more parties. MDUSD can use MOUs to establish expectations. MOUs are not legally binding but they carry a degree of seriousness and mutual respect, stronger than a gentlemen’s agreement.

**Positive Behavioral Interventions and Supports (PBIS)** is an evidence-based three-tiered framework designed to enhance academic and social behavior outcomes for all students by emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices.

**Restorative Practices** is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible.

**Social Emotional Learning (SEL)** is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

**Universal Screening** (behavior, academic, and social emotional) refers to the informal inventories of behaviors (internalizing and externalizing), academic skills, and social emotional indicators to assess if students need additional support in specific behavior, academic, and social emotional skills.