



School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------------------|-----------------------------------|--|---------------------------|
| Ygnacio Valley High School | 07-61754-0737809 | November 6, 2023 | |

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
The purpose of this plan is to provide a comprehensive educational program for students through coordination of federal funds and in alignment with the Mt. Diablo Unified School District Local Control Accountability Plan in conjunction with our Targeted Support and Improvement specifically for our Students With Disabilities, African American Students, and our English Language Learner Students.

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

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.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 5
- Educational Partner Involvement 9
- Resource Inequities 9
- School and Student Performance Data 10
 - Student Enrollment..... 10
 - CAASPP Results..... 12
 - ELPAC Results** 16
 - Student Population 19
 - Overall Performance 21
 - Academic Performance 23
 - Academic Engagement 29
 - Conditions & Climate..... 32
- Goals, Strategies, & Proposed Expenditures..... 34
 - Goal 1..... 34
 - Goal 2..... 63
 - Goal 3..... 74
 - Goal 4..... 89
- Budget Summary 92
 - Budget Summary 92
 - Other Federal, State, and Local Funds 92
- Budgeted Funds and Expenditures in this Plan 93
 - Funds Budgeted to the School by Funding Source..... 93
 - Expenditures by Funding Source 93
 - Expenditures by Budget Reference 93
 - Expenditures by Budget Reference and Funding Source 94
 - Expenditures by Goal..... 95
- School Site Council Membership 96
- Recommendations and Assurances 97

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The State "Healthy Kids" Survey was one that we used to determine our areas of need in students and staff feeling safe and engaged on campus. This survey indicated that many, though not all, students feel they have supportive relationships with adults on campus and that their emotional and academic needs are being met. In addition, the California Healthy Kids survey also allows us to survey parents and staff. The school utilized a SEL survey to provide data in terms of students feelings toward their SEL needs and supports. One key finding was that students are not connected with adults on campus. This data point has driven the staff emphasis in making relationships with students a first priority. College/career measures from the CA Dashboard indicate 70.5% of our 30% CCI students who were prepared met their A-G completion requirements. From this data, YV will focus on the 45.1% of the our 30% CCI students who met approaching prepared through early counseling education plans with our 10th & 11th grade students in order to make all A-G eligible. Surveys have also been used in our Minga Student Hall Pass & ID APP. We have implemented several polls and surveys to find out how students are feeling about campus, the cafeteria food, why they are late to school, and much more. These polls and surveys are real time and accurate in the sense that students use this app daily and observe a feed that they have access to on their phones. One important data point was that over 78% of students stated they thought school was starting well in the first quarter of 2023. Lastly, our International Baccalaureate (IB) program used a general survey that focuses on the IB program for student engagement and connection to the IB program. Students reported generally that they are satisfied with the IB program and wish to see it expanded with more course offerings.

Classroom Observations

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

In addition to the standard teacher evaluation, administration performs weekly classroom walkthroughs for anywhere between 10 to 25 minutes. During those observations, the primary feedback area of instruction is engagement and rigor. Through our work in the staff development, we have targeted an increase in Rigor using the Blooms Taxonomy with DOK Hess Matrix. We know that when students are engaged with rigorous curriculum, students develop a deeper understanding of the learning. Teachers are given a snapshot of the observation with a review of "keeps" and a review of "Next-Times".

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Many departments use common assessments to analyze the effectiveness of their instruction and monitor student achievement. The English and math departments compare student data across grade levels by Common Core State Standards identified as "essential" by the department (Internal Assessment Blocks, IAB). The entire staff examined the most recent ELPAC scores for our English Language Learners and discussed implementing staff-wide strategies to improve achievement for this population.

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

The English and math department use identified essential standards to assess student online Formal Internal Assessment Blocks (FIAB), then uses PLC time to compare these data reports. Teachers whose students effectively mastered these standards are invited to share lesson plans and instructional strategies. The entire department participates in collaborative inquiry around student subgroups, areas of success, and learning challenges. Grade levels plan their follow-up instruction accordingly, teach a common lesson, and re-assess students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Ygnacio Valley High School meet state credentialing requirements.

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

All teachers at YVHS are currently credentialed. Professional Development on instructional materials has been held at the district in the past. New instructional materials adoptions in areas of Social Studies and English are now underway. Moreover, in the area of International Baccalaureate Diploma Program (IB DP) is also currently under way and additional professional development will be provided for all teachers. A total of 17 teachers attended professional development in IB last June. A Program Specialist has been hired at a 1.0 FTE to support teachers in curriculum and instruction as well as oversight for the school's IB DP program. In addition, we have modified a .6 FTE in release time for EL Support teachers across to all ELD teachers to support in instruction, assessments, progression of EL levels, and interventions for all our EL students. Teachers in EL attend the CABE conference for additional training and support. Additionally, teachers in math have attended the Ca Math Council conference in Asilomar.

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

The Program Specialist will work with the Principal and department chairs to determine professional development needs on campus during the school year. Teachers in the English, math, science and social studies departments attended five days of training at the district provided by EL Achieve called "Constructing Meaning," an approach which helps teachers increase student talk in the classroom and help English Language Learners with academic language and vocabulary. Additionally, the staff has undergone a deeper dive through combating the soft bigotry of low expectations to increasing Rigor across all curricular areas.

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

District level content/instructional experts are used to support departments, committees, and individuals. District EL coaches are invited to participate in meetings and planning that affect English Language Learner students, as well as provide additional training and meet with teachers.

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

Two meetings per month are set aside for departments and Professional Learning Communities (teacher teams grouped by course-alikes) to meet and collaborate (one each). Additional funds are provided for departments/teams to take time during the school day for additional collaboration. Departments also have access to additional funds for Summer course alignment and assessment writing with an emphasis on DOK 3 & 4 learning tasks.

Teaching and Learning

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

All English and math teachers have implemented Common Core State Standards in all classes. Training for science teachers on Next Generation Science Standards is on-going. All other departments have received two to three trainings this year re: Standards Based Assessments, Common Core State Standards and are beginning to align instruction and curriculum accordingly.

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

YVHS student programs currently adhere to recommended instructional minutes for reading/language arts and mathematics.

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

The master schedule at YVHS currently provides a limited amount of flexibility for intervention courses including Academic Literacy (English), as well as other support classes for full-time and part-time special education students. Students who meet the criteria for exiting these intervention courses are moved in limited numbers at the semester and occasionally at the quarter. Regarding ELL students, we provide ELD 1/2/3/4, Academic Language Development, as well as sheltered classes in Math, Science, English, and Social Studies.

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

Standards-based instructional materials are provided to all student groups in all subject areas.

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

All courses at YVHS use SBE-adopted and standards-aligned instructional materials and core courses, including intervention classes.

Opportunity and Equal Educational Access

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

Identified underperforming student groups are African American, Hispanic, SWD, and ELL. This data is indicated by the CAASPP in areas of Academic Achievement, Attendance, Suspensions, and College & Career Readiness. The master schedule at YVHS includes Specially Designed Academic Instruction in English (SDAIE) designated courses for underserved English language learners. It also provides sheltered classes for newcomers. Intervention courses are also provided in math, and English for students who need additional support in these areas.

Evidence-based educational practices to raise student achievement

Marzano research was consulted in modifying the school's mission/vision. In addition, the "Positive Behavior Intervention Support" team aligned with the Multi-Tiered Systems of Support (MTSS) framework that uses research-based education practices to work with the staff on implementing school-wide disciplinary and engagement strategies that support students academically and developmentally to raise student achievement school-wide. Modifications were made to include the "first days of school" common lesson plans, guest speakers, and resources used by all teachers, as well as a 9th grade "Career Transitions" course that supports students in becoming life-long learners and creating educational goals. These initiatives will continue and for the 2023-2024 school year. Implementation of schoolwide positive behavior support leads to increased academic engaged time and enhanced academic outcomes (Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006).

Parental Engagement

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

The After-School (CARES) program at YVHS provides tutoring, enrichment classes, and technology to support underachieving students. Credit recovery for these students is also available through our APEX credit recovery program. Students who are prohibitively credit deficient are placed at district continuation high schools which provide additional and alternative services to students who need assistance meeting graduation requirements. Parents are notified from our Quarterly Review Team that notifies all student families/parents when a student is off track for graduation that are credit deficient. A parent meeting is then scheduled where the parent is aware of where the student is off track and what resources are available to reengage the student in their academic plan. Currently over 26% of our 12th grade students are credit deficient which have been referred to the Apex credit recovery program after school through CARES. The district's English Language Services department supports the YVHS English language learner coordinator (and team) in assisting underachieving EL students with credit recovery and other academic and emotional needs. In addition, the district has funded positions for three academic counselors to serve all YVHS students. The college-and-career center and YVHS library also provide important resources and learning experiences for students at all achievement levels. Summer school is offered to students in need of credit recovery. ELAC meets on a regular basis to involve parents and families in the ELL program. Additionally, we have hold 6 School Site Council meetings a year which steer our school through the SPSA to increase student achievement and outcomes.

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

YVHS held a parent meeting at the beginning of the year to inform and involve parents in the planning and implementation of our Title I program. Next year's parent outreach meeting at the beginning of the school year will include an evaluation of the current program. This information was also presented to the staff (including clerical staff) at after-school meetings. School Site Council regularly reviews data and goals of SPSA. In addition SSC annually reviews and approves plan and budget.

Funding

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

Funds were provided to the CARES After-school program to support specific students groups, AA, ELL, and SWD with academic assistance. A 0.8 FTE is funded for a community liaison position. Additionally, Title I funds are used for FTE for a Program Specialist to work with curriculum and instruction, and an IB Coordinator. In addition Title I funds are used to support special education and English learners in the classroom. California Partnership Academy grants also support students in specific groups to increase student achievement.

Fiscal support (EPC)

Mt Diablo Unified School District distributes targeted supplemental funds to support site initiatives in the Local Control Accountability Plan and in each school's Single Plan for Student Achievement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings are regularly scheduled monthly 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. 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.

For the 2023-2024 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 equities 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | 0.1% | 0.16% | 0% | 1 | 2 | 0 |
| African American | 2.9% | 2.60% | 2.13% | 36 | 32 | 25 |
| Asian | 3.0% | 3.17% | 3.58% | 38 | 39 | 42 |
| Filipino | 3.9% | 3.41% | 2.82% | 49 | 42 | 33 |
| Hispanic/Latino | 79.5% | 80.41% | 81.14% | 1,006 | 989 | 951 |
| Pacific Islander | 0.4% | 0.73% | 0.51% | 5 | 9 | 6 |
| White | 7.7% | 6.18% | 5.2% | 97 | 76 | 61 |
| Multiple/No Response | 1.8% | 1.22% | 1.71% | 23 | 15 | 20 |
| Total Enrollment | | | | 1,265 | 1,230 | 1172 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Grade 9 | 356 | 282 | 297 |
| Grade 10 | 324 | 363 | 283 |
| Grade 11 | 299 | 325 | 327 |
| Grade 12 | 286 | 260 | 265 |
| Total Enrollment | 1,265 | 1,230 | 1,172 |

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

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 343 | 373 | 387 | 27.1% | 30.3% | 33.0% |
| Fluent English Proficient (FEP) | 684 | 658 | 604 | 54.1% | 53.5% | 51.5% |
| Reclassified Fluent English Proficient (RFEP) | 9 | | | 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)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 263 | 264 | 277 | 173 | 226 | 257 | 173 | 221 | 249 | 65.8 | 85.6 | 92.8 |
| All Grades | 263 | 264 | 277 | 173 | 226 | 257 | 173 | 221 | 249 | 65.8 | 85.6 | 92.8 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 2539. | 2574. | 2534. | 9.25 | 16.29 | 11.65 | 24.28 | 31.22 | 24.50 | 32.95 | 29.41 | 29.32 | 33.53 | 23.08 | 34.54 |
| All Grades | N/A | N/A | N/A | 9.25 | 16.29 | 11.65 | 24.28 | 31.22 | 24.50 | 32.95 | 29.41 | 29.32 | 33.53 | 23.08 | 34.54 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 13.29 | 22.37 | 14.17 | 54.34 | 59.82 | 57.09 | 32.37 | 17.81 | 28.74 |
| All Grades | 13.29 | 22.37 | 14.17 | 54.34 | 59.82 | 57.09 | 32.37 | 17.81 | 28.74 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 9.83 | 16.59 | 12.70 | 57.23 | 51.61 | 44.26 | 32.95 | 31.80 | 43.03 |
| All Grades | 9.83 | 16.59 | 12.70 | 57.23 | 51.61 | 44.26 | 32.95 | 31.80 | 43.03 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 5.78 | 10.05 | 8.47 | 79.77 | 76.71 | 72.58 | 14.45 | 13.24 | 18.95 |
| All Grades | 5.78 | 10.05 | 8.47 | 79.77 | 76.71 | 72.58 | 14.45 | 13.24 | 18.95 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 12.14 | 18.18 | 14.11 | 69.94 | 69.55 | 68.95 | 17.92 | 12.27 | 16.94 |
| All Grades | 12.14 | 18.18 | 14.11 | 69.94 | 69.55 | 68.95 | 17.92 | 12.27 | 16.94 |

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 approximately 63% 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)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 263 | 262 | 274 | 167 | 244 | 253 | 167 | 243 | 251 | 63.5 | 93.1 | 92.3 |
| All Grades | 263 | 262 | 274 | 167 | 244 | 253 | 167 | 243 | 251 | 63.5 | 93.1 | 92.3 |

* 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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 2484. | 2496. | 2465. | 2.40 | 4.12 | 1.59 | 11.98 | 7.00 | 4.78 | 17.37 | 23.05 | 16.73 | 68.26 | 65.84 | 76.89 |
| All Grades | N/A | N/A | N/A | 2.40 | 4.12 | 1.59 | 11.98 | 7.00 | 4.78 | 17.37 | 23.05 | 16.73 | 68.26 | 65.84 | 76.89 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 5.39 | 3.29 | 1.59 | 25.15 | 34.98 | 23.90 | 69.46 | 61.73 | 74.50 |
| All Grades | 5.39 | 3.29 | 1.59 | 25.15 | 34.98 | 23.90 | 69.46 | 61.73 | 74.50 |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 2.99 | 7.82 | 2.79 | 63.47 | 53.09 | 56.18 | 33.53 | 39.09 | 41.04 |
| All Grades | 2.99 | 7.82 | 2.79 | 63.47 | 53.09 | 56.18 | 33.53 | 39.09 | 41.04 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 4.19 | 4.53 | 2.39 | 65.27 | 63.79 | 58.57 | 30.54 | 31.69 | 39.04 |
| All Grades | 4.19 | 4.53 | 2.39 | 65.27 | 63.79 | 58.57 | 30.54 | 31.69 | 39.04 |

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. While all areas are in need of attention, it is evident that our overall achievement results are not moving in the right direction. Granted that the 20-21 scores are directly related to the impact of COVID with remote learning, it still signifies a need for improvement.
3. In a general conclusion, the data reflects another drop in student scores not meeting the standard which has been consistent 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

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 | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| Grade K | | | | | | | | |
| Grade 1 | | | | | | | | |
| Grade 2 | | | | | | | | |
| Grade 3 | | | | | | | | |
| Grade 4 | | | | | | | | |
| Grade 5 | | | | | | | | |
| Grade 6 | | | | | | | | |
| Grade 7 | | | | | | | | |
| Grade 8 | | | | | | | | |
| Grade 9 | 1540.0 | 1539.2 | 1548.4 | 1554.7 | 1531.1 | 1523.3 | 98 | 91 |
| Grade 10 | 1553.2 | 1542.9 | 1564.9 | 1551.5 | 1540.8 | 1533.8 | 71 | 116 |
| Grade 11 | 1544.8 | 1538.2 | 1557.1 | 1553.3 | 1532.2 | 1522.6 | 48 | 70 |
| Grade 12 | 1569.6 | 1557.9 | 1590.4 | 1570.6 | 1548.5 | 1544.5 | 34 | 53 |
| All Grades | | | | | | | 251 | 330 |

| 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 | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 9 | 15.46 | 15.12 | 30.93 | 27.91 | 36.08 | 36.05 | 17.53 | 20.93 | 97 | 86 |
| 10 | 18.46 | 14.29 | 41.54 | 33.04 | 18.46 | 33.04 | 21.54 | 19.64 | 65 | 112 |
| 11 | 15.22 | 13.43 | 34.78 | 28.36 | 32.61 | 37.31 | 17.39 | 20.90 | 46 | 67 |
| 12 | 32.35 | 17.65 | 32.35 | 35.29 | 23.53 | 33.33 | 11.76 | 13.73 | 34 | 51 |
| All Grades | 18.60 | 14.87 | 34.71 | 31.01 | 28.93 | 34.81 | 17.77 | 19.30 | 242 | 316 |

| 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 | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 9 | 34.02 | 29.07 | 37.11 | 41.86 | 16.49 | 18.60 | 12.37 | 10.47 | 97 | 86 |
| 10 | 36.92 | 29.46 | 33.85 | 37.50 | 13.85 | 21.43 | 15.38 | 11.61 | 65 | 112 |
| 11 | 45.65 | 38.81 | 26.09 | 35.82 | 15.22 | 8.96 | 13.04 | 16.42 | 46 | 67 |
| 12 | 61.76 | 43.14 | 23.53 | 37.25 | 8.82 | 7.84 | 5.88 | 11.76 | 34 | 51 |
| All Grades | 40.91 | 33.54 | 32.23 | 38.29 | 14.46 | 15.82 | 12.40 | 12.34 | 242 | 316 |

| 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 | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 9 | 0.00 | 2.33 | 21.65 | 13.95 | 39.18 | 39.53 | 39.18 | 44.19 | 97 | 86 |
| 10 | 6.15 | 6.25 | 20.00 | 12.50 | 36.92 | 41.07 | 36.92 | 40.18 | 65 | 112 |
| 11 | 0.00 | 1.49 | 13.04 | 11.94 | 45.65 | 37.31 | 41.30 | 49.25 | 46 | 67 |
| 12 | 8.82 | 1.96 | 17.65 | 15.69 | 50.00 | 45.10 | 23.53 | 37.25 | 34 | 51 |
| All Grades | 2.89 | 3.48 | 19.01 | 13.29 | 41.32 | 40.51 | 36.78 | 42.72 | 242 | 316 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | |
| 9 | 11.34 | 6.98 | 73.20 | 69.77 | 15.46 | 23.26 | 97 | 86 | |
| 10 | 13.85 | 3.64 | 67.69 | 70.00 | 18.46 | 26.36 | 65 | 110 | |
| 11 | 4.35 | 2.99 | 69.57 | 67.16 | 26.09 | 29.85 | 46 | 67 | |
| 12 | 11.76 | 7.84 | 70.59 | 68.63 | 17.65 | 23.53 | 34 | 51 | |
| All Grades | 10.74 | 5.10 | 70.66 | 69.11 | 18.60 | 25.80 | 242 | 314 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | |
| 9 | 64.52 | 79.07 | 22.58 | 16.28 | 12.90 | 4.65 | 93 | 86 | |
| 10 | 71.93 | 72.97 | 12.28 | 16.22 | 15.79 | 10.81 | 57 | 111 | |
| 11 | 73.17 | 77.61 | 17.07 | 7.46 | 9.76 | 14.93 | 41 | 67 | |
| 12 | 83.87 | 84.31 | 9.68 | 11.76 | 6.45 | 3.92 | 31 | 51 | |
| All Grades | 70.72 | 77.46 | 17.12 | 13.65 | 12.16 | 8.89 | 222 | 315 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 9 | 6.19 | 3.49 | 44.33 | 43.02 | 49.48 | 53.49 | 97 | 86 |
| 10 | 13.85 | 8.93 | 43.08 | 35.71 | 43.08 | 55.36 | 65 | 112 |
| 11 | 2.17 | 1.49 | 39.13 | 35.82 | 58.70 | 62.69 | 46 | 67 |
| 12 | 14.71 | 5.88 | 44.12 | 37.25 | 41.18 | 56.86 | 34 | 51 |
| All Grades | 8.68 | 5.38 | 42.98 | 37.97 | 48.35 | 56.65 | 242 | 316 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| 9 | 1.04 | 0.00 | 77.08 | 67.44 | 21.88 | 32.56 | 96 | 86 |
| 10 | 0.00 | 2.73 | 80.00 | 66.36 | 20.00 | 30.91 | 65 | 110 |
| 11 | 4.35 | 8.96 | 71.74 | 49.25 | 23.91 | 41.79 | 46 | 67 |
| 12 | 17.65 | 7.84 | 70.59 | 70.59 | 11.76 | 21.57 | 34 | 51 |
| All Grades | 3.73 | 4.14 | 75.93 | 63.69 | 20.33 | 32.17 | 241 | 314 |

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 80 over the course of one year. 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 a decent increase in progress for our LTELS/Level 4 in the area of writing skills. This is likely a direct result of instructional practices in our English classes that emphasize writing. However, there is a need for establishing an action goal with our ALD classes to include access to more rigorous curricular supports.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1,230 | 77.1 | 30.3 | 0.5 |
| 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. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 373 | 30.3 |
| Foster Youth | 6 | 0.5 |
| Homeless | 8 | 0.7 |
| Socioeconomically Disadvantaged | 948 | 77.1 |
| Students with Disabilities | 218 | 17.7 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 32 | 2.6 |
| American Indian | 2 | 0.2 |
| Asian | 39 | 3.2 |
| Filipino | 42 | 3.4 |
| Hispanic | 989 | 80.4 |
| Two or More Races | 15 | 1.2 |
| Pacific Islander | 9 | 0.7 |
| White | 76 | 6.2 |

Conclusions based on this data:

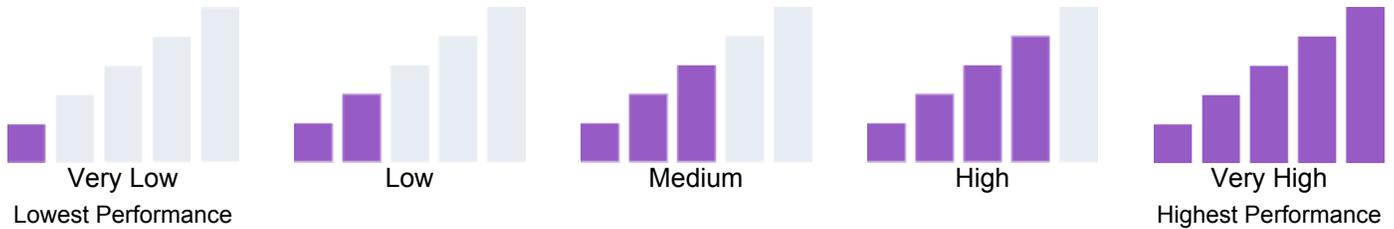
1. Based on the school demographics data, the school student population is not significantly changing. Strategically allocating resources and support over a longer length of time to the same concentrated areas of need may result in positive academic growth.
2. One support, based on the consistent student population data that 80.4% 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 77% of the student population.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



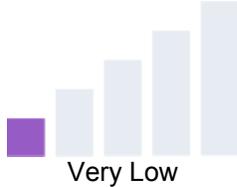
2022 Fall Dashboard Overall Performance for All Students

Academic Performance

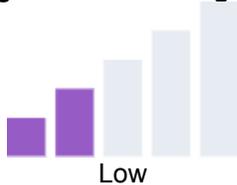
English Language Arts



Mathematics



English Learner Progress



College/Career
Not Reported in 2022

Academic Engagement

Graduation Rate



Conditions & Climate

Suspension Rate



Conclusions based on this data:

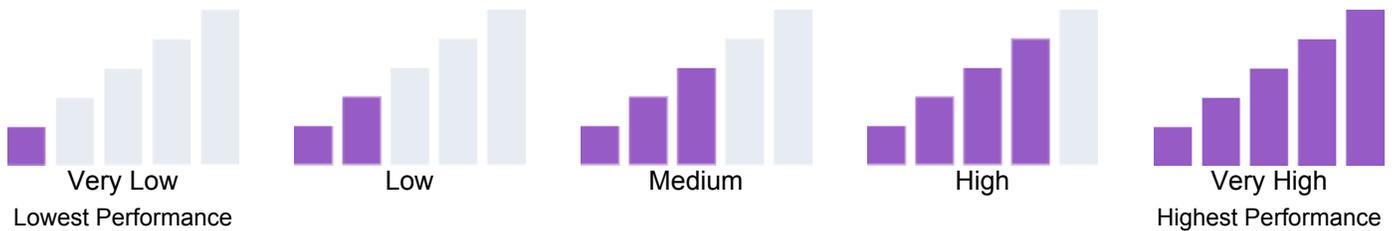
1. Based on the data, it is evident that ELA and Mathematics interventions are a priority of need to address the shortfall in student achievement.
2. YVHS' graduation rate continues to increase, however (although not reported) it is evident that our college/career rate does not match this success. YVHS 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

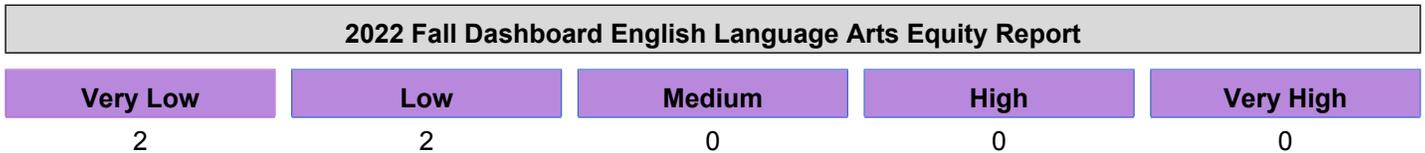
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

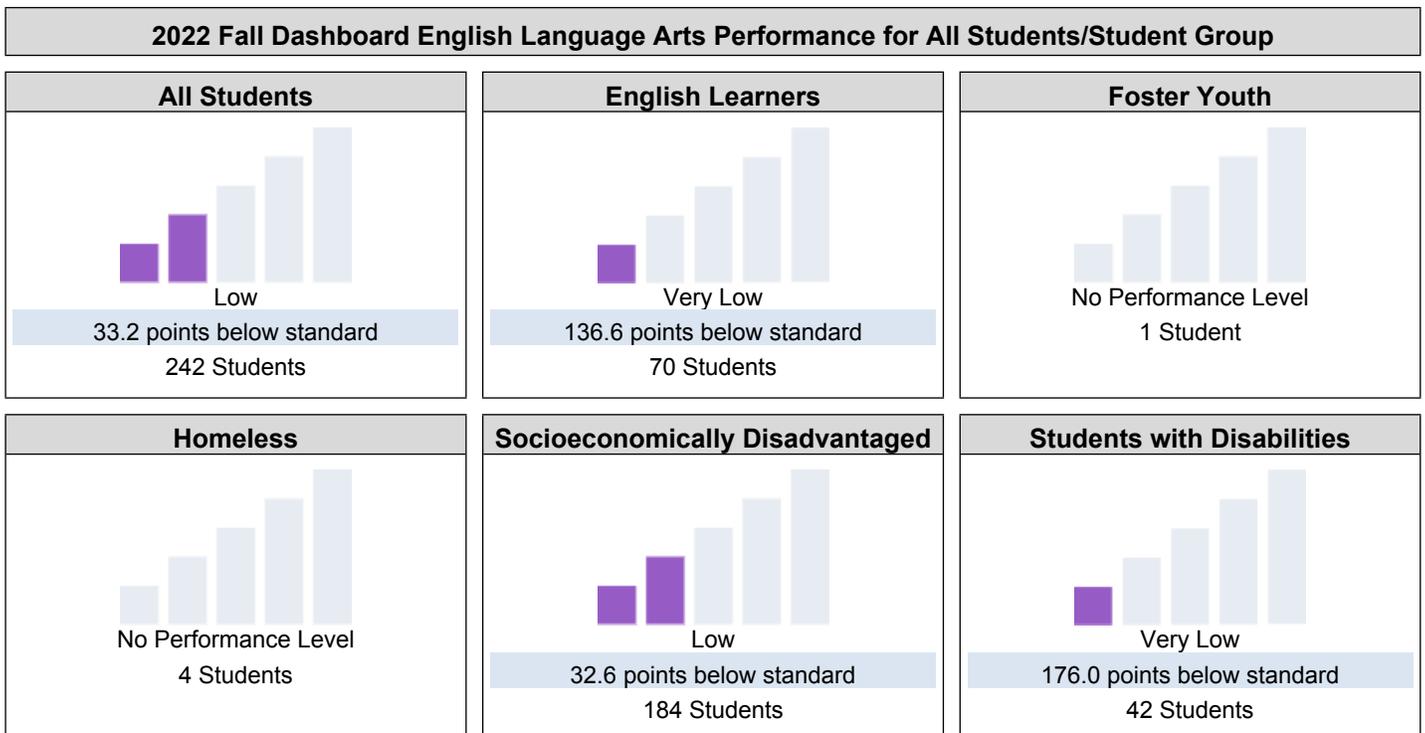
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



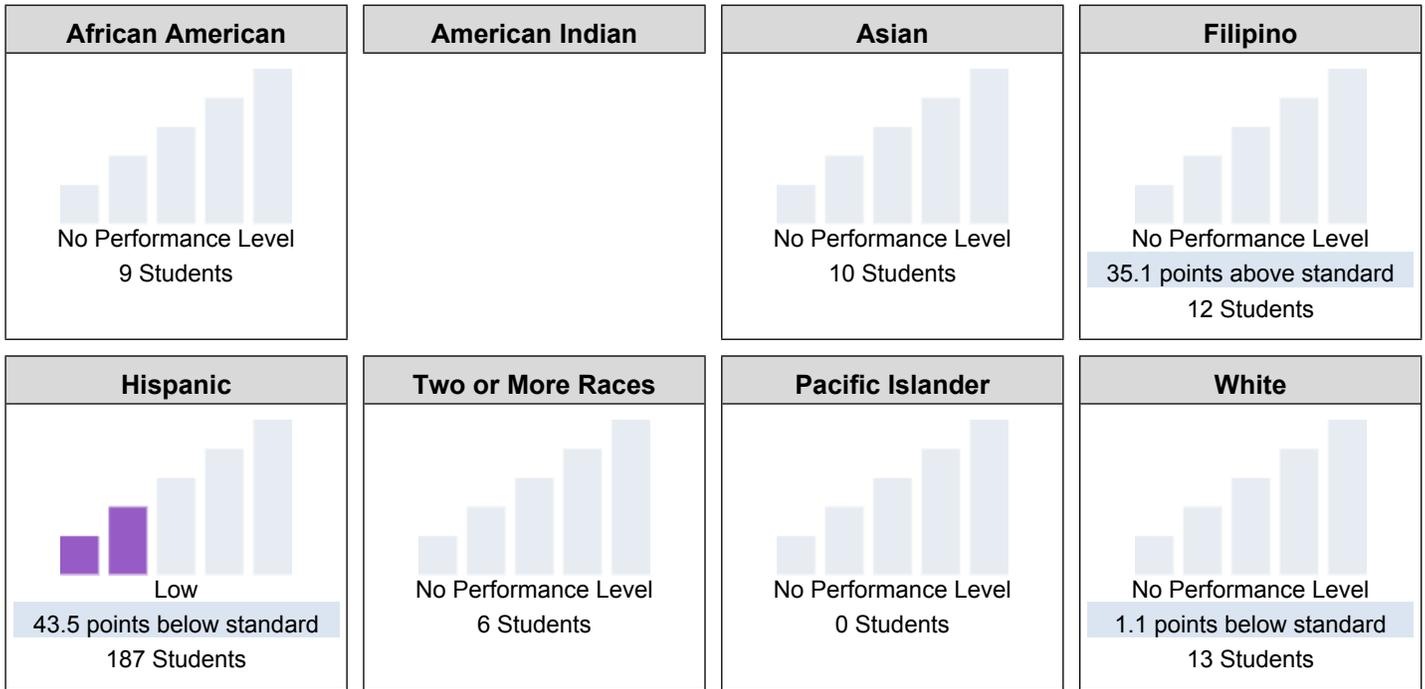
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| 168.5 points below standard 55 Students | 35.7 points below standard 16 Students | 14.1 points below standard 52 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 176 and 132 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 English Only and Students with Disability 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

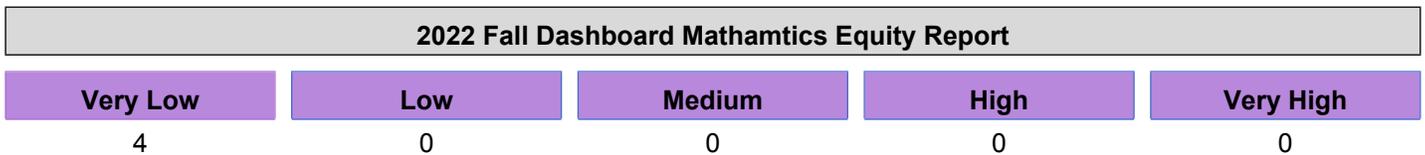
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

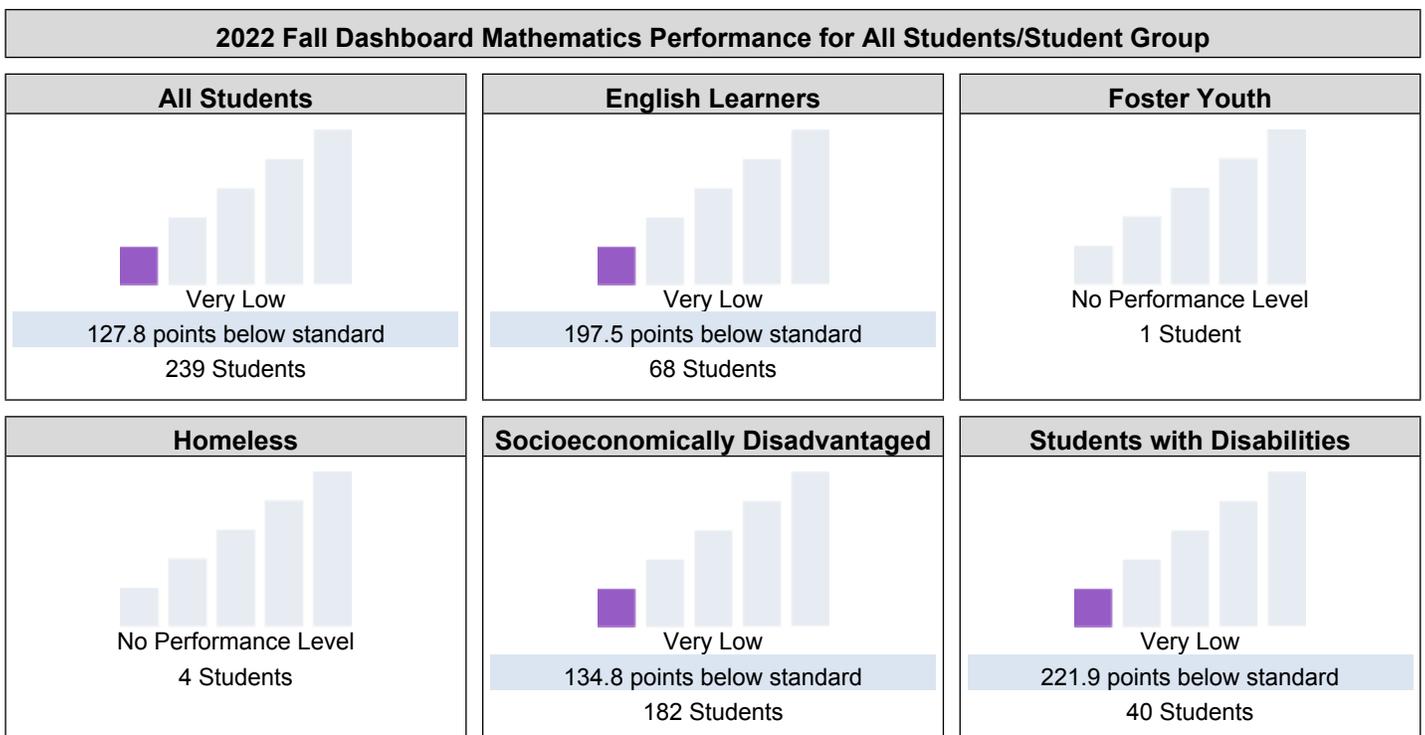
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



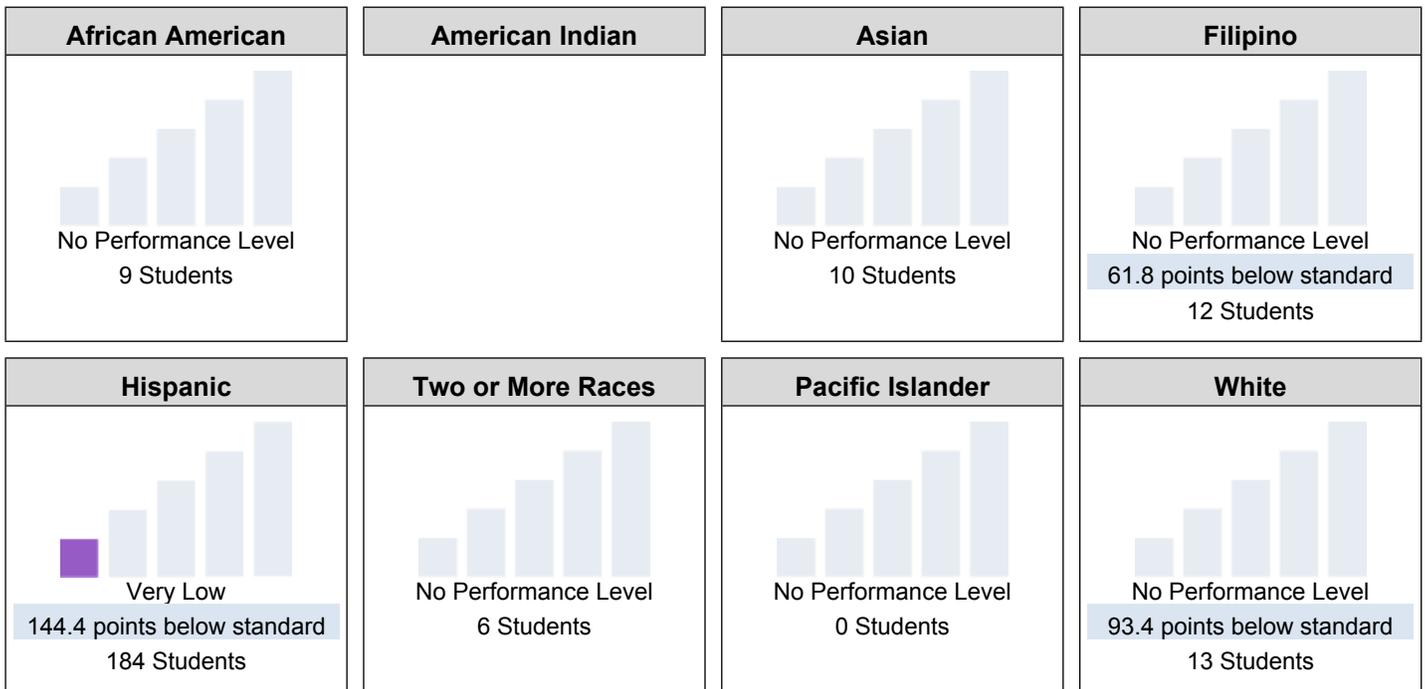
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|--|
| <p style="background-color: #e6f2ff;">223.2 points below standard</p> <p>53 Students</p> | <p style="background-color: #e6f2ff;">115.4 points below standard</p> <p>16 Students</p> | <p style="background-color: #e6f2ff;">102.7 points below standard</p> <p>52 Students</p> |

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. This class of students took 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 transition from Math 1A-1B to only Algebra I.
3. Targeted interventions for students with disabilities will be a priority for this school year based on the data trend--five student groups scored in the Very Low on the dashboard.

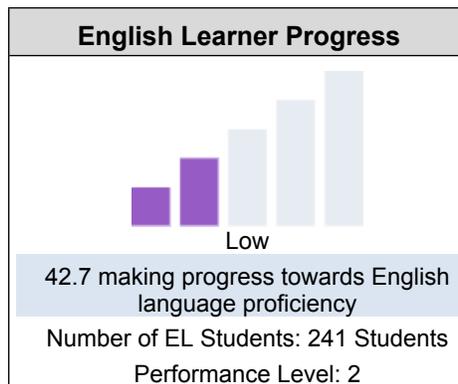
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 27.0% | 30.3% | 7.9% | 34.9% |

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

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Although there is not a reported data set, we believe that student performance with CCR is not trending in the right direction.
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.

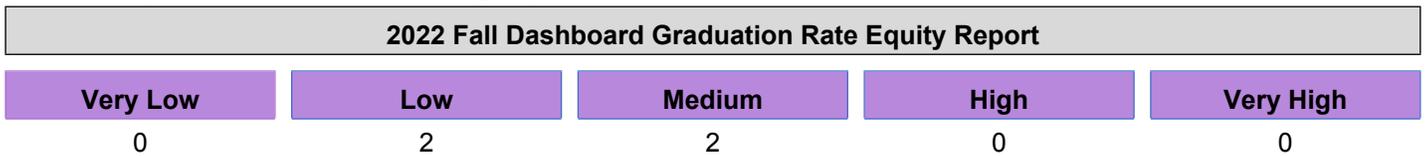
School and Student Performance Data

Academic Engagement Graduation Rate

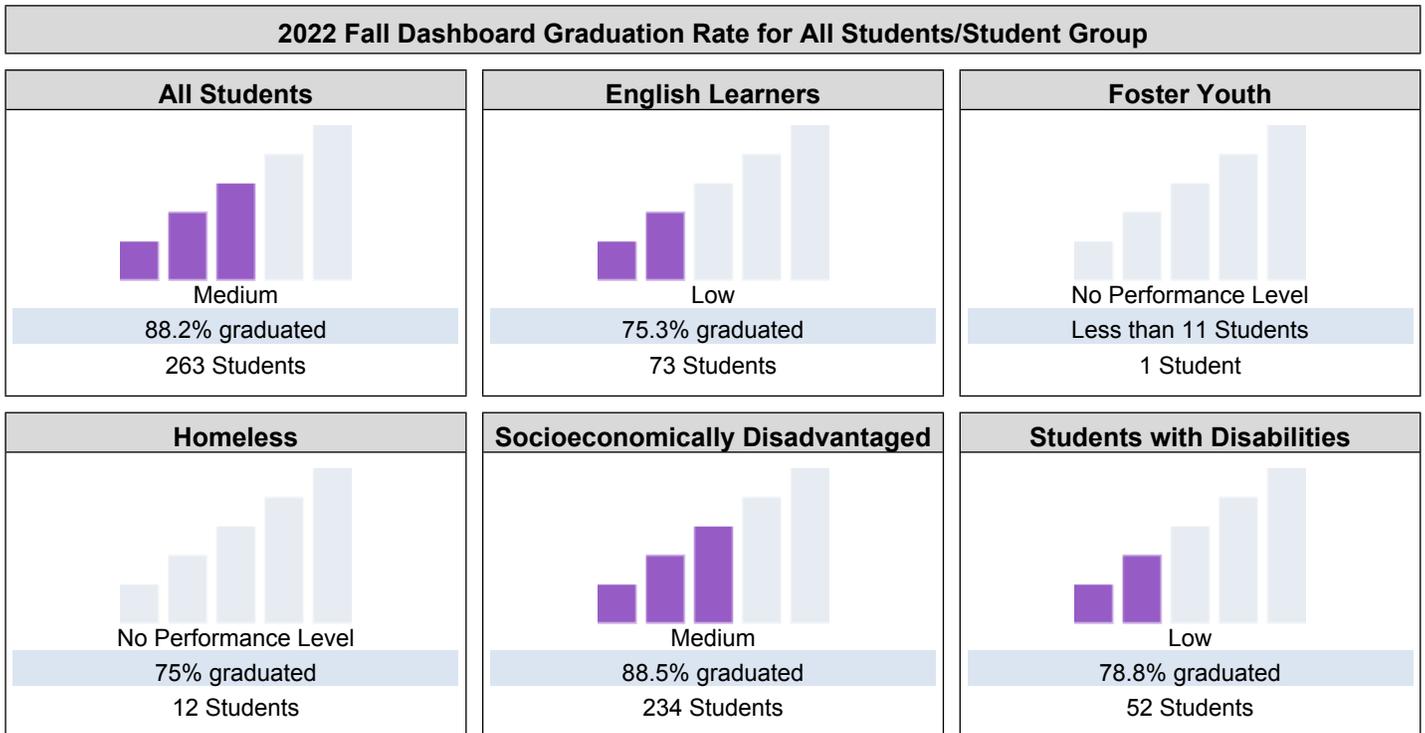
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



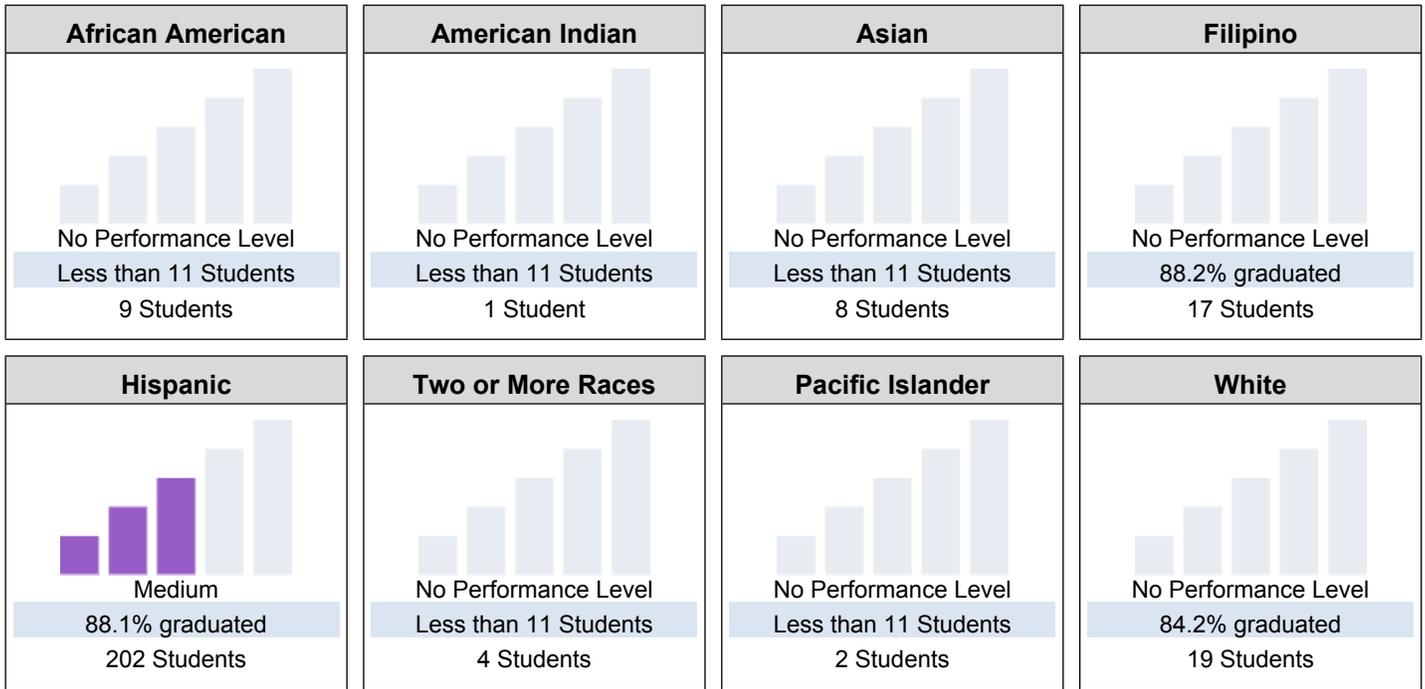
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

1. Overall graduation rates have remained steady, 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.
2. In terms of equity, our English Learner students were on par with our graduation rate. This data indicates that student support through a constructing meaning training for EL instructional strategies need to continue and be implemented across all curriculums..

School and Student Performance Data

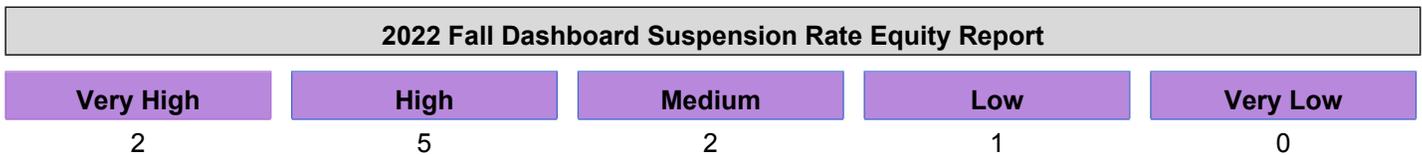
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

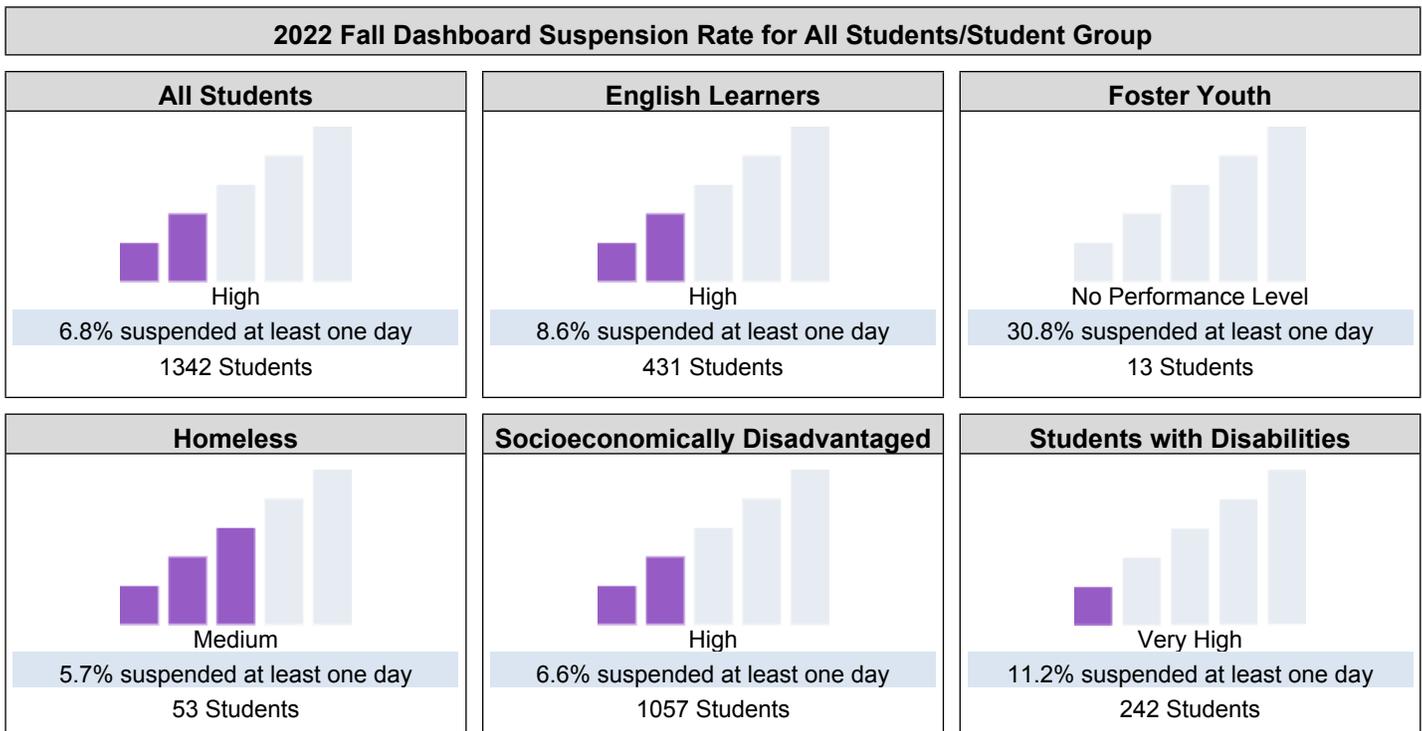
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



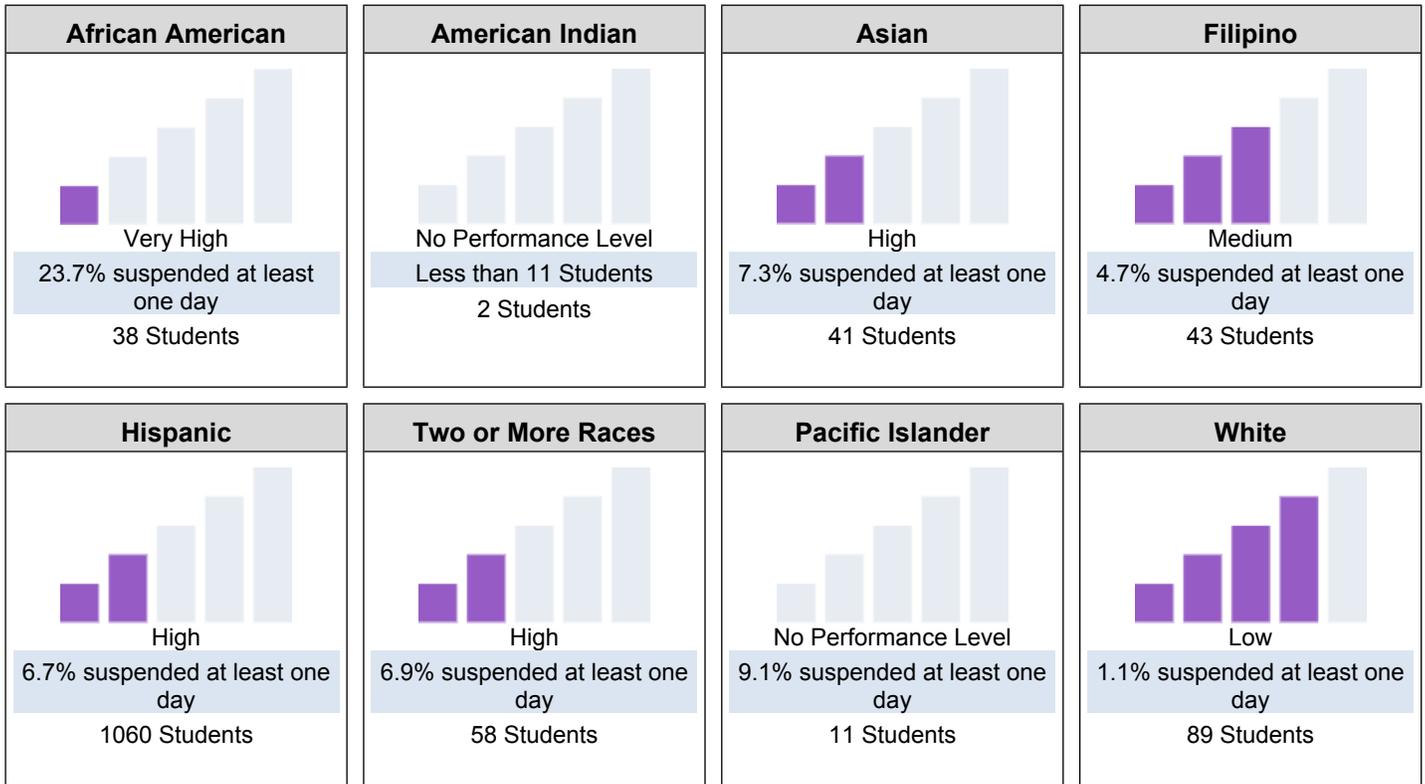
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rates in groups of our African American and SWD are in the Very High category. This indicates there is a need for a more supportive approach in terms of discipline with PBIS strategies in and out of the classroom. 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 Subject

Goal 1 - Student Achievement

LEA/LCAP Goal

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.

Goal 1

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.

Identified Need

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

| 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 | By 2026, the number of students UC-CSU ready will raise to 38% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| | updated data provided by state) | |
| 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%. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| 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%. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students
Including students in subgroups: English Learners, Students with Disabilities and Socioeconomically Disadvantage students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 3,333.00 | Title I (3070) 4000 - 4999 Books and Supplies Materials and Supplies to Supplement Curriculum |
| 7,000.00 | LCFF Supplemental 4000 - 4999 Books and Supplies Materials and Supplies to Supplement Curriculum: |
| 4,520.00 | Site Discretionary 4000 - 4999 Books and Supplies Materials and Supplies to Supplement Curriculum: |
| 8,520.00 | Title I Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) |

| | |
|-----------|---|
| | Supplemental materials for student curriculum and technology access. |
| 6,000.00 | LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Materials and Supplies to Supplement Curriculum, Copying Service and Costs for Materials for Students |
| 10,000.00 | Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Supplemental materials for student curriculum and technology access. |
| 1,500.00 | Title I Carryover 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. |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Including students in subgroups: English Learners, Students with Disabilities and Socioeconomically Disadvantage students.

Strategy/Activity

1.2: All students will have access to updated technology and can say with confidence they are able to learn Common Core State Standards through technology threads in and out of the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

75,000.00

Source(s)

LCFF Supplemental
4000 - 4999 Books and Supplies
Access to Technology including student personal learning devices, TI graphing calculators for math & science, learning stations for classrooms, and various other similar supported devices. Student Curriculum Access

| | |
|-----------|---|
| | <p>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> |
| 10,000.00 | <p>Title I Carryover 4000 - 4999 Books and Supplies Access to Technology including student personal learning devices, TI graphing calculators for math & 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.</p> |
| 5,000.00 | <p>Site Discretionary 4000 - 4999 Books and Supplies Access to Technology including student personal learning devices, TI graphing calculators for math & 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.</p> |
| 500.00 | <p>Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> |

| | |
|----------|--|
| | Professional Development and/or extended hours for learning and applying new technology for students and staff. |
| 1,000.00 | LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Professional Development and/or extended hours for learning and applying new technology for students and staff. |
| 5,000.00 | LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Access to Technology including student personal learning devices, TI graphing calculators for math & science, learning stations for classrooms, and various other similar supported devices. Student Curriculum Access to Technology based programs, lessons. |
| 1,500.00 | Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Access to Technology including student personal learning devices, TI graphing calculators for math & science, learning stations for classrooms, and various other similar supported devices. Student Curriculum Access to Technology based programs, lessons. |
| 1,000.00 | Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Access to Technology including student personal learning devices, TI graphing calculators for math & science, learning stations for classrooms, and various other similar supported devices. Student Curriculum Access to Technology based programs, lessons. |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Including students in subgroups: English Learners, Students with Disabilities, African American students, HOPE students, and Socioeconomically Disadvantage students.

Strategy/Activity

1.3.: All students shall receive all Multi Tiered Systems of Support (MTSS) through, counseling, outside services, access to specialized personnel, Career specialists, college & 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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 1,000.00 | Title I Carryover 4000 - 4999 Books and Supplies Updating of English novels for higher interest reading to address literacy gaps. Career & 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. |
| 1,000.00 | Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Additional student, staff, and teacher support in implementing MTSS supports, College & Career training/programs, curricular programs, counseling, outside services, and other related services needed to support academic achievement. |
| 1,000.00 | LCFF Supplemental 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. |
| 6,300.00 | LCFF Supplemental 4000 - 4999 Books and Supplies Updating of English novels for higher interest reading to address literacy gaps. Career & 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. |
| 2,000.00 | 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 & 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 4000 - 4999 Books and Supplies Updating of English novels for higher interest reading to address literacy gaps. Career & 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. |
| 1,000.00 | 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 & Career training/programs, curricular programs, counseling, outside services, and other related services needed to support academic achievement. |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Other Subgroups
Including students in subgroups:English Learners, Students with Disabilities and Socioeconomically Disadvantage students.

Strategy/Activity

1.4: Provide materials and supports for student groups of English Learners, Students with Disabilities and Socioeconomically Disadvantaged students.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 1,000.00 | 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: |
| 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. |
| 200.00 | 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 student curriculum and technology access. |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Including students in subgroups: English Learners, Students with Disabilities and Socioeconomically Disadvantage students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Title I (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. |
| 3,800.00 | 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 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. |
| 1,000.00 | 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. |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1.6: 30% of LTEL's will reclassify as Fluent English Proficient.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 60,000.00 | LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional sections for Teacher assignment EL Support Class |
| 1,000.00 | 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 |
| 1,000.00 | Title I (3070) |

| | |
|----------|--|
| | <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>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.</p> |
| 5,000.00 | <p>LCFF Supplemental</p> <p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>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.</p> |
| 3,000.00 | <p>LCFF Supplemental</p> <p>4000 - 4999 Books and Supplies</p> <p>Focused materials for student organization, supplies, and other items that enhance our EL students more access to relevant and effective curriculum resources</p> |
| 500.00 | <p>LCFF Supplemental</p> <p>2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>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> |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.7: Staff will participate in professional development to improve the effectiveness of our PLC's and students instructional supports.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 2,000.00 | 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. |
| 1,000.00 | 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) Professional development to improve the effectiveness of our PLC's and students instructional supports. |
| 250.00 | 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. |

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 5,000.00 | 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 . |
| 20,000.00 | Site Discretionary 4000 - 4999 Books and Supplies Classroom/Student materials and supplies |

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners
Additionally students with disabilities and EL students with disabilities

Strategy/Activity

1.9: Provide additional tutoring and learning to support EL Students and Students With Disabilities who are behind academically and display learning gaps.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 5,000.00 | LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 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. |
| 5,000.00 | LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) 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. |
| 1,000.00 | Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 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. |
| 250.00 | Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) 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. |

| | |
|----------|--|
| 3,000.00 | LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Seek outside contracted services to provide EL and Students with Disabilities additional supports to be academically successful. |
|----------|--|

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.10: Provide student academic and behavioral support for school intervention for all students.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 500.00 | Title I (3070) 4000 - 4999 Books and Supplies High interest reading material, primary languages, varied levels for classrooms. |
| 2,500.00 | LCFF Supplemental 4000 - 4999 Books and Supplies High interest reading material, primary languages, varied levels for classrooms. |
| 1,000.00 | Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) After School Tutoring in numerous curriculum areas for all students to return on track and/or support their learning gaps. |
| 1,000.00 | LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) After School Tutoring in numerous curriculum areas for all students to return on track and/or support their learning gaps. |
| 2,000.00 | LCFF Supplemental 4000 - 4999 Books and Supplies Student engagement through academic and behavioral support for school intervention for all students. |

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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 mitigating the soft bigotry of low expectations with students that are low SES and/or of color.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 1,000.00 | Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Formative assessment analysis review and collaboration to improve student achievement in learning including pull out days for department common assessments & planning of essential standards. |
| 3,000.00 | LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Formative assessment analysis review and collaboration to improve student achievement in learning including pull out days for department common assessments & 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. |
| 1,000.00 | Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) |

| | |
|----------|---|
| | 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) Formative assessment analysis review and collaboration to improve student achievement in learning |

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.12: Provide programs and services, which sustain, maintain, and/or enrich students' educational experiences during and outside of the school day. Provide a safe and welcoming campus where students feel supported and connected.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 1,000.00 | Title I (3070) 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. |
| 2,000.00 | Title I (3070) 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) 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. |
| 1,000.00 | Title I (3070) 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 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 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 |
| 3,000.00 | 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 | 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 | 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 |
| 15,000.00 | 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.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000.00

Title I (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 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.

1,000.00

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 |
| 137,000 | Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Program Specialist for Curriculum and Instruction of 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. |

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Other Subgroups

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 1,000.00 | LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) |

| | |
|----------|--|
| | Attendance for professional development and conferences. |
| 500.00 | Title I (3070) 4000 - 4999 Books and Supplies Ongoing repair and replacement of performing arts equipment including upgrading Kilns, 3D Clay Printers, and upgrading technology/equipment for creative designs. |
| 1,000.00 | LCFF Supplemental 4000 - 4999 Books and Supplies Ongoing repair and replacement of performing arts equipment including upgrading Kilns, 3D Clay Printers, and upgrading technology/equipment for creative designs. |
| 2,000.00 | LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Implement new VAPA programs and courses with the goal of strengthening 21st century collaboration, communication, innovation and critical thinking skills. |

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.15 - Increase the learning spaces comfort by providing classroom furniture that is easily accessible by all students of different shapes and sizes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

25,000.00

Source(s)

LCFF Supplemental
4000 - 4999 Books and Supplies
Student desks for various classrooms, Art, Ceramics, Math, English, and others schoolwide.

25,000.00

Title I (3070)
4000 - 4999 Books and Supplies

Student desks for various classrooms, Art, Ceramics, Math, English, and others schoolwide.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

25,000.00

Source(s)

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 Athletic rooms upgrades & equipment
e. Classrooms for new student desks.

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.17 - Provide additional Math Coaching support through outside advisement from Independent Service provider to increase teacher effectiveness.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.18 - Support high-quality curriculum and instruction aligned to CCSS, History Social Science Frameworks, NGSS, and that integrates technology:

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 10,000.00 | LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 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 |
| 10,000.00 | <p>Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <ul style="list-style-type: none"> 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 |
| 5,000.00 | <p>LCFF Supplemental 4000 - 4999 Books and Supplies</p> <ul style="list-style-type: none"> 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 |
| 5,000.00 | <p>Title I (3070) 4000 - 4999 Books and Supplies</p> <ul style="list-style-type: none"> 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 |
| 5,000.00 | <p>LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <ul style="list-style-type: none"> a. Provide supplemental materials to meet the needs of CCSS b. Provide ongoing PD for teachers across the curriculum on instructional strategies and assessment |

| | |
|----------|---|
| | <ul style="list-style-type: none"> c. Provide opportunities for peer instructional planning, observations and collaboration d. Use common assessments, grading, and rubrics in core content areas |
| 5,000.00 | <p>Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p> <ul style="list-style-type: none"> 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 |

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

1.1 Effective. Purchase orders and print shop receipts show that request for supplies were filled. Teachers reported they have sufficient materials to support CCSS.

1.2 Effective. Purchase of technology had upgraded most of the classrooms with instructional presentation equipment. Teachers are becoming more skilled in promoting the use of instructional technology that engages students through their 1:1 chromebook devices. District implementation of Promethean boards has upgraded presentation effectiveness, but TVs for original purchase scaffolded teacher skills for easier transition.

1.3 Need more time to evaluate. This is the ninth year of academic counseling at YVHS. We have added an additional 60% counselor with the hopes of having more one to one direct counseling services. Ninth grade on track to graduation declined to 54% from 79.3% for 22-23. This decline in academic performance with the 10th grade class for individual student groups such as Latino boys continues to be an issue. A "Todos Puntos" program is being implemented with the support of the Equity Department.

Graduation rates will also need to be evaluated further even though we see a slight increase year to year of graduates. Consequently, A-G graduation rate remains at 33%.

1.4 Need more time to evaluate. English Language scores declined to -117 below standard. This is a decrease of -13.7 and in math scores decreased to -187.5 below standard. This is a decline of 17.5 points. For students with disabilities, ELA scores increased to -143.3 points below standard, this was an increase of 10.6 points. In math, the scores increased to -202.6 below standard, this was an increase of 10.6 points. Percentage of EL students who received at least one D or F was at 71% and percentage of students with a learning disability who received one D or F was 57.92%.

1.5 Need more time to evaluate. Students in the 9th grade are taking a semester Ethnic Studies Class with a semester of Career Transitions. However, this curriculum is a pilot program and will need additional evaluation. Ninth grade on track for graduation rate was 54%. This was a decline from 71%, which may have been attributed to the pandemic impacts.

1.6 Need more time to evaluate. Students with EL Services, meet quarterly with teachers and counselor in ELRT meetings. Their progress is monitored by the district EL coordinator assigned to YVHS. EL students reclassified at a rate of 7.5% and increase from 5.5%. The percentage of EL students who received at least one D or F on was at 71%.

1.7 Effective. Purchase orders, teachers, and staff went to a variety of professional developments in the areas of EL development, Next Generation Science Standards, Constructing Meaning, and International Baccalaureate.

1.8 Effective. Purchase orders completed. Teachers reported that they have sufficient materials to support CCSS.

1.9 Need more time to evaluate. EL Students have not progressed as much as proposed. Modified the EL Support Teacher program to promote more student one on one supports to increase student achievement.

1.10 Not Effective. Support was offered through the After School Program for homework support before and after school. The overall number of students who received at least one D or F was 54%. The overall percentage of 9th grade students who are on track for graduation decreased. Although graduation cohorts to 83%. The number of graduates who were a-g eligible did increase to 33% which was a change from the previous year subgroups of a-g eligibility.

1.11 Effective. Teachers are given time to meet in their departments and in their PLC's. In addition, teachers who teach in an academy or in the IB DP programs are given release time to work on analyzing student data.

1.12 Need more time to evaluate. We are still seeing the effect of the pandemic with student engagement in enrichment programs. Sports and extra-curricular activities are slowly increasing with student participation. This includes, additional engagements through school extra-curricular activities such as student clubs, dances, rallies, and others have improved school climate.

1.13 Effective: School completed the sixth year of IB implementation. There was an increase in student enrollment in IB courses over the previous year from 286 students (2021-22) to 310 students in 22-23. All students enrolled in the completion year of IB courses were required to take the IB official assessment. The average pass rate for all IB assessments was 49% (score of 4 or higher) in 2022-23. YVHS celebrated two students who earned their full IB Diploma in 22-23, to include one student who was a National Merit Scholar Finalist.

1.14 Need more time to evaluate. Master schedule changes have included pilot of Digital Music. However, Drama section was closed due to low enrollment.

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

21-22 saw the implemented strategies have an impact on students moving forward in some areas whereas others the goals were not met with their intended outcome. As we developed and implemented additional goals and/or modified goals/strategies, there was small successes in some areas whereas other strategies did not see as much success. The significant hurdle continues to be student/parent engagement with connecting to the learning goals.

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.

No significant changes were made.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 2 - Parent and Community Engagement

LEA/LCAP Goal

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

Goal 2

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.

Identified Need

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Parents, family and community are engaged and connected as partners. Improvements will be measured by increases in data numbers from pre-pandemic years. | Overall 55% of the parents on the California Healthy Kids Survey 2022-23 agreed with the statement students, "Attended a school or class event." | 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." |
| 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. | Overall 63% of the parents on the California Healthy Kids Survey 2022-23 agreed with the statement, "Attended a general school meeting." Reflecting in data in 2022-2023, 78 students were suspended at least one day. | Increase 5% of the parents on the California Healthy Kids Survey 2022-23 agreed with the statement, "Attended a general school meeting." Decrease suspension number of incidents from by 5%. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|--|
| | <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>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> |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Student Group - English Language Learner families and students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500.00

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.

65,550.00

Title I Parent Engagement (3068)
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)
Maintain a community outreach liaison full-time position.

800.00

Title I (3070)
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) |
| 500.00 | Title I Parent Engagement (3068) 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. |
| 500.00 | Title I Parent Engagement (3068) 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 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. |
| 1,500.00 | LCFF Supplemental 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 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) |
| 2,000.00 | LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) 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) |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2: Improve attendance by 5% and decrease tardies by 5% through Parent and Community awareness and involvement.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 1,000.00 | Title I (3070) 4000 - 4999 Books and Supplies Student recognition for improved attendance-- materials and supplies that promotes a positive connection with families about the importance of attendance. |
| 1,000.00 | Title I (3070) 5900 Communications Increased postage to continue multiple mailings home for parent communication about grades and attendance. |
| 2,000.00 | LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies that increase the student attendance to class such as PBIS materials, literature, videos, and other student materials that support improved attendance. |
| 2,000.00 | LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Staff development, conferences and other needed activities to support improve student attendance. |
| 1,000.00 | LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra support for Certificated staff to work on attendance supports. |
| 500.00 | LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) |

| | |
|----------|---|
| | Extra support for Classified staff to work on attendance supports. |
| 1,000.00 | Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra support for Certificated staff to work on attendance supports. |
| 500.00 | Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Extra support for Classified staff to work on attendance supports. |
| 1,000.00 | Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Other Means of Correction and/or student behavior improvement Training and Professional Development |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.3: Decrease in class and school suspensions by 5%.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 3,000.00 | Title I Parent Engagement (3068) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Other Means of Correction (OMC) Training and Professional Development |
| 500.00 | Site Discretionary 7000 - 7999 Other Outgo Associated Misc costs |
| 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 Other Means of Correction (OMC) Training and Professional Development |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Foster Youth

Strategy/Activity

2.5: Develop a plan to increase/improve communication between school and Foster Youth Services/programs.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 1,000.00 | 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. |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000.00

Title I (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 |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.7: Students feel that there needs to be an increase in safety measures on campus.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.8: Continue implementation of the "YV Way" through Positive Behavior Intervention and Support.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 7,000.00 | 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. |

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- 2.1 Effective. Majority of school communication is sent out in two languages, Spanish and English, with exception of the Marquee sign that does not program in Spanish. In addition all parent meetings at Ygnacio Valley have a Spanish translator present. Effective. Overall 88% of the parents on the California Healthy Kids Survey 2022 agreed with the statement, "Parents feel welcome to participate at this school." This was an increase of 9% from the previous school year.
- 2.2 Not Effective. The school moved to a Minga Digital Pass system with moderate effectiveness. In addition, students and families get counseling and are linked to services via SART. The rate of chronic absenteeism dropped to 17.78%. Students were rewarded with a Hero point system for the 2021-22 year, the system was not effective in reducing tardiness and/or improving attendance. The school had minimal school spirit wear to award students with positive points. For the 2023-24 school year, the program is looking to increase student positive supports through Minga points, however following up is the toughest challenge.
- 2.3 Effective. This is the sixth year of the Wellness Center in operation and has become an integral part of our school climate and culture. In support of student SEL needs, the Wellness Center had 217 student referrals for support in the month of September 2023. This program supports students in crisis, which supports building student coping skills and resiliency. A wellness center survey by each student referral is under development to measure better effectiveness.
- 2.4 Effective. ELAC and PTSA meetings are held each year with a presentation that highlights for parents information to help with the reclassification process. Overall 72% of the parents on the California Healthy Kids Survey 2022-23 agreed with the statement, "Parents feel welcome to participate at this school." The number of students re-designated as English Proficient increased to 7.5%. Overall 55% of the parents on the California Healthy Kids Survey 2022-23 agreed with the statement, "Attended a school or class event." Overall 63% of the parents on the California Healthy Kids Survey 2022-23 agreed with the statement, "Attended a general school meeting."

2.5 Need more time to evaluate, communication to Foster Youth families was not measured during the 2022-23 year.

2.6 Need more time to evaluate. Returning to in-person learning, our "Week of Welcome" was not 100% implemented due to Covid group restrictions, and there was not enough valid data to judge the effectiveness of this program.

2.7 Effective. This is the sixth year of the Wellness Center opened. In addition to the three counselors and Wellness Center coordinator (social work specialist.) The Wellness Center staff coordinates with outside agencies and local colleges and universities to fulfill internship hours.

2.8 Not Effective. Our HERO K-12 PBIS system was not fully effective in engaging students as a school community, thus we have moved to a digital hall pass system, Minga with positive points. More time is needed to evaluate.

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

Post pandemic, the drop of parent engagement is clearly noticeable. Previously, there was a technology divide with many of our at-risk students. District addressed the student electronic communication issues that may have been of concern due to distance learning by providing one-to-one devices to all students. There is still a gap with our non English speaking families getting connected to our Aeries Homelink and our Parent Square messaging system. We are moving to increasing mailing home quarterly newsletters, attendance newsletters, and other forms of communication.

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.

None to note for record.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 3 - Student Engagement

LEA/LCAP Goal

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.

Goal 3

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.

Identified Need

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

| 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 | 68% of the parents agree with this statement on the California Healthy Kids Survey: "This school... provides instructional | In 2023-2024, 75% of the parents agree with this question on the California |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------------|--|--|
| promotes higher student achievement. | materials that reflect my child's culture, ethnicity, and identity." | Healthy Kids Survey: "This school... provides instructional materials that reflect my child's culture, ethnicity, and identity." |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

All as well as Foster Youth, English Language Learners, Low Income Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 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 |
| 2,000.00 | 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) Collaboration time for student academic and Social Emotional support. Wednesdays protected time for all staff: Staff meetings, department and PLC meetings. |

| | |
|----------|--|
| 500.00 | 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. |
| 2,000.00 | Title I (3070) 4000 - 4999 Books and Supplies Materials and Supplies for meetings, collaboration time, and other like items for facilitation. |
| 1,000.00 | 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. |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.2: Provide professional development regarding culturally proficient and responsive staff supportive of all students to increase student achievement and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

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. |
| 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 |
| 5,000.00 | 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 |
| 1,000.00 | 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 |
| 500.00 | Site Discretionary 4000 - 4999 Books and Supplies |

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

3.3.- Provide Student Speaker Series to engage in learning and connection to their personal educational goals.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 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 |
| 10,000.00 | Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Outside speakers to motivate students and reconnect them with learning educational |
| 500.00 | Title I (3070) 4000 - 4999 Books and Supplies Additional Materials and Supplies to support student speaker series and/or connection to personal educational goals. |
| 1,000.00 | 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.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Including student groups of African Americans/Black students, Homeless, and Foster Youth.

Strategy/Activity

3.4 - Student Field studies that engage students to their learning in and out of the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000.00

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.

1,000.00

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.

500.00

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.

2,000.00

Title I Carryover
 4000 - 4999 Books and Supplies
 Field Study/Trip costs that connect students to learning and engagement of classroom themes and outcomes.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.5 - Build community spirit and pride schoolwide with improved facilities and access to high quality facilities and learning spaces.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 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 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 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. |
| 5,000.00 | Title I (3070) 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. |
| 5,000.00 | LCFF Supplemental 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.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.6 - Provide a large student and parent community engagement space that is supportive of communication and clear messaging.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000.00

LCFF Supplemental
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

Title I (3070)

| | |
|-----------|--|
| | 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 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. |

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3.8 - Student Engagement through outside programs and experiences such as conferences, field trips, and other like opportunities.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 3,000.00 | LCFF Supplemental 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. |
| 3,000.00 | Title I (3070) 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. |
| 1,000.00 | Title I (3070) 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 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. |
|----------|--|

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 1,000.00 | 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. |
| 1,000.00 | 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. |
| 10,000.00 | 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 engagement strategies and content that will contribute to campus climate such as specialized field trips, and additional outside activities, |
| 1,500.00 | LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) 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 | Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 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. |
| 6,500.00 | Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 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. |

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 10,000.00 | <p>LCFF Supplemental 4000 - 4999 Books and Supplies 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 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.</p> |
| 10,000.00 | <p>Title I (3070) 4000 - 4999 Books and Supplies 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 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.</p> |
| 2,500.00 | <p>LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Long bed type golf cart to provide ambulatory supports for all students that need transport</p> |

| | |
|----------|---|
| | from areas on campus. Long bed cart for custodial services that provides a clean and welcoming campus. |
| 2,500.00 | Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) 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 | Site Discretionary 4000 - 4999 Books and Supplies 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 | Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) 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. |

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.11 - Continue to re-brand new mascot and provide a safe and welcoming school for all students and parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000.00

Source(s)

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. |
| 10,000.00 | Title I (3070) 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. |

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.12 - Increase student clubs opportunities, leadership activities and other needed support to grow student engagement.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 1,000.00 | 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. |
| 1,000.00 | Title I (3070) 4000 - 4999 Books and Supplies Student clubs have access to needed supplies, materials, activity opportunities, and other supports. |

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

3.1: Improving in effectiveness: . Two Wednesdays each month are dedicated for teachers to have time to meet in PLCs and departments to implement common core state standards and reflect on their teaching. Additional grade level/course collaboration has provided time to grade and discuss common assessments. The number of students who received D's and F's for all grades was 54% of the student body. The overall percentage of 9th grade students on track for graduation decreased to 54%. Graduation rates in 2021-22 were 88.3%. This is an increase of 2.7% since 2017-2018 school year. .

3.2: Need for time to evaluate. Professional development in the areas of culturally responsive teaching have been provided to teachers during staff development. In addition a team of staff members attended International Baccalaureate training.

3.3: Effective. 80% 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." This was an increase of 2%. 84% of the parents agree with this statement on the California Healthy Kids Survey: "This school... treats all students with respect." This is a decline of 4%. 60% 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." This is a decline of 8%.

3.4: Need time to evaluate. This is a new strategy for 23-24 in which will engage students to connected learning outside of the school campus giving real life meaning contexts. It was observed that students attended more field studies which connected students to learning on a qualitative basis.

3.5 - 3.12: Need time to evaluate, these strategies are new for the 23-24 school year.

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

Significant costs to allocate for the outside independent contractor for culturally responsive teaching which were implemented in 21-22, the start for the service began in 22-23 school year.

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.

No significant changes were made.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 4 - Equity focused Intervention and Achievement

LEA/LCAP Goal

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.

Goal 4

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.

Identified Need

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

| 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 22-2. We expect 23-24 data will be a more accurate indicator. | 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 2022-2023 indicates a 5 year cohort graduation rate for students is 85.3% whereas the state graduation rate is 87.3% Our Hispanic/Latino rate was 86.8% and African Americans were 90.9% Homeless Youth was 53.8%. | An increase of 5 year cohort graduation rate of 1.5% for the 23-24 school year. For African Americans, increase of 1% for 23-24 school year. Homeless Youth target outcome will be an increase of 3% for 23-24 school year. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Foster Youth

Including student groups of African American/Black students, and Homeless Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

| |
|--|
| |
|--|

| |
|---|
| District funded outreach support services of Family Purpose organization to engage students in learning and connection to school culture. |
|---|

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Other Subgroups

Specifically our African American/Black, Foster, and Homeless youth student groups.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

| |
|----------|
| 5,000.00 |
|----------|

| |
|--|
| 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: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

4.1 - Need more time to evaluate. Family purpose program has provided supports for our students, specifically for our AA students. The site coordinator has assisted in numerous conflict resolutions that has led to reduced suspension numbers.

4.2 - Effective and need more time to evaluation: Through Dr. Shelley Holt's professional development for Equity and subsequently Rigor, teachers are implementing a more culturally responsive approach in their instruction and daily classroom management. Reduction of referrals and Tier 1 behaviors have reduced. More time is needed to review the teacher embracing of increased rigor that mitigates the soft bigotry of low expectations with our students.

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

There were no major differences to budgeted expenditures.

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.

Given this Goal is newly proposed for this academic year, there is no prior data to review the implementation.

Budget Summary

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

Budget Summary

| Description | Amount |
|---|----------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$1,180,619.78 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|-------------------|-----------------|
| Title I Carryover | \$71,027.78 |

Subtotal of additional federal funds included for this school: **\$71,027.78**

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

| State or Local Programs | Allocation (\$) |
|----------------------------------|-----------------|
| LCFF Supplemental | \$467,500.00 |
| Site Discretionary | \$128,920.00 |
| Title I (3070) | \$442,383.00 |
| Title I Parent Engagement (3068) | \$70,789.00 |

Subtotal of state or local funds included for this school: **\$1,109,592.00**

Total of federal, state, and/or local funds for this school: **\$1,180,619.78**

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 | 128,920 | 0.00 |
| LCFF Supplemental | 467,500 | 0.00 |
| Title I Parent Engagement (3068) | 70789 | 0.00 |
| Title I (3070) | 442383 | 0.00 |
| Title I Carryover | 71027.78 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------------|------------|
| LCFF Supplemental | 467,500.00 |
| Site Discretionary | 128,920.00 |
| Title I (3070) | 442,383.00 |
| Title I Carryover | 71,027.78 |
| Title I Parent Engagement (3068) | 70,789.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) | 380,007.78 |
| 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) | 82,250.00 |
| 4000 - 4999 Books and Supplies | 403,303.00 |
| 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) | 214,020.00 |
| 5800 Professional/Consulting Services and Operating Expenditures | 92,539.00 |
| 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) | 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 | 214,500.00 |
| 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) | LCFF Supplemental | 89,000.00 |
| 5800 Professional/Consulting Services and Operating Expenditures | LCFF Supplemental | 41,000.00 |
| 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 | 57,220.00 |
| 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) | Site Discretionary | 67,700.00 |
| 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) | 243,500.00 |
| 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) | Title I (3070) | 5,500.00 |
| 4000 - 4999 Books and Supplies | Title I (3070) | 117,083.00 |
| 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) | Title I (3070) | 45,300.00 |
| 5800 Professional/Consulting Services and Operating Expenditures | Title I (3070) | 30,000.00 |
| 5900 Communications | Title I (3070) | 1,000.00 |
| 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) | Title I Carryover | 28,507.78 |
| 4000 - 4999 Books and Supplies | Title I Carryover | 14,000.00 |

| | | |
|---|----------------------------------|-----------|
| 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) | Title I Carryover | 8,520.00 |
| 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) | 65,750.00 |
| 4000 - 4999 Books and Supplies | Title I Parent Engagement (3068) | 500.00 |
| 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) | Title I Parent Engagement (3068) | 3,500.00 |
| 5800 Professional/Consulting Services and Operating Expenditures | Title I Parent Engagement (3068) | 539.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 699,062.00 |
| Goal 2 | 194,850.00 |
| Goal 3 | 280,707.78 |
| Goal 4 | 6,000.00 |

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 |
|------------------------------------|----------------------------|
| Jonathan Pike | Principal |
| Christie Loar | Classroom Teacher |
| Rebecca Wagner | Classroom Teacher |
| Lauren Carpol | Classroom Teacher |
| Lucia Antonio | Classroom Teacher |
| Crystal Traver | Other School Staff |
| Christina Noonan | Secondary Student |
| Amy Arreola | Secondary Student |
| Briana Carrion Jimenez (President) | Secondary Student |
| Elizabeth Hernandez | Parent or Community Member |
| Laura Ambriz | Parent or Community Member |
| Ana Cristina Amores Vizquete | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 13th, 2023.

Attested:



Principal, Jonathan Pike on 11/26/2023



SSC Chairperson, Briana Carrion Jimenez on 11/13/2023