School Year: **2025-26**

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vista Verde K-8 School	30-73650-6094718	May 16, 2025	June 24, 2025

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)

School Wide Program
This school plan describes a School Wide Program that includes strategies, actions and services.

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

This School wide Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

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Needs Assessment

Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
Data Analyzed	LPA Overall K-2 91.09% of students met benchmark for the end of the year. 90% of EL students met benchmark for the year 56.67% of SPED students met or exceed the standards CAASPP ELA Overall 3-6 83.2% of students met or exceeded ELL: 74.2 points above standard. Remained even
Strengths	English Language Arts (ELA) scores are 78.6 points above the state standard.
Areas for Growth	Despite solid overall scores, a slight 4% decline overall
Questions & Key Findings	The most pressing question is how can we use this data to improve our Tier 2 small group instruction to better serve student needs.

	Math
Data Analyzed	88.76 of students in 1-2 grade were at proficient or mastery on the Math EOC assessment. 85.71% of EL students were at proficient or mastery on the Math EOC assessment. 73.69% of SPED students were at proficient or mastery on the Math EOC assessment. CAASPP Math Overall 3-6 79.52% of students met or exceeded the standards. 74.08% of EL students met or exceeded the standards. 46.16% of SPED students met or exceeded the standards.
Strengths	Blue on Dashboard with 72.5% os students above the standard. No subroups in yellow, orange, or red
Areas for Growth	Socio-economic and students with disabilities are not performing as strongly as we would like, even though both are green on the Dashboard
Questions & Key Findings	The most pressing question is how can we use this data to improve our Tier 2 small group instruction to better serve student needs.

	SEL/Behavior
Data Analyzed	Panorama Data: Spring 2025 Emotional Regulation Grades 3-6: 51% Grades 7-12: 54% Teacher perception (k-2): 86% Grit

	SEL/Behavior
	Grades 3-6: 70% Grades 7-12: 69% Teacher perception (k-2): 77% Self Management Grades 3-6: 81% Grades 7-12: 74% Teacher perception (k-2): 66% Social Awareness Grades 3-6: 72% Grades 7-12: 67% Teacher perception (k-2): 83% Sense of Belonging Grades 3-6: 69% Grades 7-12: 65% Supportive Relationships Grades 3-6: 89% Grades 7-12: 86% Cultural Awareness and Action Grades 7-12: 68% Diversity and Inclusion Grades 7-12: 77% School Climate Grades 3-6: 65%
Strengths	Every student was able to identify a trusted adult. Nearly every area up, even if just a point or two
Areas for Growth	Self regulation among students is low...an anomaly and somewhat opposite of what teachers see or perceive.
Questions & Key Findings	Our scores have remained relatively the same in all areas. Some slightly improved, some slightly decreased. Overall our students are feeling like they have adults, peers, and even someone at home to talk to, however we'd like these to numbers to be higher

	School Climate
Data Analyzed	Spring Panorama 2025 Data Sense of Belonging Grades 3-6: 69% Grades 7-12: 65% Supportive Relationships Grades 3-6: 89% Grades 7-12: 86% Cultural Awareness and Action Grades 7-12: 68%

	School Climate
	Diversity and Inclusion Grades 7-12: 77% School Climate Grades 3-6: 65%
Strengths	Supportive relationships are a strength, fortunately
Areas for Growth	Cultural Awareness and Action and Sense of Belonging lower than we'd like, especially given our work on this are this year.
Questions & Key Findings	Our scores have remained relatively the same in all areas. Some slightly improved, some slightly decreased. Overall our students are feeling like they have adults, peers, and family members they can connect to, but certainly below of what we would hope for all students. Based on data our focus on Cultural Awareness and Diversity and Inclusion this year will need to continue. We expected this to be a multi-year process

	College and Career Readiness (High Schools Only)
Data Analyzed	
Strengths	
Areas for Growth	
Questions & Key Findings	

Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for actions.

(A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. It addresses the problem rather than the symptom.)

Although we recognize that the majority of our students are meeting and exceeding expectations in both ELA and Math and many have improved from the previous year, we also recognize that in our English Learner subgroup is growing and will require more targeted tiered intervention. We will need to look at practices in place in the primary grade that will sustain the success for the upper grades to build upon (tiered instruction, small groups, clustering). The support of the students who are data indicates need support is much more targeted now with Tier II instruction and addition of the district provided Tier 3 Intervention Teacher Ongoing assessments this year provide evidence of solid improvement of those selected students. As a school we will need to look not just at specific subgroups but also the essential standards so they may be more aligned to our academic instruction. This will also be true for our SEL practices. To maintain and find coping strategies in specific targeted areas will be critical. Through the social emotional regulation, having our staff connect with students, we will need to take a deeper look at what students are feeling throughout the year (rather than just the Panorama data) to shift our practices throughout the year. We added an ELD section for middle school students this year and it has proven successful. This will continue next year in our middle school master schedule. These areas of focus will be the key for students feeling more comfortable, safe, and secure here at school.

Educational Partner Involvement

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Involvement Process for the SPSA and Annual Review and Update

Vista Verde collaboratively elicits feedback from various stakeholders. Vista Verde communicates with both parents and staff members, at PTA meetings, Foundation meetings, and collected feedback during staff meetings and the MTSS Coach to Coach meeting. Additionally, Vista Verde utilized the Annual Survey and California Dashboard to assist with the development of the SPSA. Vista Verde received survey feedback from students, teachers, and parents which guided the process of the development of the SPSA document. The Vista Verde community fosters an environment that promotes social/emotional and academic development of each child. All staff members at Vista Verde exemplify a positive and safe educational environment that encourages student ownership and intellectual risk-taking. Vista Verde's school culture is embraced and shared across a variety of platforms that include: school events, community outreach (Youth Action Team: YAT), active social media presence, and consistent communication between school and home. Communication and involvement of all stakeholders is established through social media, language translation options, and collaboration with PTA and Foundation members. VIsta Verde nurtures the growth mindset and is committed to maximizing the educational experience of each student. Vista Verde's best practices will continue to support and achieve our SPSA goals.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts for each goal.

ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Following strategies were are largest and most effective.
1. We spent the majority of our money on school personnel in the form of Instructional Assistants. They were able to work with grade level teachers to assist in tiered invention support groups. PLC teams used summative and formative data, to determine what students learned, who needed more instructional support. We need to revisit efficient scheduling and allocations. Some personnel issues (positions difficult to hire to based on candidate availability) also impede perfect implementation.
on essential standards, and who might need Tier 3 support with the intervention teacher.
2. The intervention teacher worked with students across all grade levels move towards benchmark levels in ELA and in a more limited way, math. All students are improving, including our English Learners. Our Middle School ELD class was an added success.
3. Tier 2 Support in Tutorial and intervention and graduation support sections in our middle school were implemented with a more targeted focus this year to identify middle school students needing specific support, particularly in literacy and mathematics.
4. Professional Development in EL strategies was well-received by teachers

Which strategies were most effective? Least effective?

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

A decrease in available IA's, hindered the intended implementation strategies. Tier 2 small group instructional design is not as efficient as we would like given our specialist schedules. The Tier 3 teacher assisted greatly in mitigated this issue, but we need to be creative in how we implement our small group schedule to increase efficient instructional time.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

We will focus on developing a stronger protected Tier 2 block of time for shared grade level Tier 2 support so both the intervention teacher and our general education teachers can count on consistent time to use evidence-based
intervention supports with (or without) IA assistance.

Priority Focus Area (Goal) 1:

Equity and Access. Vista Verde's goal is to address and improve chronic absenteeism among the following sub-groups: students with disabilities, Hispanics, and socioeconomically disadvantaged to increase equity and access among noted subgroups.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
CA Dashboard Academic Engagement (Chronic Absenteeism)	Current color is yellow in the area of Chronic Absenteeism	Current color is still yellow in Chronic Absenteeism	Color will change to blue
Annual Survey	Continue to support social emotional learning (SEL)	Continue to support social emotional learning (SEL) with pilot SEL Curriculum MooZoom	Implement SEL best practices to support subgroups
School Site Council	Currently have high involvement in other subgroups	High involevment in other subgroups maintanined	Increased attendance in our subgroup
Parent Engagement	Currently have high involvement in other subgroups		Increased attendance in our subgroup
Assessment Data in CAASPP in ELA and Math	85.11% Met of exceeded standards in ELA 82.25 Met or exceeded standards in Math	83% Met of exceeded standards in ELA 80% Met or exceeded standards in Math	90% will meet or exceed standards

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Tier 1, 2 & 3 Intervention Develop and implement a comprehensive school-wide system for Response to Instruction and Intervention to meet both academic and behavior needs. Professional Learning Communities	**YEAR 1:** LCFF Base LCFF Supplemental	**YEAR 1:** 49174.66 8675.33	**YEAR 1:** All students Students with disabilities Hispanic subgroup Socioeconomically	**YEAR 1:** Principal Assistant Principal Teachers SEL Team

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Continue to refine essential standards, develop common assessments, monitor student progress, identify student needs, share best instructional practices, and analyze student data (with focus on standards-based grading practices and assessment) Professional Development Attend professional development focused on improving instructional practice in the area of trauma informed practices Differentiated Instruction to Meet Student Needs Differentiate classroom instruction to meet individual student needs by: • Pretesting when appropriate and adjusting instruction • Providing opportunities for enrichment and remediation • Use of instructional assistants and parent volunteers to reduce instructional ratio and provide small group instruction. Instructional Technology Incorporate technology into instruction effectively to increase student engagement and develop 21st Century Skills within the context of the CA Mathematics Standards and Common Collaborative Assessment Increase Student Efficacy and Independence Incorporate direct instruction in the area of study skills to increase student achievement and independence including note taking, test taking strategies, using graphic organizers, organizational strategies, and time management. Thinking Maps Trainer(s) and Teacher(s) sessions Thinking Maps Instructional materials and curriculum			disadvantaged	MTSS, PBIS Teams
YEAR 2: Tier 1, 2 & 3 Intervention Adjust and refine comprehensive school-wide system for Response to Instruction and Intervention to meet both academic and behavior needs based on school data. Professional Learning Communities	**YEAR 2:** LCFF Base LCFF Supplemental	**YEAR 2:** 50962.68 8675.33	**YEAR 2:** All students Students with disabilities Hispanic subgroup Socioeconomically	**YEAR 2:** Principal Assistant Principal Teachers SEL Team MTSS, PBIS Teams

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Continue to refine essential standards, develop common assessments, monitor student progress, identify student needs, share best instructional practices, and analyze student data (with focus on standards-based grading practices and assessment) with a focus on school attendance Professional Development Attend professional development focused on improving instructional practice in the area of trauma informed practices and more advanced training in restorative practices.			disadvantaged	
YEAR 3: Adjustments will be made based on outcomes of Year 1 and Year 2				

How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	The focus of this goal is to create a positive school climate and system of supports for all students to increase attendance, equity and access among the following sub-groups: students with disabilities, Hispanics, and socioeconomically disadvantaged. The identified strategies will support regular attendance and well-being of all students. To do this, we will involve all teams across campus who support all subgroups of students. By using data to focus individuals and student subgroups, we will be able to identify all students needing school attendance support, regardless of subgroup. Strategies will provide all students with educational opportunities such as assemblies, programs and field trips. Parent education opportunities will cover a variety of topics and will be determined based on staff and parent input.	
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** Trauma informed practices and restorative practices **Year 2:** MooZoom SEL Curriculum pilot, Trauma informed practices and restorative practices ongoing with addition of LGBTQ **Year3:** Review MooZoom SEL Pilot results and continue if successful. Trauma informed practices and restorative practices ongoing with ongoing focus of LGBTQ	

Priority Focus Area (Goal) 2:

Our goal to support student learning and engagement by implementing social emotional learning (SEL) best practices. Calm Classroom and to add Restorative Practices strategies are key tools to our goal progress.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Panorama Annual Survey	Emotional Regulation Grades 3-6: 48% Grades 7-12: 52% Teacher perception (k-2): 85%	Emotional Regulation Grades 3-6: 51% Grades 7-12: 54% Teacher perception (k-2): 86%	Increase Emotional Regulation to 65% Grades 3-8 for students.
See California Dashboard Academic Engagement (Chronic Absenteeism)	Current color is yellow in the area of Chronic Absenteeism	Current color is yellow in the area of Chronic Absenteeism again	Color will change to blue
Panorama Annual Survey	Grit Grades 3-6: 69% Grades 7-12: 68% Teacher perception (k-2): 75%	Grit Grades 3-6: 70% Grades 7-12: 69% Teacher perception (k-2): 77%	Increase Grit to 75% for Grades 3-8 for students

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Develop and implement a comprehensive school wide system for Tier 2 and Tier 3 Intervention to meet both academic and behavior needs of our students (Tier 3 teacher at elementary and targeted Tier 2 at elementary and in middle school tutorial) Professional Learning Communities Continue to identify essential standards, develop common assessments, monitor student progress and identify student needs, share best SEL instructional practices, and analyze student data. Also, continue training in restorative practices and trauma-informed practices. Professional Development Attend professional development focused on improving instructional practice. Incorporate district	**YEAR 1:** LCFF Base LCFF Supplemental	**YEAR 1:** 49174.66 8675.33	**YEAR 1:** All K-8, specifically our targeted EL subgroup Special Education Students Socio-economically Disadvantaged	**YEAR 1:** Principal Assistant Principal Teachers MTSS Team PBIS Team Special E

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
TOSAs into site based training, including AVID Training in summer Supplemental Support for EL Learners Additional support staff for all students to achieve support in all content areas Release for teachers for planning / training in SEL Tier 1 and Tier 2 supports Increase Student Efficacy and Independence Incorporate direct instruction in the areas of technology and study skills to increase student achievement and independence including note taking, test taking strategies, using graphic organizers, organizational strategies, and time management.				
YEAR 2: Refine Year 1 comprehensive school wide system for Tier 2 and Tier 3 Intervention to meet both academic and behavior needs of our students (Tier 3 teacher at elementary and targeted Tier 2 at elementary and in middle school tutorial) Professional Learning Communities Continue to identify essential standards, develop common assessments, monitor student progress and identify student needs, share best SEL instructional practices, and analyze student data. Also, continue training in restorative practices and trauma-informed practices.	**YEAR 2:** LCFF Base LCFF Supplemental	**YEAR 2:** 50962.66 8675.33	**YEAR 2:** All K-8, specifically our targeted EL subgroup Special Education Students Socio-economically Disadvantaged	**YEAR 2:** Principal Assistant Principal Teachers MTSS Team PBIS Team Special E
YEAR 3: Will be based on an analysis of first two years of "what is and what is not working."				

How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Trauma Informed Practices, Restorative Practices, AVID, Instructional Practices will provide staff with strategies to increase access for all students to our academic and social-emotional instructional program.	
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** Trauma Informed Practices, Restorative Practices, AVID, Instructional Practices **Year 2:** Specific professional learning topics will be identified based on Year 1 data and results. All staff will be provided with professional learning opportunities focused on strategies to support social-emotional learning for students. **Year3:**	

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	Specific professional learning topics will be identified based on Year 1 data and results. All staff will be provided with professional learning opportunities focused on strategies to support social-emotional learning for students.			

Priority Focus Area (Goal) 3:

Increase student achievement in the core content areas of English Language Arts and Mathematics

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
CAASPP/LPA	LPA Overall K-2 2022-23 91.09% of students met benchmark for the end of the year. 90% of EL students met benchmark for the year 56.67% of SPED students met or exceed the standards CAASPP ELA Overall 3-6 87% of students met or exceeded 53.81% of SPED students met or exceed the standards 64% of EL students met the standard	LPA Overall K-2 92% of K-2 students met benchmark for the middle of the year. 90% of EL students met benchmark for the year EL Renaissance 91.6% of students met or exceeded CAASPP 85% of students met or exceeded the standards. 34.78% of EL students met or exceeded the standards. 56.67% of SPED students met or exceeded the standards.	90% will meet or exceed standards in LPA and EL Ren/CAASPP. Other groups with make 5-10% growth.
CAASPP/EOC	In the 22-23 school year: 88.76 of students in 1-2 grade were at proficient or mastery on the Math EOC assessment. 85.71% of EL students were at proficient or mastery on the Math EOC assessment. 73.69% of SPED students were at proficient or mastery on the Math EOC assessment. CAASPP Math Overall 3-6 81.79% of students met or exceeded the standards. 74.08% of EL students met or exceeded the standards. 46.16% of SPED students met or exceeded the standards.	82% of students in 1-2 grade were at proficient or mastery on the Math EOC mid assessment. 85.71% of EL students were at proficient or mastery on the Math EOC mid assessment. 73.69% of SPED students were at proficient or mastery on the Math EOC assessment. CAASPP Math Overall 3-6 85% of students met or exceeded the standards. 50% of EL students met or exceeded the standards. 54.05% of SPED students met or exceeded the standards.	90% will meet or exceed standards in general ed. Other groups with make 5-10% growth.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Certificated Teachers will participate in professional development that may include: site-based trainings, conferences, IUSD training, and/or PLC time blocks. Staff scheduled sufficiently to support weekly PLC time (PE Paras and other support staff) Substitute teachers are provided to release teachers, as needed Schoolwide Support: TOSA assistance, Purchase equipment, manipulatives, visuals, hardware, software, and/or licenses that support student SEL, PBIS, Language Development, and/or EDI The MTSS team helps to monitor school-wide student data to ensure all students have access to appropriate interventions and resources. MTSS team coordinates Summation Days with grade-level PLC teams toi dentify and plan Tier 2 and 3 intervention. Grade level Professional Learning Communities(PLC): Weekly release time will be provided for grade levels to meet for PLC time focused on analyzing data and planning interventions in response to student needs. Teams will collaborate around The Learning Cycle (TLC): identifying essential learning outcomes; aligning assessments to learning outcomes; analyzing data; planning responses to student needs. Support staff resources will be utilized to run grade level rotations during PLC. PLC Facilitator Coach will provide PLC training and development to grade level teachers during release time. In addition to weekly PLC release time, grade level PLCs will meet at least once a month on early-out Wednesday as well as full day opportunities. Provide instructional aide support to assist all students in support of the curriculum. Provide evidence-based instructional software and research-based Handwriting Without Tears materials (Lottery Funds)	**YEAR 1:** LCFF Base LCFF Supplemental Lottery	**YEAR 1:** 49174.68 8675.34 7980.00	**YEAR 1:** All students English Learners Special Education Designated subgroups	**YEAR 1:** Principal Assistant Principal Teachers MTSS, PBIS, SPED Teams
YEAR 2: Principal, Asst. Principal, ELSTOSA, and Tier 3intervention teacher will work with teachers and IAs to structure WIN time and provide training to build instructional capacity to sustain Tier II interventions. Students will be identified based on assessment data. Instructional schedule will support	**YEAR 2:** LCFF Base LCFF Supplemental Lottery	**YEAR 2:** 50962.66 8675.34 8400.00	**YEAR 2:** All students English Learners Special Education	**YEAR 2:** Principal Assistant Principal Teachers

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
implementation of "Whatever I Need" (WIN) intervention block to provide differentiated instruction outside of core ELA and math instruction to meet the needs of students not meeting benchmark and enrichment for those exceeding benchmark. CONTINUE Grade level Professional Learning Communities(PLC): Weekly release time will be provided for grade levels to meet for PLC time focused on analyzing data and planning interventions in response to student needs. Teams will collaborate around The Learning Cycle (TLC): identifying essential learning outcomes;aligning assessments to learning outcomes; analyzing data; planning responses to student needs. Support staff resources will be utilized to run grade level rotations during PLC. PLC Facilitator Coach will provide PLC training and development to grade level teachers during release time. In addition to weekly PLC release time, grade level PLCs will meet at least once a month on early-out Wednesday as well as fullday opportunities. Provide evidence-based instructional software and research-based Handwriting Without Tears materials (Lottery Funds) Provide instructional aide support to assist all students in support of the curriculum.			Designated subgroups	MTSS, PBIS, SPED Teams
YEAR 3: Adjustments will be made based on outcomes of Year 1 and Year 2				

How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Using data, ALL students will receive the specific interventions and enrichment they need. All students will be matched with appropriate resources for academic success.These actions will focus on academic achievement for all students.	
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** Standards-based grading practices, EL instructional strategies, trauma informed practices trainings **Year 2:** Specific professional learning topics will be identified based on Year 1 data and results. All staff will be provided with professional learning opportunities focused on strategies to support social-emotional learning for students. **Year3:** Specific professional learning topics will be identified based on Year 1 data and results. All staff will be provided with professional learning opportunities focused on strategies to support social-emotional learning for students.	

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible

Priority Focus Area (Goal) 4:

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1:	**YEAR 1:**	**YEAR 1:**	**YEAR 1:**	**YEAR 1:**
YEAR 2:	**YEAR 2:**	**YEAR 2:**	**YEAR 2:**	**YEAR 2:**
YEAR 3:				

How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?		
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	**Year 1:** **Year 2:** **Year3:**	

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding from the LCAP for the following:

- Impacted and interventions sections?
  - High School - 1 FTE (6 sections)
  - Middle School/K-8 - 0.4 FTE (2 sections)
- High School Graduation Support – specifically in Science and Math?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

Interventions will be provided as a class period in Middle School. The interventions will be Reading Lab, Math Lab and ELD skills. Teachers will have opportunities to reteach and intervene during 4-day per week tutorial and imbedded Advisement Time during the school day. Students will also be able to retake assessments during the Tutorial sections

LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding from the LCAP for the following:

- Instructional Aide allocations?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

Instructional aide, Assistant Principal funding from the LCAP and school site will support our WIN time and Tier 2 instruction for all students in both academic and social emotional learning as noted in the priority focus areas. Instructional assistants will be used to help support students in the classrooms across grade levels. They will support WIN time and Tier 2 small group instruction. Instructional assistants provide both academic and supervision supports across the campus during the school day.

ATSI Identified Schools

ATSI Annual Review (2024-2025)

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Which strategies were most effective? Least effective?

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

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$187,314.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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 Base	$152,888.00
LCFF Supplemental	$26,026.00
Lottery	$8,400.00

Subtotal of state or local funds included for this school: $187,314.00

Total of federal, state, and/or local funds for this school: $187,314.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	152,888.00
LCFF Supplemental	26,026.00
Lottery	8,400.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	152,888.00
	LCFF Supplemental	26,026.00
	Lottery	8,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,638.01
Goal 2	59,637.99
Goal 3	68,038.00
ATSI Goal	

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 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 May 16, 2025.

Attested:

	Principal, Jerry Vlasic on 19 May 2025
	SSC Chairperson, Kathi Skeber on 19 May 2025

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

5 Parent or Community Members

Name of Members	Role

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Vista Verde K-8 School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.13%	0	0	1
African American	0.66%	0.62%	0.38%	5	5	3
Asian	31.75%	32.21%	34.46%	241	258	275
Filipino	1.45%	1.5%	1.63%	11	12	13
Hispanic/Latino	8.17%	9.49%	9.77%	62	76	78
Pacific Islander	%	0%	%	0	0	
White	45.72%	44.07%	42.48%	347	353	339
Multiple/No Response	10.94%	11.24%	11.03%	83	90	88
			Total Enrollment	759	801	798

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	67	74	69
Grade 1	80	90	96
Grade 2	76	93	96
Grade3	89	84	95
Grade 4	101	91	85
Grade 5	83	109	97
Grade 6	83	87	111
Grade 7	96	75	79
Grade 8	84	98	70
Total Enrollment	759	801	798

Conclusions based on this data:

1. Asian population now over 1/3 of our school. Each Asian culture has subtle differences we need to be aware of
2. Very low African American population of under 0.5 percent now--consistent with trends

3. White population lower, and is still at plurality dropping closer to 40%

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	86	57	65	13.0%	11.3%	8.1%
Fluent English Proficient (FEP)	138	193	195	15.8%	18.2%	24.4%
Reclassified Fluent English Proficient (RFEP)	63	103		50.0%	42.30%	

Conclusions based on this data:

1. English Learner numbers lower in trends yet needs are apparent
2. FEP numbers are on the rise
3. R-FEP success continues with rates between 42-50%. We will continue to provide professional learning and classroom resources for teachers.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	90	87	96	90	85	92	90	85	92	100.0	97.7	95.8
Grade 4	103	92	96	100	91	91	100	91	91	97.1	98.9	94.8
Grade 5	87	112	97	86	111	92	86	111	92	98.9	99.1	94.8
Grade 6	86	91	111	83	91	107	83	91	107	96.5	100.0	96.4
Grade 7	96	74	80	95	74	79	95	74	79	99.0	100.0	98.8
Grade 8	83	97	69	83	97	69	83	97	69	100.0	100.0	100
All Grades	545	553	549	537	549	530	537	549	530	98.5	99.3	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2494.	2498.	2488.	61.11	58.82	50.00	16.67	25.88	23.91	14.44	11.76	19.57	7.78	3.53	6.52
Grade 4	2542.	2563.	2534.	57.00	67.03	53.85	23.00	19.78	26.37	15.00	9.89	10.99	5.00	3.30	8.79
Grade 5	2583.	2568.	2597.	50.00	45.95	63.04	37.21	30.63	23.91	9.30	16.22	9.78	3.49	7.21	3.26
Grade 6	2611.	2591.	2602.	48.19	36.26	45.79	38.55	39.56	37.38	8.43	18.68	12.15	4.82	5.49	4.67
Grade 7	2669.	2640.	2626.	57.89	45.95	32.91	36.84	39.19	50.63	5.26	13.51	15.19	0.00	1.35	1.27
Grade 8	2651.	2687.	2676.	40.96	60.82	59.42	43.37	32.99	34.78	15.66	6.19	4.35	0.00	0.00	1.45
All Grades	N/A	N/A	N/A	52.89	52.46	50.75	32.22	31.15	32.45	11.36	12.75	12.26	3.54	3.64	4.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.78	40.00	30.43	57.78	58.82	65.22	4.44	1.18	4.35
Grade 4	40.00	54.95	39.56	56.00	42.86	54.95	4.00	2.20	5.49
Grade 5	40.70	31.53	51.09	56.98	62.16	44.57	2.33	6.31	4.35
Grade 6	46.99	39.56	44.86	49.40	53.85	47.66	3.61	6.59	7.48
Grade 7	54.74	44.59	36.71	45.26	55.41	60.76	0.00	0.00	2.53
Grade 8	48.19	49.48	52.17	50.60	47.42	46.38	1.20	3.09	1.45
All Grades	44.69	42.99	42.26	52.70	53.55	53.21	2.61	3.46	4.53

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.78	42.35	27.17	53.33	51.76	57.61	8.89	5.88	15.22
Grade 4	40.00	53.85	28.57	56.00	39.56	61.54	4.00	6.59	9.89
Grade 5	40.70	41.44	47.83	52.33	51.35	46.74	6.98	7.21	5.43
Grade 6	40.96	25.27	37.38	54.22	61.54	52.34	4.82	13.19	10.28
Grade 7	63.16	50.00	39.24	35.79	45.95	53.16	1.05	4.05	7.59
Grade 8	37.35	59.79	50.72	59.04	38.14	46.38	3.61	2.06	2.90
All Grades	43.58	45.36	37.92	51.58	48.09	53.21	4.84	6.56	8.87

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.11	24.71	23.91	64.44	70.59	72.83	4.44	4.71	3.26
Grade 4	21.00	28.57	24.18	73.00	65.93	70.33	6.00	5.49	5.49
Grade 5	22.09	26.13	26.09	76.74	68.47	72.83	1.16	5.41	1.09
Grade 6	30.12	27.47	28.97	65.06	69.23	65.42	4.82	3.30	5.61
Grade 7	25.26	28.38	32.91	72.63	64.86	65.82	2.11	6.76	1.27
Grade 8	30.12	45.36	44.93	68.67	52.58	53.62	1.20	2.06	1.45
All Grades	26.44	30.24	29.43	70.20	65.21	67.36	3.35	4.55	3.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.89	29.41	34.78	55.56	65.88	59.78	5.56	4.71	5.43
Grade 4	35.00	39.56	25.27	59.00	58.24	70.33	6.00	2.20	4.40
Grade 5	43.02	39.64	48.91	53.49	53.15	50.00	3.49	7.21	1.09
Grade 6	37.35	25.27	39.25	60.24	72.53	56.07	2.41	2.20	4.67
Grade 7	47.37	39.19	35.44	50.53	59.46	62.03	2.11	1.35	2.53
Grade 8	37.35	60.82	46.38	60.24	38.14	53.62	2.41	1.03	0.00
All Grades	39.85	39.34	38.11	56.42	57.38	58.68	3.72	3.28	3.21

Conclusions based on this data:

1. Listening for students was low in the Above Standard area although most students are AT or NEAR.
2. Research numbers have majority of students AT, NEAR, or ABOVE with very few below.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	90	87	96	90	87	95	90	87	95	100.0	100.0	99
Grade 4	103	92	96	102	91	94	102	91	94	99.0	98.9	97.9
Grade 5	87	112	97	87	111	97	87	111	97	100.0	99.1	100
Grade 6	86	91	111	85	90	109	85	90	109	98.8	98.9	98.2
Grade 7	96	74	80	95	73	78	95	73	78	99.0	98.6	97.5
Grade 8	83	97	69	82	97	69	82	97	69	98.8	100.0	100
All Grades	545	553	549	541	549	542	541	549	542	99.3	99.3	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2510.	2504.	2504.	53.33	51.72	53.68	30.00	28.74	31.58	12.22	18.39	11.58	4.44	1.15	3.16
Grade 4	2536.	2560.	2536.	46.08	59.34	40.43	33.33	27.47	34.04	14.71	13.19	23.40	5.88	0.00	2.13
Grade 5	2578.	2557.	2573.	50.57	46.85	50.52	26.44	23.42	21.65	18.39	19.82	19.59	4.60	9.91	8.25
Grade 6	2615.	2620.	2612.	54.12	48.89	53.21	24.71	31.11	22.02	14.12	17.78	20.18	7.06	2.22	4.59
Grade 7	2656.	2658.	2668.	57.89	63.01	66.67	27.37	21.92	19.23	11.58	10.96	12.82	3.16	4.11	1.28
Grade 8	2702.	2706.	2709.	70.73	77.32	72.46	19.51	14.43	15.94	6.10	5.15	10.14	3.66	3.09	1.45
All Grades	N/A	N/A	N/A	55.08	57.56	54.98	27.17	24.41	24.54	12.94	14.39	16.79	4.81	3.64	3.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47.78	44.83	51.58	46.67	49.43	44.21	5.56	5.75	4.21
Grade 4	48.04	56.04	40.43	44.12	42.86	52.13	7.84	1.10	7.45
Grade 5	47.13	32.43	43.30	47.13	54.05	46.39	5.75	13.51	10.31
Grade 6	45.88	42.22	44.04	48.24	52.22	48.62	5.88	5.56	7.34
Grade 7	49.47	57.53	52.56	44.21	35.62	46.15	6.32	6.85	1.28
Grade 8	60.98	62.89	60.87	32.93	35.05	34.78	6.10	2.06	4.35
All Grades	49.72	48.63	47.97	43.99	45.36	45.94	6.28	6.01	6.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	52.22	48.28	49.47	44.44	48.28	46.32	3.33	3.45	4.21
Grade 4	48.04	58.24	50.00	44.12	40.66	46.81	7.84	1.10	3.19
Grade 5	28.74	28.83	37.11	63.22	60.36	57.73	8.05	10.81	5.15
Grade 6	43.53	45.56	39.45	52.94	51.11	55.05	3.53	3.33	5.50
Grade 7	47.37	47.95	51.28	48.42	36.99	48.72	4.21	15.07	0.00
Grade 8	59.76	61.86	59.42	37.80	32.99	40.58	2.44	5.15	0.00
All Grades	46.58	47.91	46.86	48.43	45.72	49.82	4.99	6.38	3.32

Conclusions based on this data:

1. Overall, Mathematics a strength consistent with BLUE dashboard data
2. Middle School numbers in 7/8 excellent with trend to zero below standard

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1475.5	1496.9	*	1469.4	1492.3	*	1489.4	1507.1	9	16	14
1	*	*	1501.4	*	*	1500.8	*	*	1501.8	10	4	12
2	*	1483.9	*	*	1469.0	*	*	1498.4	*	6	12	6
3	1528.8	*	*	1528.1	*	*	1529.0	*	*	12	7	9
4	1528.3	*	1543.2	1521.3	*	1567.8	1534.7	*	1518.1	11	6	12
5	*	*	*	*	*	*	*	*	*	5	7	7
6	*	*	*	*	*	*	*	*	*	5	5	6
7	*	*	*	*	*	*	*	*	*	4	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										64	60	70

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	50.00	57.14	*	25.00	28.57	*	18.75	7.14	*	6.25	7.14	*	16	14
1	*	*	50.00	*	*	33.33	*	*	8.33	*	*	8.33	*	*	12
2	*	25.00	*	*	50.00	*	*	16.67	*	*	8.33	*	*	12	*
3	41.67	*	*	33.33	*	*	8.33	*	*	16.67	*	*	12	*	*
4	36.36	*	54.55	36.36	*	27.27	18.18	*	9.09	9.09	*	9.09	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.31	41.67	43.48	32.81	31.67	33.33	9.38	18.33	13.04	12.50	8.33	10.14	64	60	69

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	50.00	57.14	*	18.75	14.29	*	31.25	28.57	*	0.00	0.00	*	16	14
1	*	*	66.67	*	*	8.33	*	*	25.00	*	*	0.00	*	*	12
2	*	8.33	*	*	83.33	*	*	0.00	*	*	8.33	*	*	12	*
3	58.33	*	*	25.00	*	*	0.00	*	*	16.67	*	*	12	*	*
4	63.64	*	72.73	9.09	*	18.18	18.18	*	0.00	9.09	*	9.09	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.81	43.33	59.42	26.56	35.00	21.74	4.69	13.33	13.04	10.94	8.33	5.80	64	60	69

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	25.00	50.00	*	56.25	35.71	*	12.50	7.14	*	6.25	7.14	*	16	14
1	*	*	41.67	*	*	33.33	*	*	16.67	*	*	8.33	*	*	12
2	*	33.33	*	*	33.33	*	*	16.67	*	*	16.67	*	*	12	*
3	25.00	*	*	50.00	*	*	16.67	*	*	8.33	*	*	12	*	*
4	18.18	*	0.00	27.27	*	45.45	45.45	*	36.36	9.09	*	18.18	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	26.67	23.19	40.63	45.00	31.88	18.75	13.33	28.99	9.38	15.00	15.94	64	60	69

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	56.25	57.14	*	43.75	42.86	*	0.00	0.00	*	16	14
1	*	*	75.00	*	*	25.00	*	*	0.00	*	*	12
2	*	25.00	*	*	66.67	*	*	8.33	*	*	12	*
3	58.33	*	*	33.33	*	*	8.33	*	*	12	*	*
4	81.82	*	63.64	9.09	*	27.27	9.09	*	9.09	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.81	53.33	47.83	32.81	36.67	44.93	9.38	10.00	7.25	64	60	69

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	25.00	57.14	*	62.50	35.71	*	12.50	7.14	*	16	14
1	*	*	41.67	*	*	58.33	*	*	0.00	*	*	12
2	*	25.00	*	*	66.67	*	*	8.33	*	*	12	*
3	58.33	*	*	33.33	*	*	8.33	*	*	12	*	*
4	36.36	*	72.73	54.55	*	18.18	9.09	*	9.09	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.31	38.33	62.32	45.31	50.00	31.88	9.38	11.67	5.80	64	60	69

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	25.00	42.86	*	68.75	50.00	*	6.25	7.14	*	16	14
1	*	*	50.00	*	*	41.67	*	*	8.33	*	*	12
2	*	33.33	*	*	50.00	*	*	16.67	*	*	12	*
3	25.00	*	*	66.67	*	*	8.33	*	*	12	*	*
4	18.18	*	0.00	63.64	*	63.64	18.18	*	36.36	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.19	31.67	23.19	43.75	53.33	50.72	14.06	15.00	26.09	64	60	69

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	87.50	78.57	*	6.25	14.29	*	6.25	7.14	*	16	14
1	*	*	33.33	*	*	58.33	*	*	8.33	*	*	12
2	*	54.55	*	*	27.27	*	*	18.18	*	*	11	*
3	25.00	*	*	75.00	*	*	0.00	*	*	12	*	*
4	36.36	*	36.36	63.64	*	63.64	0.00	*	0.00	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.16	49.15	37.68	65.08	40.68	55.07	4.76	10.17	7.25	63	59	69

Conclusions based on this data:

1. Our overall number of English Learners are low compared to the rest of IUSD presenting unique challenges (under 10%)
2. Speaking domain performance made large gains in year over year trend
3. Low number of learners make trending difficult to analyze

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
798	**9.8%**	**8.1%**	**0.0%**
Total Number of Students enrolled in Vista Verde K-8 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	65	8.1%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	78	9.8%
Students with Disabilities	45	5.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.4%
American Indian	1	0.1%
Asian	275	34.5%
Filipino	13	1.6%
Hispanic	78	9.8%
Two or More Races	88	11%
Pacific Islander	0	0.0%
White	339	42.5%

Conclusions based on this data:

1. English Learners and Socioeconomically disadvantaged students continue to be less that 10% of our total population.

2. Largest pluralities are Asian and White--with Asian on the rise and White lower. This means our EL population may increase

School and Student Performance Data

Overall Performance

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Blue		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Mathematics an overall strength in out school in BLUE
2. Chronic absenteeism is stuck at YELLOW again. Work to be done here. Increased use of Independent Study and other mitigating options needed.
3. Suspension rate very good in the BLUE range

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	5	2

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Green	No Performance Color
78.6 points above standard	49.5 points above standard	Less than 11 Students
Declined 4.8 points	Declined 10.4 points	1 Student
513 Students	85 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
0 Students	0 Students	55.1 points above standard
		Increased 8.7 points
		52 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
16.8 points above standard	Less than 11 Students	0 Students
Declined 11.7 points	3 Students	
33 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Blue
98.1 points above standard	Less than 11 Students	59.4 points above standard
Declined 3.5 points	9 Students	Increased 7.3 points
164 Students		47 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
93.3 points above standard	0 Students	67.1 points above standard
Declined 14.5 points		Declined 6.0 points
55 Students		234 Students

Conclusions based on this data:

1. There needs to be a focus on Students with Disability. Their achievement is Green, but declined some.
2. All students doing well--but slight decline. Maintained in GREEN
3. EL in GREEN and maintained with slight decline. Lower EL numbers make it hard to analyze trends

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	5	2

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Green	No Performance Color
72.5 points above standard	68.1 points above standard	Less than 11 Students
Maintained 1.9 points	Declined 5.9 points	1 Student
521 Students	94 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	0 Students	55.0 points above standard
		Declined 9.1 points
		54 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
11.9 points above standard	Less than 11 Students	Less than 11 Students
Declined 3.8 points	3 Students	0 Students
33 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Green
102.1 points above standard	Less than 11 Students	37.5 points above standard
Declined 5.4 points	9 Students	Declined 7.3 points
173 Students		47 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
83.1 points above standard	0 Students	57.3 points above standard
Maintained 2.2 points		Maintained 1.5 points
54 Students		234 Students

Conclusions based on this data:

1. Mathematics for all students is a relative strength as we are in the BLUE with 72% plus above standard. White and Asian solidly in the BLUE
2. EL holding steady with 61% above standard in GREEN.
3. Other subgroups maintained in the GREEN

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
83.3% making progress.	making progress.
Number Students: 36 Students	Number Students: 1 Student

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
5.6%	11.1%	0%	83.3%

Conclusions based on this data:

1. 83.3% progressed at least on ELPI level....very strong showing
2. Too few EL to get a performance color which makes our trend analysis difficult.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
6.4% Chronically Absent	8% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Maintained 0.4	Increased 1.9	1 Student
833 Students	75 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	0 Students	9.5% Chronically Absent
		Declined 0.9
		95 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
11.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 0.5	3 Students	2 Students
68 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Green
4.4% Chronically Absent	0% Chronically Absent	6.3% Chronically Absent
Maintained 0.3	Declined 16.7	Declined 3.6
298 Students	13 Students	80 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Green
10.9% Chronically Absent	0 Students	7% Chronically Absent
Increased 3.7		Declined 0.8
92 Students		345 Students

Conclusions based on this data:

1. Most groups are in Yellow or Orange
2. Data is all over the map on each subgroup
3. No group is in the blue

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	7

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained 0%	Maintained 0%	1 Student
843 Students	77 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
0 Students	0 Students	0% suspended at least one day
		Maintained 0%
		95 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Maintained 0%	3 Students	2 Students
68 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0%	Maintained 0%	Maintained 0%
306 Students	13 Students	81 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
93 Students		345 Students

Conclusions based on this data:

1. Suspension rate continues to be in the Blue
2. No increases in any groupl

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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