

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alta Vista Alternative High School	42-76786-4232690 and 42-76786-0120402	April 24, 2019	May 21, 2019

Purpose and Description

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

Schoolwide Program

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

Alta Vista has not received Title I funding in the past, but anticipates funding next year. It is not a CSI, TSI or ATSI school.
The Alta Vista SPSA plan is highly aligned with the District LCAP goals and our WASC Schoolwide Action Plan.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council met on 10/25/2018 at which point budget updates were reviewed by the Principal with the SSC. Annual review of the SPSA was conducted on 3/13/2019 with SSC. Approval by SSC was on 4/24/19.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

LCAP Goal 1: Through organizational transformation, develop a culturally proficient district to ensure success for all students.

SPSA Goals:

- Create a culturally proficient school community and climate to help achieve equity in outcomes for students, and increase the percentage of underrepresented students who leave AVAHS "prepared" for college and career, as measured by the California School Dashboard Indicators. (WASC Action Plan Goal #1)

Identified Need

Data indicates that we have disproportionate enrollment of students, for various reasons, in each of our separate programs at AVAHS. Data also indicates that Hispanic/Latino students complete a-g eligibility requirements at a lower rate than white students. Specifically, Hispanic/Latino students a-g eligibility rate in 2015-16 graduating class was 2.3% compared to 38.5% of white students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Participation in Professional Learning around Cultural Proficiency	Overall: As of the 2018-2019 school year, approximately half of the certificated and classified staff have participated in professional learning around cultural proficiency.	Overall: We will continue to prioritize having new and continuing staff members participate in professional learning, annually, to support our goal of becoming a culturally proficient school.
Increase the a-g eligibility of all students, and decrease the gap between a-g eligible Hispanic/Latinx students and White students.	Hispanic/Latino students a-g eligibility rate in 2015-16 graduating class was 2.3% compared to 38.5% of white students. The data from the 2016-2017 school year indicates a slight increase in eligibility for Hispanic/Latino students with 6.7% a-g eligible (no change in % of White students eligible).	Close the gap between white and Hispanic/Latino students who are a-g eligible by 3%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to expand pathways to promote College/Career Readiness for students (e.g. Dual Enrollment, CTE Pathways, AP, or VAPA coursework). No restricted funding associated with this item.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to prioritize professional development to support culturally responsive teaching practices, focusing on equity and access, and related best practices (including trauma-informed practices).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	Supplemental/Concentration Grant - 0790
397	Title I - 3010

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Partially implemented. Alta Vista had an all new administrative team beginning the 2018-2019 school year.

Some strategies were implemented in full (e.g. Professional development), many were implemented but in a different way (or with a different funding source than anticipated).

The following strategy was not implemented: recruit and support students in taking SBCC DE courses.

Staff participating in professional development to support our cultural proficiency initiatives report that the trainings have a positive impact on their teaching.

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

The majority of specific tasks in Goal 1 were implemented in a different way than anticipated when the SPSA was written. For example, PD for Read180 and ELD was not funded by site budget as these areas were supported by our district Education Services department.

Parent education nights and specialized workshops with partner, Just Communities were not completed during the 2018-2019 school year, with the change in school administration.

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

Goal #1 was refined to align directly with our new WASC Schoolwide Action Plan, completed during the 2018-2019 (current) school year. Strategies were updated to directly correspond with the tasks in our WASC Action Plan. The revisions in Goal #1 are directly related to our findings after completing our WASC Self-Study during the 2018-2019 (current) school year, and based upon extensive review of our student outcomes data.

Strategy utilizing Just Communities is being removed from Goal #1 in order to broaden the way in which we can support implementation of Goal #1 across our programs (which could include Just Communities, but not to be limited to). Strategies related to specific professional development workshops (e.g. "EL Training), specific partnerships (e.g. SBCC), and other narrow focus items were removed to align with the current WASC Action Plan/tasks, based upon the extensive self-study conducted this year.

Metrics have also been updated to align with the metrics of our WASC Action Plan.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

LCAP Goal 2: Engage students and families to promote student success.

SPSA Goal:

- Provide and refine academic, social, and emotional supports for students to increase school connectedness for students and families (WASC Action Plan #2)

Identified Need

Self-study findings indicate that our students and parents, in the alternative education setting, do not have the same amount or types of opportunities to participate/engage with the school community as exists at a traditional school setting. CHKS data indicates an increasing trend where more students are reporting feeling a "high sense of connectedness" compared with previous years, however, this still only accounts for approximately half of our student body. Stakeholder meetings held as a part of our Self-study indicated that continuing to identify meaningful ways for students to connect with each other, academically and socially, is an area of need.

In 2018-2019, 58% of students reported a "high sense of connectedness."

In 2018-2019, students at AVAHS had a lower graduation rate (80%) than the traditional school sites within our school district (over 90%)

In 2017-2018, English Learners (10%) had higher rates of suspensions compared to the school as a whole (4.5%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students with a High Sense of Connectedness to School	Overall: Data from the 2018-2019 school year indicates that 58% of students have a "high sense of connectedness" to Alta Vista	Overall Increase by 5%.
CA School Dashboard Suspension Indicator	Overall: Suspension rate from the 2017-2018 school year was 4.5% (decline of 3% from prior year). Resulting in Green. EL Students were suspended at a higher rate than non-EL students (10%) which was a 3.6% increase from 2017-2018.	Reduce rate of suspension for EL students by 3%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>(Total EL student enrollment totaled 30 students).</p> <p>All other subgroups were in Green, consistent with the overall suspension rate.</p>	
% of Parents Responding to the California School Parent Survey	Overall: For the 2018-2019 school year CHKS survey, 39% of parents responded. (SBUSD overall parent response rate was 40%).	Overall: Continue to exceed goal of 30% parent response rate, annually.
<p>% of Parents that Agree or Strongly Agree that:</p> <ul style="list-style-type: none"> this school allows input and welcomes parents' contributions this school actively seeks the input of parents before making important decisions 	<p>PARENT INPUT/CONTRIBUTIONS Overall: 2018-2019 school year data shows that 76% of parents feel that AV allows input and welcomes parent contributions. Above: 100% of Hispanic/Latino parents. Near: 76% of Foster Youth Below: 58% of White</p> <p>INPUT FOR DECISION-MAKING Overall: 2018-2019 school year data shows that 55 % of parents feel that AV actively seeks the input of parents before making important decisions.</p> <p>There was no reportable subgroup data for this survey question.</p>	<p>Overall: Increase by 3% the overall % of parents who feel that AV allows input and welcomes parent contributions.</p> <p>Overall: Increase by 5% parents who feel that AV actively seeks the input of parents before making important decisions.</p>
<p>% of Parents that:</p> <ul style="list-style-type: none"> attended a general school meeting, for example, an open house, or a back-to-school night <p>AVAHS does not have a PTSA, ELAC, SSEPAC or other parent committees, nor does</p>	<p>Overall: 57% of parents attended a general school meeting (such as back to school night or open house).</p> <p>All subgroup data was consistent.</p>	Overall: Increase by 3% annually.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVAHS have a school events such as plays, sports events or dances. These items will not be reported on. As an alternative education, primarily independent study program, there are not the same types of opportunities for parent volunteers. This item is also not being reported on.		
Graduation Rate	Overall: Graduation rate was 80% (Class of 2018), which is lower than the graduation rate of the traditional high schools within the SBUSD and state average.	Overall: Increase graduation rate by 3%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Design and implement pilot parent and student input surveys to obtain more actionable, program-specific data, related to parent engagement needs and student support needs (academic and social-emotional).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Partially implemented. Alta Vista had a new administrative team beginning the 2018-2019 school year.

Some strategies were implemented in full, many were implemented but in a different way (or with a different funding source than anticipated).

The following strategies were not implemented: parent information nights, and use of Strengthsfinder curriculum for Quetzal.

The addition of the College/Career Tech position, established as a permanent position supported by the district general fund, has increased access of this support provider to all students at AVAHS and staff. Staff and students have reported that this has been highly valuable.

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

The College and Career Tech position became fully funded by the SBUSD, this is an example of a strategy that was fully implemented, however, funded in a different way than anticipated in the 2017-2018 SPSA Goal #2.

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

Strategies specific to the funding of the College/Career Technician position is being removed from Goal #2 for future plans, as during the 2018-2019 school year, this position became fully funded by the District, therefore no site-specific funds are required to support this position.

Strengthsfinder curriculum is being removed from Goal #2 for future years of this plan, based upon teacher and stakeholder input that this did not yield anticipated results. Student needs in this area will continue to be addressed, but not with this specific program/vendor.

Specific strategies related to Attendance interventions were removed as they are supported financially by the SBUSD and do not have any additional site-based funding.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

LCAP Goal 3: Prepare students for life, learning and work in the 21st century.

SPSA Goal:
Students will demonstrate increased college and career readiness and will communicate using precise academic language in a variety of settings (WASC Action Plan Goal #3)

Identified Need

Data for AVAHS indicates that the graduation rate, as well as the percentage of students “prepared” for college/career (e.g. college/career readiness indicator) for AVAHS students is lower than our traditional HS sites within our school district, as well as State Averages. Our Site Leadership team identified a focus on use of precise academic language, as a high leverage target, that will serve students both while in high school, and beyond.

With the exception of Middle College, AVAHS students have limited access to AP/Honors courses, or CTE Pathways

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, ELA	<p>Overall Color, Status & Change: No performance color given for AVAHS during the 2018-2019 school year.</p> <p>AVAHS Students increased a total of 22.2 points on the CAASPP/ELA, scoring above the State Average and consistent with the Standards.</p> <p>Due to our low enrollment, and the fact that the CAASPP assessment is administered to 11th graders only, we do not receive any subgroup data and thus are unable to report separate outcomes for our White and Hispanic/Latino</p>	<p>Increase the % of students who meet or exceed standards by 3%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students, or any other subgroups.	
CA School Dashboard Academic Indicator, Math	<p>Overall Color, Status & Change: No performance color given for AVAHS during the 2018-2019 school year.</p> <p>AVAHS Students increased a total of 25.9 points on the CAASPP/Math, though a notable increase, AVAHS students still scored below the Standards (by 67.5 points) and lower than the State Average.</p> <p>Due to our low enrollment, and the fact that the CAASPP assessment is administered to 11th graders only, we do not receive any subgroup data and thus are unable to report separate outcomes for our White and Hispanic/Latino students, or any other subgroups.</p>	Increase the % of students who meet or exceed standards by 3%.
CA School Dashboard English Learner Progress Indicator (% of English Learners that Met or Exceeded ELD Standards via ELPAC)	Overall: No data received in this area as there were less than 11 students in this subgroup.	N/A
Number and % of Long Term English Learners (LTEL)	Overall: No data received in this area as there were less than 11 students in this subgroup.	N/A
CA School Dashboard College Career Readiness Indicator	<p>Overall: In 2017-18: 28% of AVAHS students were identified as college/career read. No performance color was received overall, or for any subgroups.</p> <p>Above: 53.3% White students, Below: 7.9% Hispanic/Latino students, 10.5% of socio-economically disadvantaged</p>	<p>Overall Color, Status & Change:</p> <p>Increase the % of students college and career ready by 3% and decrease gap between White and Hispanic/Latino students by 3%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students, 16.7% students with disabilities	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Targeted students within Senior Plus program

Strategy/Activity

Identify cohort of at least 3 students to participate in an SBCC Dual Enrollment or CTE-Pathway aligned course, and provide academic supports by credentialed teacher.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I - 3010

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Targeted students within all AVAHS programs

Strategy/Activity

Provide additional funding to College/Career Tech position in order to support student a-g eligibility and college/career readiness related to: increase number of students taking SBCC Dual Enrollment courses, and students finding job placements and/or internships within community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5375	Supplemental/Concentration Grant - 0790

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Fully implemented with some items still in progress/ongoing areas of need.

Strategies still in progress (ongoing areas of need) include: SBCC Dual Enrollment awareness and course enrollment, expansion of a-g aligned coursework (including Lab Sciences) and access to CTE/VAPA and AP/Honors coursework.

Our commitment to administering assessments according to the SBUSD assessment calendar was highly effective, with the vast majority of students taking all assessments within the assigned windows, and significantly increased participation from past years. We do not currently have any post-high school transition data to review/evaluation our effectiveness related to student access to and success at SBCC following HS graduation.

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

No significant changes to report. All strategies for Goal #3 were implemented.

No restricted funding (Title I (-0310) or Supp/Con (-0790) were allocated to Goal #3 during the 2018-2019 school year.

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

Overall Goal 3 updated to reflect the District LCAP goal, and SPSA Goal #3 aligned with Schoolwide WASC Action Plan completed as a part of our self-student during the 2018-2019 school year.

Specific strategies related to: Summer school, Math instructional program and updates to a-g course list/offerings removed from Goal #3 as they were fully implemented and do not required any ongoing, specific funding.

Strategies related to SBCC Dual Enrollment coursework, CTE/VAPA Coursework, and AP/Honors coursework options updated to align with WASC Schoolwide action plan tasks for consistency.

We continue to implement all district and state mandated assessments at prescribed intervals throughout the school year, however will not be listing them individually in future versions of Goal 3, as there are not site-based expenditures associated with assessment administration.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$4,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$11,772.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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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 (\$)
Supplemental/Concentration Grant - 0790	\$9,375.00
Title I - 3010	\$2,397.00

Subtotal of state or local funds included for this school: \$11,772.00

Total of federal, state, and/or local funds for this school: \$11,772.00

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

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

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

Appendix D: School Site Council Membership

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

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

Name of Members	Role
Lauren Berlin	Principal
Paul Cronshaw	Classroom Teacher
Ana Laura Moreno	Parent or Community Member
Nancy Stevens	Classroom Teacher
Janina Martinez	Other School Staff
Mike Mowers	Classroom Teacher
Tracey Pigatti	Parent or Community Member
Juan Moreno	Parent or Community Member
Samara Figueroa	Secondary Student
Farrah Cong	Secondary Student

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

Appendix E: 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
	Other: School Leadership Team

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 Thursday, April 24, 2019.

Attested:

Principal, Lauren Berlin on

SSC Chairperson, Paul Cronshaw on

Appendix G: School and Student Performance Data

Student Population

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







2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
145	48.3%	11.7%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	11.7%
Homeless	9	6.2%
Socioeconomically Disadvantaged	70	48.3%
Students with Disabilities	17	11.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	2.1%
American Indian	1	0.7%
Asian	5	3.4%
Filipino	1	0.7%
Hispanic	74	51.0%
Two or More Races	3	2.1%
White	57	39.3%

Appendix G: School and Student Performance Data







































































Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>No Performance Color</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>No Performance Color</div>		

Appendix G: School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

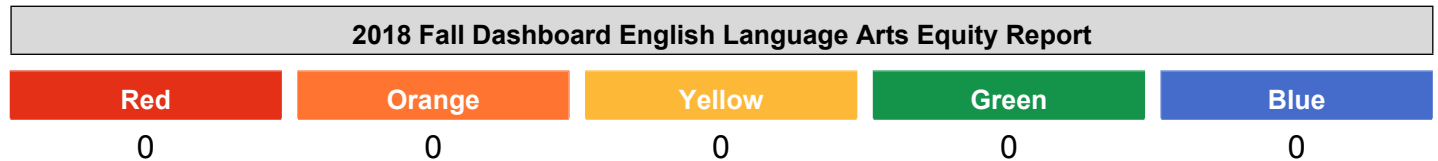
Appendix G: School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  No Performance Color 0.7 points below standard Increased 22.2 points 25 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 18.8 points above standard Increased 14.6 points 16 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 1 students	English Only 7.5 points above standard Increased 28.7 points 22 students
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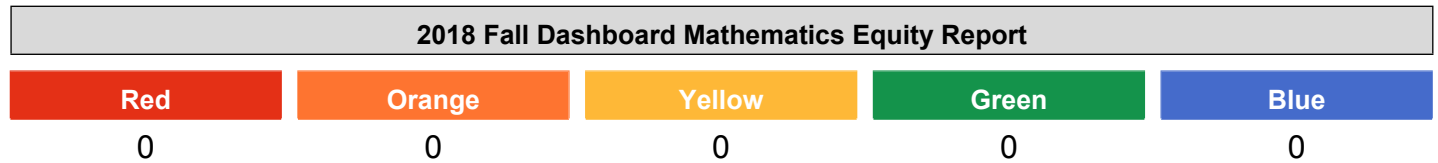
Appendix G: School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color 67.5 points below standard Increased 25.9 points 22 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 39 points below standard Increased 30.6 points 14 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 1 students	English Only 48.2 points below standard Increased 34.1 points 19 students
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Appendix G: School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	25	20	17	16	14	12
Fluent English Proficient (FEP)	33	32	36	21	23	25
Reclassified Fluent English Proficient (RFEP)	2	4	4	9	16	20

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students Redesignated to Fluent English Proficient.

Alta Vista Alternative High School	2015-16	2016-17	2017-18
	Number (Rate) Reclassified	Number (Rate) Reclassified	Number (Rate) Reclassified
English Learners Reclassified	2 (8.7 %)	4 (16.0 %)	4 (20.0 %)

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students that are At-Risk of Becoming, or are, Long Term English Learners.

Alta Vista Alternative High School	2015-16	2016-17	2017-18
	Number	Number	Number
Long Term English Learners (6 + Years)	21	12	12
At Risk of Becoming LTEL (4-5 Years)	1	0	0

Appendix G: School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
	%	%		

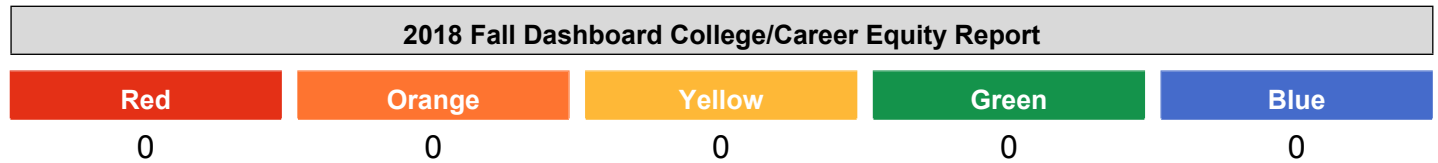
Appendix G: School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  No Performance Color 28% prepared 75 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Socioeconomically Disadvantaged  No Performance Color 10.5% prepared 38 students	Students with Disabilities  No Performance Color 16.7% prepared 12 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 7.9% prepared 38 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 53.3% prepared 30 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
11.9% Prepared	23.4 Prepared	28 Prepared
22.4% Approaching Prepared	23.4 Approaching Prepared	18.7 Approaching Prepared
65.7% Not Prepared	53.3 Not Prepared	53.3 Not Prepared

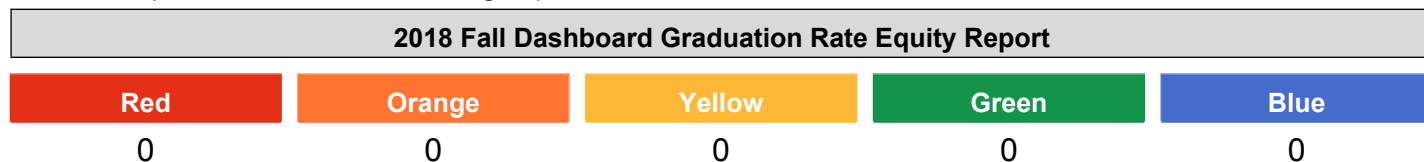
Appendix G: School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">80% graduated</div> 75 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Socioeconomically Disadvantaged  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">65.8% graduated</div> 38 students	Students with Disabilities  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">58.3% graduated</div> 12 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 71.1% graduated 38 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 96.7% graduated 30 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
70.1% graduated	80% graduated

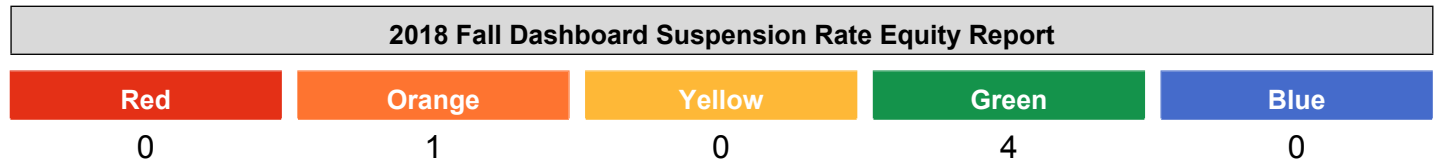
Appendix G: School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 4.5% suspended at least once Declined -3% 242 students	English Learners  Orange 10% suspended at least once Increased 3.6% 30 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 2 students
Homeless  No Performance Color 8.3% suspended at least once Declined -5% 12 students	Socioeconomically Disadvantaged  Green 5.9% suspended at least once Declined -2.9% 136 students	Students with Disabilities  Green 5.1% suspended at least once Declined -7.7% 39 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.7% suspended at least once Declined -3.5% 141 students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color 0 Students	 Green 2.5% suspended at least once Declined -4% 79 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
5.5% suspended at least once	7.6% suspended at least once	4.5% suspended at least once

Appendix G: School and Student Performance Data

Annual Attendance

The source of this data is the District student information system's student attendance records.

Annual Attendance Rate (P-2)

	2016-17	2017-18	2018-19
Alta Vista Alternative High School	82.3%	78.4%	80.7%

Chronic Absenteeism Indicator

The data for the chronic absenteeism indicator comes from the most recent CA School Dashboard. For more detailed results, please go to <https://www.caschooldashboard.org>. For a description of the data used by CDE for the Dashboard indicators, please go to <https://www.cde.ca.gov/ta/ac/cm/> and view the Resources tab.

Chronic Absenteeism Rates			
Student Subgroup	2015-16	2016-17	2017-18
African American	(not available from CDE)	*%	%
Asian	(not available from CDE)	*%	%
Hispanic or Latino	(not available from CDE)	17.0%	%
White	(not available from CDE)	4.3%	%
English Learners	(not available from CDE)	27.7%	%
Students with Disabilities	(not available from CDE)	25.6%	%
Socioeconomically	(not available from CDE)	17.5%	%
Foster Youth	(not available from CDE)	*%	%
Homeless Youth	(not available from CDE)	20.0%	%
Total	(not available from CDE)	11.6%	%