



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nueva Vista Language Academy	15634040120139	May 28, 2024	June 24, 2024

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

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

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

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

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

Schoolwide Program

Nueva Vista Language Academy will work to provide a world class education through a supportive learning

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

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# Plan Description

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

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

Schoolwide Program

Nueva Vista Language Academy will work to provide a world class education through a supportive learning

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Nueva Vista Language Academy values the input of all stakeholder groups. To gather input, NVLA makes every effort to reach out to all parents by utilizing different formats to gather feedback. Acknowledging that not all families have the ability to connect virtually due to lack of Wi-Fi, the NVLA has provided additional methods in which the parents can participate and provide stakeholder input. With support from the Delano Union School District, NVLA has sent out surveys in both English and Spanish. They also sent out Google surveys. This method has produced larger amount of responses over mailing out paper/pencil surveys. The district has also met virtually with the district Parent Advisory Committee and the DELAC committee to gather input for the development of this plan. Their participation, comments, questions, and concerns have guided the creation of some of the action items and have provided guidance on how to best meet the needs of their children. In addition, the district has sought input from parents of students with unique needs such as GATE, English learners, foster youth, exceptional needs, and socio-economically disadvantaged students to help determine additional supports to better serve their children and to help mitigate learning loss. The NVLA has also reached out to all staff, students, bargaining units, and other school personnel for input via surveys where they are able to express their needs, concerns. NVLA provided technology support to help all stakeholders connect and be active participants of all meetings. All meetings and surveys have been translated to Spanish to ensure that non-English speaking parents are able to participate and provide input. Before finalizing the plan, NVLA reviewed all surveys and comments during stakeholder meetings. All participants of stakeholder meetings were provided with the opportunity to submit written comments via text messages, surveys, or email. The information gathered was utilized to refine the plan and add additional layers of tiered supports for all students, and also provided additional support for staff such as professional development and access to additional supplies, materials, and online platforms to support their efforts with high quality instruction. With the data collected from our stakeholders, the NVLA leadership team put together actions and goals for this plan. The plan was approved by School Site Council in May of 2024 and will be taken for board approval in June of 2024.

## Resource Inequities

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

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

Nueva Vista Language Academy met with their English Learner Advisory Committee and their School Site Councils in May of 2024 to complete the required needs assessment. Based on the sharing of current data and current action items, the advisory committees recommends the following:

Supplemental Materials: Maintain the current action.

Professional Development: Maintain the current action.

Intervention/Enrichment: Add more after school intervention/enrichment programs next year. Make sure parents understand the importance of intervention and document when the parents decline support/intervention in AERIES.

Resource Teacher: Maintain the current action and ensure the Site Resource Teacher is working with small groups/newcomers for one hour per day and not during state testing windows.

Parent Education: Social emotional training for parents; parent classes on dangers of social media; dual immersion parent classes for homework help/translating.

SAT/SARB: Maintain the current action.

Technology: Maintain the current action.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Based on the review of the Dashboard and local data, it's evident that there are significant areas for improvement, particularly in the progress of English Learners (ELs). The English Learner Progress rate of 50.9% indicates that slightly over half of the EL students are making progress, suggesting that a considerable portion may not be progressing as expected. To address this need, targeted support programs should be implemented, focusing on language acquisition, literacy development, and academic content support tailored to the language proficiency levels of EL students. Additionally, professional development opportunities for teachers should be provided to enhance their capacity to effectively teach English Learners, including strategies for differentiated instruction, language scaffolding techniques, and culturally responsive teaching practices.

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

According to the CA School Dashboard, the subgroup that fell two levels below the "all student" performance in Suspension Rate category included Students with Disabilities. 1.7% of students with disabilities were suspended for at least one day.

### Other Needs

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

According to STAR Reading  
34% of all students are on grade level in ELA  
15% of all students are near grade level in ELA  
15% of all students are below grade level  
36% of all students are far below grade level.  
7% of English Learners are on grade level

According to STAR Math  
54% of all students are on grade level in Math.  
14% of all students are near grade level.  
17% of all students are below grade level.  
14% of all students are far below grade level.  
32% of English Learners are on grade level in Math.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Nueva Vista Language Academy. 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	0.18%	0.16%	%	1	1	
African American	1.08%	0.97%	1.27%	6	6	9
Asian	1.25%	1.46%	1.27%	7	9	9
Filipino	3.05%	3.4%	4.67%	17	21	33
Hispanic/Latino	91.94%	91.09%	89.94%	513	562	635
Pacific Islander	%	0%	%		0	
White	0.90%	1.46%	0.71%	5	9	5
Multiple/No Response	0.72%	0.49%	0.71%	4	3	5
<b>Total Enrollment</b>				558	617	706

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	91	94	95
Grade 1	86	107	108
Grade 2	104	96	116
Grade3	81	111	99
Grade 4	86	85	112
Grade 5	70	89	92
Grade 6	40	35	60
<b>Total Enrollment</b>	558	617	706

#### Conclusions based on this data:

- For the 2022-2023 school year, 91%% of our students are Hispanic/Latino with other subgroups labeled Filipino, African American, White and Asian.
- The number of students have increased each year, and for the 2022-2023 school year, our enrollment was at 617 students, which was an increase of 27 students from the 2019-2020 school year. For the 2021-2022, our numbers also increased.

3. The student population at NVLA is growing each year, necessitating the hiring of new teachers annually to accommodate this increase.

# 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	304	283	255	49.20%	54.5%	36.1%
Fluent English Proficient (FEP)	36	68	102	10.80%	6.5%	14.4%
Reclassified Fluent English Proficient (RFEP)				6.6%		

### Conclusions based on this data:

1. Nueva Vista Language Academy is utilizing local assessments such as STAR Reading, STAR and ARI/ELB to measure student achievement. NVLA was able to reclassify 68 students for the 2022-2023 school year, which is 15.4%. This year our teachers are ensuring language standards are taught on a daily basis so students can excel of the ELPAC assessment and further develop the language.
2. For the 2022-2023 school year, 45.9% of our students are English learners, while 11% of those students are classified as Fluent English Proficient. NVLA was able to reclassify 49 students for the 2022-2023 school year, which is 15.4%.
3. The number of English Learners has decreased from the previous year.



# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	90	86	115	0	82	114	0	82	114	0.0	95.3	99.1
Grade 4	83	90	90	0	90	85	0	90	85	0.0	100.0	94.4
Grade 5	81	73	90	0	73	90	0	73	90	0.0	100.0	100.0
Grade 6	49	45	36	0	45	36	0	45	36	0.0	100.0	100.0
All Grades	303	294	331	0	290	325	0	290	325	0.0	98.6	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2408.	2411.		13.41	21.05		26.83	21.05		26.83	22.81		32.93	35.09
Grade 4		2442.	2450.		18.89	21.18		25.56	21.18		16.67	23.53		38.89	34.12
Grade 5		2448.	2506.		5.48	28.89		23.29	21.11		19.18	23.33		52.05	26.67
Grade 6		2519.	2532.		11.11	22.22		31.11	27.78		37.78	19.44		20.00	30.56
All Grades	N/A	N/A	N/A		12.76	23.38		26.21	21.85		23.45	22.77		37.59	32.00

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		12.20	7.89		69.51	65.79		18.29	26.32
<b>Grade 4</b>		12.22	9.41		62.22	70.59		25.56	20.00
<b>Grade 5</b>		6.85	18.89		56.16	58.89		36.99	22.22
<b>Grade 6</b>		20.00	25.00		60.00	55.56		20.00	19.44
<b>All Grades</b>		12.07	13.23		62.41	64.00		25.52	22.77

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		8.54	14.91		54.88	46.49		36.59	38.60
<b>Grade 4</b>		10.00	7.06		55.56	65.88		34.44	27.06
<b>Grade 5</b>		2.74	20.00		54.79	62.22		42.47	17.78
<b>Grade 6</b>		8.89	22.22		55.56	41.67		35.56	36.11
<b>All Grades</b>		7.59	15.08		55.17	55.38		37.24	29.54

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		7.32	10.53		75.61	73.68		17.07	15.79
<b>Grade 4</b>		4.44	11.76		82.22	69.41		13.33	18.82
<b>Grade 5</b>		9.59	20.00		79.45	63.33		10.96	16.67
<b>Grade 6</b>		11.11	22.22		75.56	69.44		13.33	8.33
<b>All Grades</b>		7.59	14.77		78.62	69.23		13.79	16.00

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.07	18.42		62.20	63.16		20.73	18.42
Grade 4		17.78	16.47		58.89	67.06		23.33	16.47
Grade 5		10.96	24.44		60.27	61.11		28.77	14.44
Grade 6		4.44	16.67		88.89	72.22		6.67	11.11
All Grades		13.79	19.38		64.83	64.62		21.38	16.00

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**Conclusions based on this data:**

- OVERALL SCHOOL Language Arts CAASPP DATA for 2022-2023**  
Standards Exceeded: 23.38%  
Standard Met: 21.85%  
Standard Nearly Met: 22.77%  
Standard Not Met: 32.00

Based on the Overall School Data, our target will be supporting instruction in third grade. 21% of students exceeded standards in third grade, where over 35% of students scored a "Standard Not Met."

Claim 1: Reading;  
Percentage above standard: 13.2  
Percentage near standard: 62.4  
Percentage below standard: 22.7  
Based on the Reading Claim, our target will be supporting instruction in third grade. About 7% of students scored above standard, which is the lowest within the other grade levels.

Claim 2: Writing  
Percentage above standard: 15  
Percentage near standard: 55.3  
Percentage below standard: 29.5  
Based on the Writing Claim, our target will be supporting instruction in fourth grade. 7% of students scored above standard, which is about half compared to the other grade levels. 27% of students scored below standard in writing.

Claim 3: Listening  
Percentage above standard: 14.7  
Percentage near standard: 69.2  
Percentage below standard: 16  
Based on the Listening Claim, our target will be supporting instruction in both third grade. 10% of students scored above standard. Also in third grade over 70% of students are scoring near grade level, which should be moved into the above standard strand.

Claim 4: Research  
Percentage above standard: 19.3  
Percentage near standard: 64.8  
Percentage below standard: 16  
Based on the Research Claim, our target will be supporting instruction in fourth grade. 16.4 percent of students scored above standard. Also in fourth grade over 70% of students are scoring near grade level, which should be moved into the above standard strand.

2. Nueva Vista Language Academy is utilizing local assessments to measure student achievement in English Language Arts. This year our teachers are ensuring English Language Arts standards are taught on a daily basis so students can excel with reading and writing standards and ensure students do not have learning loss and are able to excel academically.

# 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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	90	86	115	0	86	115	0	86	115	0.0	100.0	100.0
Grade 4	83	91	90	0	91	90	0	91	90	0.0	100.0	100.0
Grade 5	81	75	90	0	75	90	0	75	90	0.0	100.0	100.0
Grade 6	49	45	36	0	45	36	0	45	36	0.0	100.0	100.0
All Grades	303	297	331	0	297	331	0	297	331	0.0	100.0	100.0

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2407.	2416.		11.63	18.26		19.77	24.35		32.56	22.61		36.05	34.78
Grade 4		2443.	2446.		12.09	11.11		18.68	22.22		32.97	35.56		36.26	31.11
Grade 5		2425.	2461.		5.33	13.33		10.67	8.89		13.33	30.00		70.67	47.78
Grade 6		2472.	2523.		2.22	13.89		13.33	27.78		35.56	30.56		48.89	27.78
All Grades	N/A	N/A	N/A		8.75	14.50		16.16	19.94		28.28	29.00		46.80	36.56

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.93	24.35		50.00	47.83		29.07	27.83
Grade 4		16.48	15.56		52.75	45.56		30.77	38.89
Grade 5		6.67	11.11		33.33	43.33		60.00	45.56
Grade 6		6.67	19.44		44.44	58.33		48.89	22.22
All Grades		13.80	17.82		45.79	47.13		40.40	35.05

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.47	22.61		45.35	45.22		44.19	32.17
Grade 4		8.79	10.00		42.86	46.67		48.35	43.33
Grade 5		1.33	12.22		40.00	46.67		58.67	41.11
Grade 6		2.22	8.33		44.44	66.67		53.33	25.00
All Grades		6.40	14.80		43.10	48.34		50.51	36.86

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.47	12.17		62.79	62.61		26.74	25.22
Grade 4		17.58	13.33		45.05	58.89		37.36	27.78
Grade 5		2.67	7.78		42.67	47.78		54.67	44.44
Grade 6		4.44	11.11		53.33	61.11		42.22	27.78
All Grades		9.76	11.18		50.84	57.40		39.39	31.42

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

- OVERALL SCHOOL Mathematics CAASPP DATA for 2022-2023  
Standards Exceeded: 14.5 %  
Standard Met: 19.9%  
Standard Nearly Met: 29%  
Standard Not Met: 36.5%  
Based on the Overall School Data, our target will be supporting instruction in fifth grade. 47.7% of students scored a "Standard Not Met" in fifth grade.  
Claim 1: Concepts & Procedures

Percentage above standard: 17.8

Percentage near standard: 47.3

Percentage below standard: 35

Based on the Concepts & Procedures Claim, our target will be supporting instruction in fifth grade. 45.5% of students scored "Standard Not Met, which is about 7% higher compared than 4th grade and almost 18% higher than 3rd grade.

Claim 2: Problem Solving & Modeling/Data Analysis

Percentage above standard: 14.8

Percentage near standard: 48.3

Percentage below standard: 36.8

Based on the Problem Solving & Modeling/Data Analysis Claim, our target will be supporting instruction in fourth, fifth and sixth grade. About 50% of all fourth, fifth and sixth grade students scored below standard in this claim.

Claim 3: Communicating Reasoning

Percentage above standard: 11.1

Percentage near standard: 57.4

Percentage below standard: 31.4

Based on the Communicating Reasoning Claim, our target will be supporting instruction in fourth and fifth grade. 10% of students scored above standard of fourth graders and 12% scored above standard in fifth grade. In both grade levels, 46.6% of students are scoring near standard.

2. Nueva Vista Language Academy is utilizing local assessments to measure student achievement in Mathematics. This year our teachers are ensuring math standards are taught on a daily basis so students can excel with grade level standards and ensure students do not have learning loss and are able to excel academically.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1416.5	1443.3	1427.3	1438.5	1453.2	1437.8	1365.2	1420.1	1402.7	38	43	43
<b>1</b>	1434.8	1396.9	1424.4	1460.7	1430.5	1458.0	1408.5	1362.8	1390.3	53	35	45
<b>2</b>	1467.7	1487.8	1459.3	1480.0	1509.3	1476.8	1455.0	1465.8	1441.3	54	55	38
<b>3</b>	1471.8	1494.1	1493.5	1473.9	1497.9	1505.5	1469.3	1489.9	1480.9	60	52	48
<b>4</b>	1497.5	1526.6	1516.0	1502.5	1533.2	1514.4	1492.0	1519.4	1517.2	49	58	48
<b>5</b>	1510.9	1543.9	1530.9	1517.4	1549.8	1531.8	1503.9	1537.4	1529.6	36	42	43
<b>6</b>	1521.5	1560.8	*	1532.6	1574.5	*	1509.7	1546.7	*	19	20	10
<b>All Grades</b>										309	305	275

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	13.16	18.60	13.95	50.00	46.51	39.53	23.68	27.91	39.53	13.16	6.98	6.98	38	43	43
<b>1</b>	5.66	0.00	0.00	26.42	11.43	26.67	45.28	48.57	33.33	22.64	40.00	40.00	53	35	45
<b>2</b>	1.89	21.82	2.63	43.40	38.18	34.21	49.06	34.55	47.37	5.66	5.45	15.79	53	55	38
<b>3</b>	3.33	15.38	12.50	33.33	36.54	39.58	43.33	38.46	41.67	20.00	9.62	6.25	60	52	48
<b>4</b>	8.16	27.59	29.17	42.86	44.83	43.75	38.78	22.41	12.50	10.20	5.17	14.58	49	58	48
<b>5</b>	13.89	28.57	21.43	36.11	42.86	40.48	41.67	21.43	28.57	8.33	7.14	9.52	36	42	42
<b>6</b>	26.32	40.00	*	31.58	40.00	*	26.32	20.00	*	15.79	0.00	*	19	20	*
<b>All Grades</b>	8.12	20.98	14.23	37.66	38.03	37.59	40.26	30.82	33.21	13.96	10.16	14.96	308	305	274

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	23.68	30.23	18.60	52.63	44.19	30.23	10.53	20.93	41.86	13.16	4.65	9.30	38	43	43
<b>1</b>	20.75	2.86	13.33	37.74	37.14	53.33	30.19	34.29	20.00	11.32	25.71	13.33	53	35	45
<b>2</b>	15.09	52.73	18.42	54.72	29.09	47.37	30.19	14.55	26.32	0.00	3.64	7.89	53	55	38
<b>3</b>	23.33	34.62	50.00	45.00	46.15	37.50	18.33	11.54	6.25	13.33	7.69	6.25	60	52	48
<b>4</b>	32.65	60.34	62.50	40.82	20.69	18.75	18.37	12.07	8.33	8.16	6.90	10.42	49	58	48
<b>5</b>	36.11	52.38	42.86	44.44	35.71	42.86	13.89	4.76	7.14	5.56	7.14	7.14	36	42	42
<b>6</b>	42.11	60.00	*	42.11	35.00	*	5.26	0.00	*	10.53	5.00	*	19	20	*
<b>All Grades</b>	25.65	42.62	35.77	45.45	34.75	37.96	20.13	14.43	17.52	8.77	8.20	8.76	308	305	274

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	2.63	9.30	2.33	26.32	27.91	30.23	52.63	55.81	65.12	18.42	6.98	2.33	38	43	43
<b>1</b>	1.89	2.86	2.22	13.21	11.43	6.67	37.74	14.29	33.33	47.17	71.43	57.78	53	35	45
<b>2</b>	0.00	5.45	2.63	24.53	27.27	15.79	37.74	34.55	36.84	37.74	32.73	44.74	53	55	38
<b>3</b>	0.00	3.85	2.08	15.00	30.77	16.67	50.00	42.31	54.17	35.00	23.08	27.08	60	52	48
<b>4</b>	2.04	13.79	14.58	18.37	29.31	31.25	46.94	34.48	31.25	32.65	22.41	22.92	49	58	48
<b>5</b>	0.00	16.67	4.76	8.33	23.81	23.81	58.33	40.48	50.00	33.33	19.05	21.43	36	42	42
<b>6</b>	0.00	15.00	*	15.79	15.00	*	36.84	60.00	*	47.37	10.00	*	19	20	*
<b>All Grades</b>	0.97	9.18	5.47	17.53	25.25	20.44	45.78	39.02	45.62	35.71	26.56	28.47	308	305	274

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.53	32.56	25.58	81.58	60.47	65.12	7.89	6.98	9.30	38	43	43
<b>1</b>	33.96	14.29	48.89	58.49	68.57	48.89	7.55	17.14	2.22	53	35	45
<b>2</b>	16.98	36.36	13.16	83.02	58.18	86.84	0.00	5.45	0.00	53	55	38
<b>3</b>	26.67	42.31	37.50	63.33	48.08	52.08	10.00	9.62	10.42	60	52	48
<b>4</b>	40.82	68.97	37.50	53.06	25.86	47.92	6.12	5.17	14.58	49	58	48
<b>5</b>	30.56	23.81	35.71	61.11	71.43	61.90	8.33	4.76	2.38	36	42	42
<b>6</b>	31.58	50.00	*	52.63	45.00	*	15.79	5.00	*	19	20	*
<b>All Grades</b>	27.27	39.67	33.58	65.58	52.79	59.85	7.14	7.54	6.57	308	305	274

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	39.47	30.23	11.63	42.11	55.81	62.79	18.42	13.95	25.58	38	43	43
<b>1</b>	16.98	8.57	13.33	66.04	71.43	60.00	16.98	20.00	26.67	53	35	45
<b>2</b>	13.21	57.41	36.84	84.91	38.89	52.63	1.89	3.70	10.53	53	54	38
<b>3</b>	20.00	46.15	62.50	63.33	48.08	31.25	16.67	5.77	6.25	60	52	48
<b>4</b>	30.61	44.83	62.50	55.10	44.83	27.08	14.29	10.34	10.42	49	58	48
<b>5</b>	47.22	73.81	57.14	44.44	19.05	33.33	8.33	7.14	9.52	36	42	42
<b>6</b>	68.42	70.00	*	21.05	30.00	*	10.53	0.00	*	19	20	*
<b>All Grades</b>	28.57	46.71	42.34	58.77	44.41	43.43	12.66	8.88	14.23	308	304	274

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	9.30	6.98	78.95	83.72	86.05	21.05	6.98	6.98	38	43	43
<b>1</b>	5.66	5.88	2.22	45.28	23.53	35.56	49.06	70.59	62.22	53	34	45
<b>2</b>	9.43	11.11	2.63	60.38	59.26	52.63	30.19	29.63	44.74	53	54	38
<b>3</b>	0.00	5.77	2.08	48.33	53.85	47.92	51.67	40.38	50.00	60	52	48
<b>4</b>	2.04	12.07	10.42	55.10	55.17	56.25	42.86	32.76	33.33	49	58	48
<b>5</b>	2.78	11.90	9.52	52.78	66.67	59.52	44.44	21.43	30.95	36	42	42
<b>6</b>	5.26	20.00	*	26.32	40.00	*	68.42	40.00	*	19	20	*
<b>All Grades</b>	3.57	10.23	5.47	53.90	56.77	56.57	42.53	33.00	37.96	308	303	274

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	26.32	34.88	32.56	36.84	51.16	60.47	36.84	13.95	6.98	38	43	43
<b>1</b>	1.89	0.00	2.22	50.94	42.86	44.44	47.17	57.14	53.33	53	35	45
<b>2</b>	1.89	9.09	7.89	49.06	54.55	55.26	49.06	36.36	36.84	53	55	38
<b>3</b>	5.00	13.46	12.50	65.00	78.85	81.25	30.00	7.69	6.25	60	52	48
<b>4</b>	4.08	25.86	37.50	73.47	58.62	47.92	22.45	15.52	14.58	49	58	48
<b>5</b>	0.00	28.57	14.29	83.33	59.52	69.05	16.67	11.90	16.67	36	42	42
<b>6</b>	5.26	15.00	*	78.95	85.00	*	15.79	0.00	*	19	20	*
<b>All Grades</b>	5.84	18.69	18.25	60.71	60.33	60.58	33.44	20.98	21.17	308	305	274

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

- Overall Language: Percentage of Students at Each Performance Level for All Students in each level are as follows:  
 Level 4: 35.7% which is up from 20.9% from the 2021-2022 school year.  
 Level 3: 37.9% which is slightly lower than 38% from the 2021-2022 school year.  
 Level 2: 17.5% which is down from 30.8% from the 2021-2022 school year.  
 Level 1: 8.76% which is down from 10.1% from the 2021-2022 school year.  
  
 Oral Language: Percentage of Students at Each Performance Level for All Students ALL GRADE LEVELS  
 Level 4: 35.7% which is lower than 42.62% from the 2021-2022 school year.  
 Level 3: 37.9% which is up from 34% from the 2021-2022 school year.  
 Level 2: 17.5% which is up from 14.4% from the 2021-2022 school year.  
 Level 1: 8.7% which is up from 8.2% from the 2021-2022 school year.  
  
 Written Language: Percentage of Students at Each Performance Level for All Students ALL GRADE LEVELS  
 Level 4: 5.4% which is lower than the 9.18% from the 2021-2022 school year.  
 Level 3: 20.4% which is lower by 5% from the 2021-2022 school year.

Level 2: 45.6% which is up by 6% from the 2021-2022 school year.  
Level 1: 28.4% which is up by 2% from the 2021-2022 school year.

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>617</b>	<b>87.7</b>	<b>45.9</b>	
Total Number of Students enrolled in Nueva Vista Language Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	283	45.9
Foster Youth		
Homeless	6	1
Socioeconomically Disadvantaged	541	87.7
Students with Disabilities	46	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1
American Indian	1	0.2
Asian	9	1.5
Filipino	21	3.4
Hispanic	562	91.1
Two or More Races	3	0.5
White	9	1.5

### Conclusions based on this data:

- NVLA has a high percentage of socioeconomically disadvantaged students at 87.7%, which is up from 74.7% in the previous school year (2021-2022) and a high English language learner rate of 45.9%, which is down from

54.5% from the 2021-2022. Nueva Vista Language Academy will prioritize and focus on the needs of our disadvantaged students and English learners.

# School and Student Performance Data

## Overall Performance

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

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

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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. NVLA's Dashboard for English Language Arts is at the level of medium, which is an improvement from previous years. Mathematics is at the medium level and is higher than previous markings. NVLA's dashboard shows that students are learning and making steady progress with academics. NVLA is making strides to mitigate learning loss and improve tier I. instruction.

2. NVLA's Chronic Absenteeism Rate has improved from previous years with a 6.2% chronic absentee rate. NVLA has made great strides for the 2022-2023 school year and is on target to have a 5% or lower chronic absenteeism rate.



# School and Student Performance Data

## Academic Performance English Language Arts

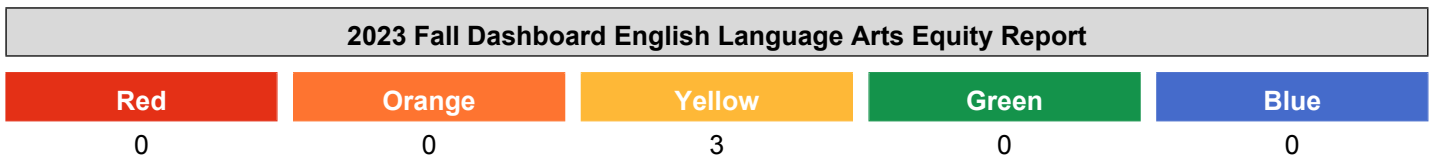
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow	 Yellow	Less than 11 Students
8.5 points below standard	29 points below standard	1 Student
Increased Significantly +19 points	Increased +9.8 points	
309 Students	188 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students	 Yellow	74.1 points below standard
3 Students	20.4 points below standard	Increased +9.1 points
	Increased Significantly +16 points	34 Students
	277 Students	

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

African American	American Indian	Asian	Filipino
Less than 11 Students  5 Students	Less than 11 Students  1 Student	Less than 11 Students  1 Student	17 points above standard  11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.6 points below standard Increased Significantly +20.4 points 282 Students	Less than 11 Students  3 Students	 No Performance Color 0 Students	Less than 11 Students  6 Students

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

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

Current English Learner	Reclassified English Learners	English Only
60.8 points below standard  Decreased -5.2 points  132 Students	46 points above standard  Maintained +1 points  56 Students	23.1 points above standard  Increased Significantly +28.4 points  115 Students

**Conclusions based on this data:**

- The 2023 Fall Dashboard shows that the English Language Arts Equity Reports is being marked, "medium"
- The 2023 Fall Dashboard shows that all students are scoring 8.5 points below standard. English Learners are scoring 29 points below standard. Socioeconomically disadvantaged students are scoring 20.4 points below standard. Students with Disabilities are scoring 74.1 points below standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

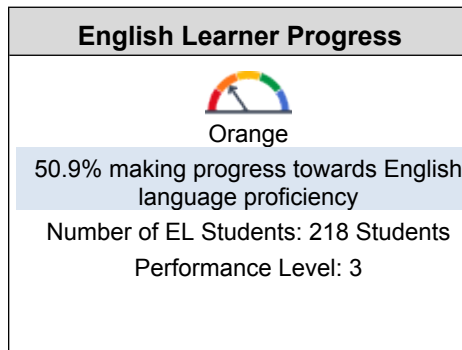
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
36	71	0	111

#### Conclusions based on this data:

- 50% of EL students progressed at least one level, which is up from 14% percent lower from the previous school year. 32% percent maintained at level 1, 2L, 2H, 3L, or 3H.
- We need to focus on the 16 percent of students who decreased one ELPI level for the 2023 ELPAC.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

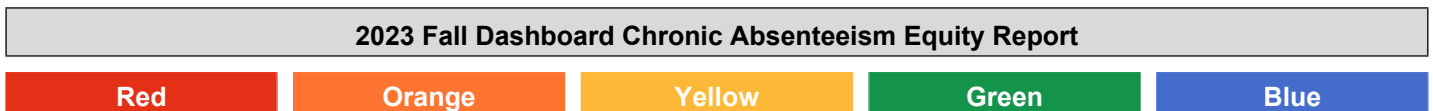
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Green 6.2% Chronically Absent Declined Significantly -16 662 Students	 Green 5.5% Chronically Absent Declined Significantly -14.1 329 Students	Less than 11 Students 3 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 8 Students	 Green 7% Chronically Absent Declined Significantly -18.2 583 Students	 Yellow 12.1% Chronically Absent Declined -35.3 58 Students

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  8 Students	Less than 11 Students  1 Student	0% Chronically Absent  0  13 Students	4.5% Chronically Absent  Increased 4.5  22 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Green 6.4% Chronically Absent Declined Significantly -16.6  598 Students	Less than 11 Students  10 Students	 No Performance Color 0 Students	Less than 11 Students  10 Students

**Conclusions based on this data:**

1. NVLA had a 6.2% Chronically Absent rate for the 2022-2023 school year, but is currently at 3% Chronic Absenteeism rate for the 2023-2024 school year.
2. NVLA has many interventions in place to ensure we maintain our positive attendance rates. Teachers are trained to build positive relationships and ensure their students attend school regularly. NVLA hosts many incentives and events to increase daily attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

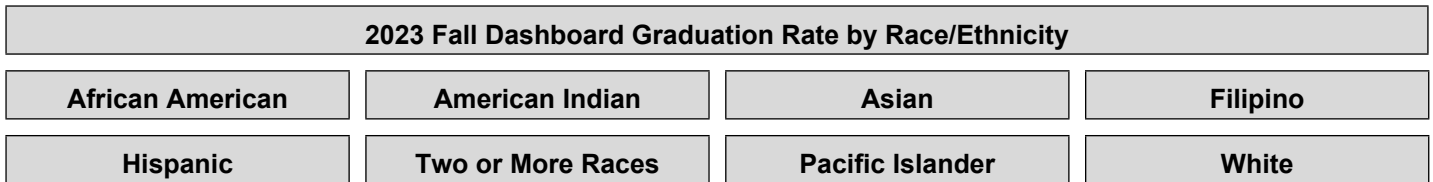
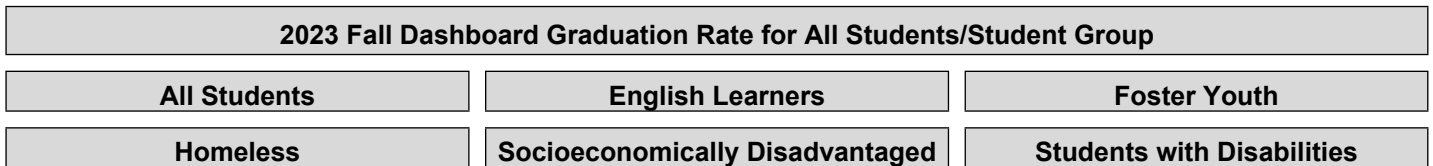
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. NA
2. NA
3. NA

# School and Student Performance Data

## Conditions & Climate Suspension Rate

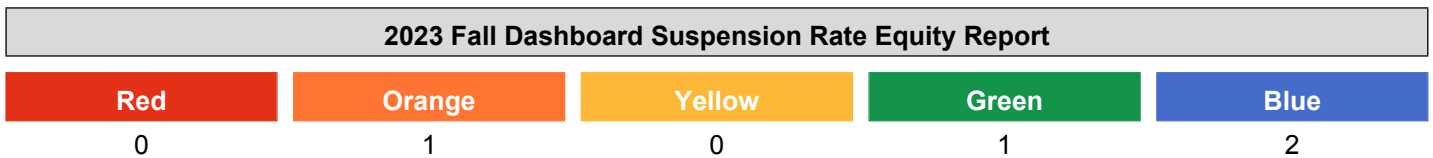
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.





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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0.1% suspended at least one day Maintained 0.1 678 Students	<b>English Learners</b>  Green 0.3% suspended at least one day Increased 0.3 336 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 8 Students	<b>Socioeconomically Disadvantaged</b>  Blue 0.2% suspended at least one day Maintained 0.2 595 Students	<b>Students with Disabilities</b>  Orange 1.7% suspended at least one day Increased 1.7 59 Students



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

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 9 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>0% suspended at least one day 13 Students</p>	<p>0% suspended at least one day Maintained 0 22 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Blue 0.2% suspended at least one day Maintained 0.2 609 Students</p>	<p>0% suspended at least one day 11 Students</p>	<p> No Performance Color 0 Students</p>	<p>0% suspended at least one day 13 Students</p>

**Conclusions based on this data:**

1. Less than 1% of students were suspended in the 2022-2023 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Instruction and Intervention

GOAL #1 Nueva Vista Language Academy will increase the quality and rigor of the core curriculum and standards based instruction to assure student success in career and college readiness.

Nueva Vista Language Academy has worked diligently to close the achievement gap of our English Language Learner (ELL) students and utilize the California English Learner Roadmap to develop English Learner students' linguistic and academic capacities. This strategy is aligned with Principle 1, Elements A, B, C, D and E. Principle 2, Elements E and F. Principle 3, Elements B and D. Principle 4, Element B.

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

LCAP goal to which this school goal is aligned.

GOAL #1 NVLA will increase the quality and rigor of the core curriculum and standards based instruction to assure student success in career and college readiness.

### Identified Need

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

An area of significant need for improvement includes closing the achievement gap on both ELA & Math State Data between EL and English Only Students. According to the CA Dashboard in ELA, EL's scored 60.8 points below standard where as EO students scored 23.1 points above standard. In Math, EL's scored 79.89 points below standard compared to EO students at 12.1 below standard. There was an improvement in distance from standard in both ELA and Math overall. ELA: In 2022, all students averaged 27.4 points below standard and in 2023, all students averaged 8.5 points below standard. Math: All students averaged 57 points below standard in 2022 and in 2023, that number improved to 36.2 points below standard.

Nueva Vista Language Academy will use state and local data to determine the needs of their student such as CAASPP scores, Analytical Reading Inventory, Flynt and Cooter Reading Inventory, Emerging Literacy Battery, Common Formative Assessments, and STAR.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 2 (b) – Programs/Service that enable ELs to access CCSS and ELD standards for academic content knowledge and English proficiency as measured by class visitations and administration feedback to teachers.	ELD-95% of teachers are fully implementing the new ELD standards, based on walkthroughs and the C3 observation tool. The ELD standards were fully implemented at NVLA during an additional 30-45 minute ELD block.	Expected outcome for 2024-2025 is to continue with 100% of teachers at full implementation during the ELD block. Integrated ELD expected outcome is to be at fully implemented daily.
Priority 4 (a) – Statewide Assessments as measured by CAASPPP and ELPAC assessments.	CAASPP Results – All students: ELA: 28% Math: 15% ELs ELA: 35% ELs Math: 26%	CAASPP Results – All students: ELA: 35% Math: 22% ELs ELA: 38% ELs Math: 29%

	SPED ELA: 8% SPED Math: 4% SED ELA: 24% SED Math: 12%	SPED ELA: 11% SPED Math: 7% SED ELA: 27% SED Math: 15%
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Supplemental Materials</p> <p>Nueva Vista Language Academy will provide opportunities for students to increase their understanding of Common Core ELA standards by providing strengths with hands on leaning manipulatives and supplies to supplement core instruction.</p> <p>This includes purchasing classroom reading books for the new teachers on campus, NewsELA, Scholastic, AR, Reading A-Z, Lakeshore Sets, Math Manipulatives, Desmos License.</p> <p>Nueva Vista Language Academy has worked diligently to close the achievement gap of our English Language Learner (ELL) students and utilize the California English Learner Roadmap to develop English Learner students' linguistic and academic capacities. This strategy is aligned with Principle 2, Element F and Principle 3, Element B.</p>	<p>All students will be served by this strategy, but special attention will be given to our English language learners, foster youth, McKinney Vento students, students with disabilities, and our students who come from low socio-economic backgrounds.</p>	<p>90131 Title I 4000-4999: Books And Supplies Manipulatives/ Materials/ Supplies</p>
1.2	<p>4. The Site Resource Teacher will provide expertise and support at the school site level to assist in the academic achievement and success of students who are at risk academically. The Site Resource Teacher will provide specific intervention in core content areas as needed by students in grades TK-5th. The Site Resource Teacher will provide direct support to students and will monitor and track their progress. They will provide support to English Learners and to Immigrant students and monitor their progress after reclassification for four academic years. The Site Resource Teacher will actively participate in parent involvement activities, events, and committees as a member of the site leadership team. Services provided will be supplementary to the district's core program. Site Resource Teacher will have the following responsibilities:</p> <p>Title I: Resource Teacher- 80%</p> <ol style="list-style-type: none"> <li>1. Provide direct services to students.</li> <li>2. Design and provide intervention/enrichment to students.</li> <li>3. Provide Instructional resources to support intervention and enrichment programs.</li> </ol>	<p>All students will be served by this strategy, but special attention will be given to our English language learners, foster youth, McKinney Vento students, students with disabilities, and our students who come from low socio-economic backgrounds.</p>	<p>34406 Title I 1000-1999: Certificated Personnel Salaries Resource Teacher Salary 13111 Title I 3000-3999: Employee Benefits Resource Teacher Benefits</p>

	<p>4. Identify/assist in areas of student needs and provide supplemental support for students.  5. Support Teachers with student data analysis.  6. Identify, reclassify, and provide support for English Language Learners.  7. Assist with school-parent involvement/education activities.  8. Participate in and/or provide professional development.</p> <p>LCAP 7091: Resource Teacher- 10%  Provide strategic intervention to our English Learner population with a special focus on our newcomer group.  Maintain paperwork consistently, appropriately, and in a timely manner  Plan and organize work to meet schedules and timelines  Assist with local and state assessments.  Other related duties as assigned.</p> <p>Priority 1, Roadmap Principal 3 (B,D)</p>		
1.3	<p>5. Parent Education</p> <p>NVLA staff will provide education nights for our parents on instructional strategies to support our pupils in the areas of literacy, math, and technology that can be used at home. These events will increase collaboration between home and school. This year our goal is to have an art class for parents, and ELPAC presentation night, parenting classes for distance learning using the distance learning playbook.</p> <p>Nueva Vista Language Academy has worked diligently to close the achievement gap of our English Language Learner (ELL) students and utilize the California English Learner Roadmap to develop English Learner students' linguistic and academic capacities. This strategy is aligned with Principle 1, Element A, C and D and Principle 2, Element E.</p>	<p>All students will be served by this strategy, but special attention will be given to our English language learners, foster youth, McKinney Vento students, students with disabilities, and our students who come from low socio-economic backgrounds.</p>	<p>2536  Title I Part A: Parent Involvement  1000-1999: Certificated Personnel Salaries  Certificated Salaries  1553  Title I Part A: Parent Involvement  3000-3999: Employee Benefits  Certificated Benefits  13253  Title I  4000-4999: Books And Supplies  Materials and supplies</p>

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## Analysis

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

The following is a breakdown of the actual actions implemented for the 2023-2024 school year for goal one.

First, NVLA had weekly grade level time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS in ELA and Math, Social Studies, Science and ELD. Teachers were given extended planning time. Professional Development and structured teacher planning time provided professional learning for all TK-6 and SpEd teachers in the area of reading and language strategies or other identified needs. NVLA provided interventions in the area of English Language Arts and Math. After School Success Academy– K-6 provided intensive intervention in reading, language arts and mathematics. NVLA was able to support the instructional program with 4 kindergarten instructional aides. The aides supported 1st-5th grade classes for intervention support in ELD, math facts, and early reading intervention. This year with summer school, NVLA decided to team up with the district summer school program. Teachers and students were provided all necessary supplemental materials for learning throughout the year. The Site Resource teacher was able to work with newcomer students.

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

Parent Education is an action that was not fully funded through Title I, although parent education still continued it was funded through an alternative source. Additionally, intervention and enrichment will also be funded through separately. These plans continue to support Common Core Standards and meeting the needs of English language learners. Supplemental materials were funded as projected. Classrooms became literacy rich and hands on learning was a target.

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.

NVLA will continue to create a master plan and provide support for teachers and staff through site leadership and county offices of education. Professional development opportunities will be mapped out and the use of substitute teachers will be implemented. Teachers will be able to plan with their grade level and complete peer observations around their data driven action plans. We will continue to increase more parent education opportunities. NVLA will increase their summer and winter programs to match the diversity of the district and provide the same opportunities for students. The site leadership team and data suggests adding an additional reading intervention teacher is necessary to reduce learning gaps in reading. NVLA will utilize a math intervention teacher or coach from the district, and if approved by district leadership, house a math coach. With over 30% of the student population classified as English learners, NVLA places top priority on offering high quality integrated and designated instruction to all English learners, newcomers, reclassified students, immigrant students, long term English learners and expanding level students. Students will be supported through ongoing and frequent data analysis to identify needs. Teachers will receive ongoing training on language acquisition strategies to incorporate during both integrated and designated instruction for English learners.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Learning Environment

All students at Nueva Vista Language Academy will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low performing groups.

Nueva Vista Language Academy has worked diligently to close the achievement gap of our English Language Learner (ELL) students and utilize the California English Learner Roadmap to develop English Learner students' linguistic and academic capacities. This strategy is aligned with Principle 1, Elements B, D and E. Principle 2, Element F and Principle 3, Element B.

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

LCAP goal to which this school goal is aligned.

All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low performing groups.

### Identified Need

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

Areas of improvement indicated by the CA dashboard includes our suspension rate for students with disabilities. Compared to all student, students with disability increased by 1.7%. Although that is still low, this area needs to continue to be closely monitored.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 5 (a) – School attendance rates as measured by CalPads attendance reports and AERIES data.	The NVLA attendance rate is 97.06%.	Expected outcome for 2023-2024 is 98.2% attendance rate.
Priority 5 (b) – Chronic absenteeism rates as measured by CalPads attendance reports and AERIES data.	The NVLA chronic absenteeism rate is 6.4%.	Expected outcome for 2023-2024 is a 3% attendance rate.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Site Resource Teacher: The continued use of a Site Resource Teacher will be to provide leadership, expertise and support at the school site	All students will be served by this strategy, but special attention will	34405 Title I

	<p>level for the full implementation and assessment of specific core and intervention content in grades 6-8. Participate in parent involvement activities, events, and committees as a member of the site leadership team. Services provided will be supplementary to the district's core program. Site Resource Teacher will have the following responsibilities:</p> <ol style="list-style-type: none"> <li>1. Identify, reclassify, and provide supports for English Language Learners.</li> <li>2. Design and provide intervention/enrichment to students.</li> <li>3. Provide Instructional resources to support intervention and enrichment programs.</li> <li>4. Identify/assist in areas of student needs and provide supplemental support for students.</li> <li>5. Support Teachers with student data analysis.</li> <li>6. Provide direct services to students.</li> <li>7. Assist with school parent involvement/education activities.</li> <li>8. Participate in and/or provide professional development.</li> <li>9. Assist with local and state assessments.</li> <li>10. Other related duties as assigned.</li> </ol> <p>Priority 1, Roadmap Principal 3 (B,D)</p>	<p>be given to our English language learners, foster youth, McKinney Vento students, students with disabilities, and our students who come from low socio-economic backgrounds.</p>	<p>1000-1999: Certificated Personnel Salaries 33% of Salary for Site Resource Teacher 13110 Title I 3000-3999: Employee Benefits 33% of Benefits for Site Resource Teacher</p>
<b>2.2</b>	<p>2. Materials and Supplies</p> <p>Nueva Vista Language Academy has worked diligently to close the achievement gap of our English Language Learner (ELL) students and utilize the California English Learner Roadmap to develop English Learner students' linguistic and academic capacities. This strategy is aligned with Principle 2, Element F and Principle 3, Element B.</p>	<p>All students will be served by this strategy, but special attention will be given to our English language learners, foster youth, McKinney Vento students, students with disabilities, and our students who come from low socio-economic backgrounds.</p>	<p>38304 Title I 4000-4999: Books And Supplies books, AVID materials</p>
<b>2.3</b>	<p>4. Student Assistance Team</p> <p>NVLA will hold SAT and SARB meetings for students struggling and/or at risk, with special attention to English Language Learners, Foster Students and McKenny Vento</p> <p>Nueva Vista Language Academy has worked diligently to close the achievement gap of our English Language Learner (ELL) students and utilize the California English Learner Roadmap to develop English Learner students' linguistic and academic capacities. This strategy is aligned with Principle 1, Element B, D and E and Principle 3, Element B.</p>	<p>All students will be served by this strategy, but special attention will be given to our English language learners, foster youth, McKinney Vento students, students with disabilities, and our students who come from low socio-economic backgrounds.</p>	<p>1120 Title I 1000-1999: Certificated Personnel Salaries Overtime Salaries 314 Title I 3000-3999: Employee Benefits Benefits 2000 Title I 4000-4999: Books And Supplies Materials and Supplies</p>
<b>2.4</b>			

## Annual Review

## SPSA Year Reviewed: 2023-24

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

### Analysis

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

The following is a breakdown of the actual actions implemented for the 2023-2024 school year for goal two. First, NVLA's SAT team met several times throughout the year. Teachers were given expenses to purchase materials for instruction. When meeting with parents through IEPs or SAT, families were given materials needed for learning including Leap Frog centers, DVD readers with reading movies, books supplies, language acquisition materials and reading resources.

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

This year we spent our budget on supporting teachers and classroom instruction with Tier II interventions for all students. Teachers were given planning time to create, analyze and implement data driven action plans to support a students academic growth. Teachers were also supported by ensuring funding for after school programs such as Success Academy, Beast Academy, High Impact Tutoring and boot camps. Expected expenditures were made.

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.

NVLA has made huge growth in goal two, but will continue to make improvements. Resources and materials will be ordered for students on SAT or who are behind in learning. NVLA will increase the amount of parent education nights, including focus on MTSS and behavior.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Technology/ Science, Technology, Engineering, Art, and Math

Nueva Vista Language Academy will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, Foreign Language, and the Arts.

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

LCAP goal to which this school goal is aligned.

Nueva Vista Language Academy will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, Foreign Language, and the Arts.

### Identified Need

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

According to local assessment data, only about 34% of students are on or above grade level and 36% are far below grade level in ELA. Only 7% of EL are on or above grade level in ELA.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 8 (a) – Pupil outcomes in subjects as measured by STAR Reading data each semester.	2021-2022 school year, the number of students who are reading at grade level is 37%. The following is a breakdown by grade level. Reading data is a direct relation to pupil outcomes for adopted course of study. 6th grade: 40% 5th grade: 36% 4th grade: 38% 3rd grade: 36%	2024-2025 school year, the number of students who are reading at grade level is 37%. The following is a breakdown by grade level. Reading data is a direct relation to pupil outcomes for adopted course of study.  5th grade: 40% 4th grade: 42% 3rd grade: 40%

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p><b>3.1</b></p>	<p>1. Nueva Vista will create a technology rich environment for student learning in the classroom. Teachers and students will utilize computer software to promote students vocabulary and the understanding of the English Language.</p> <p>Nueva Vista Language Academy has worked diligently to close the achievement gap of our English Language Learner (ELL) students and utilize the California English Learner Roadmap to develop English Learner students' linguistic and academic capacities. This strategy is aligned with Principle 1, Elements B and D. Principle 2, Element C and D and Principle 3, Elements B and D.</p>	<p>All students will be served by this strategy, but special attention will be given to our English language learners, foster youth, McKinney Vento students, students with disabilities, and our students who come from low socio-economic backgrounds.</p>	<p>17000 Title I 5800: Professional/Consulting Services And Operating Expenditures Software 11850 Title I 4000-4999: Books And Supplies digital microscopes, headphones, other technology to improve learning, Chromebooks</p>
<p><b>3.2</b></p>	<p>2. Site Resource Teacher: The continued use of a Site Resource Teacher will be to provide leadership, expertise and support at the school site level for the full implementation and assessment of specific core and intervention content in grades K-6. Participate in parent involvement activities, events, and committees as a member of the site leadership team. Services provided will be supplementary to the district's core program. Site Resource Teacher will have the following responsibilities:</p> <ol style="list-style-type: none"> <li>1. Identify, reclassify, and provide supports for English Language Learners.</li> <li>2. Design and provide intervention/enrichment to students.</li> <li>3. Provide Instructional resources to support intervention and enrichment programs.</li> <li>4. Identify/assist in areas of student needs and provide supplemental support for students.</li> <li>5. Support Teachers with student data analysis.</li> <li>6. Provide direct services to students.</li> <li>7. Assist with school parent involvement/education activities.</li> <li>8. Participate in and/or provide professional development.</li> <li>9. Assist with local and state assessments.</li> <li>10. Other related duties as assigned.</li> </ol> <p>Priority 1, Roadmap Principal 3 (B,D)</p>	<p>All students will be served by this strategy, but special attention will be given to our English language learners, foster youth, McKinney Vento students, students with disabilities, and our students who come from low socio-economic backgrounds.</p>	<p>34,405 Title I 1000-1999: Certificated Personnel Salaries 33% of Salary for Site Resource Teachers 13110 Title I 3000-3999: Employee Benefits 33% of Benefits for Site Resource Teacher</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

NVLA ensures all students have access to technology both at home and in class. New Chromebook are purchased as needed to keep up to date for student use. Headsets were ordered for students to replace that were no longer working.

We also purchased iPad to support student intervention and support. Nueva Vista Language Academy has ensured equity to all students with the technology that is provided to all students.

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

Funds for learning software will be principally directed to meet the needs of English learners, foster youth and low income students. Teachers will receive training in any new programs. While the needs of all students are considered when planning to purchase learning software, NVLA recognizes that English learners, foster youth and low-income students will need additional support and interventions. Although learning software was purchased the expenditures projected were not spent. This was due to the resources teachers utilized throughout the year that may have been on trial or pilot run.

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.

Next year we will continue to purchase technology rich materials for incoming kindergarten students.

# 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	\$320,608.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$320,608.00
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 (\$)
Title I	\$316,519.00
Title I Part A: Parent Involvement	\$4,089.00

Subtotal of additional federal funds included for this school: \$320,608.00

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

State or Local Programs	Allocation (\$)

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

Total of federal, state, and/or local funds for this school: \$320,608.00

# 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
Title I	316,519	0.00
Title I Part A: Professional Development (PI Schools)	0	0.00
Title I Part A: Parent Involvement	4,089	0.00
Title I Part A: Allocation	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
Title I	316,519.00
Title I Part A: Parent Involvement	4,089.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	106,872.00
3000-3999: Employee Benefits	41,198.00
4000-4999: Books And Supplies	155,538.00
5800: Professional/Consulting Services And Operating Expenditures	17,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	104,336.00
3000-3999: Employee Benefits	Title I	39,645.00
4000-4999: Books And Supplies	Title I	155,538.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	17,000.00

1000-1999: Certificated Personnel Salaries

Title I Part A: Parent Involvement

2,536.00

3000-3999: Employee Benefits

Title I Part A: Parent Involvement

1,553.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	154,990.00
Goal 2	89,253.00
Goal 3	76,365.00

# School Site Council Membership

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

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

Name of Members	Role
Casey Rivas	Principal
Edith Bejar	Classroom Teacher
Hailey Mendoza	Classroom Teacher
Leticia Munoz	Classroom Teacher
Regina Arvizu	Other School Staff
Marisella Torres	Parent or Community Member
Emilia Rodriguez	Parent or Community Member
Heriberto Trigo	Parent or Community Member
Mareea Zepeda	Parent or Community Member
Susana Gonzalez	Other School Staff
Edith Navarette	Parent or Community Member
Veronica Corrales	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

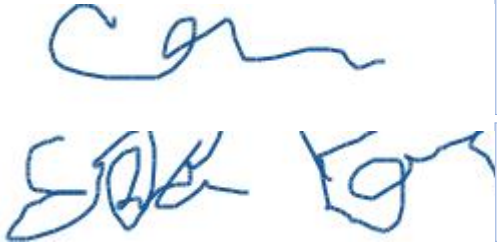
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/28/2024.

Attested:



Principal, Casey Rivas on 5/28/2024

SSC Chairperson, Emelia Rodriguez on 5/28/2024



# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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



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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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