

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vaca Peña Middle School	48705736106363	May 18, 2023	June 29, 2023

Purpose and Description

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

Schoolwide Program

Vaca Peña Middle School (VPMS) is a Title 1 Schoolwide Program (SWP) with the purpose of improving academic achievement so that all students, predominantly our students who are in the most underperforming category on the state and district assessments, are given the academic

instruction and support to develop and improve their skills in all curricular areas. These supports come in a variety of ways and are measured for their effectiveness through observations, assessments and staff and parent input that are reviewed regularly by the School Site Council.

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

In conjunction with the Vacaville Unified School District's Local Control and Accountability Plan, VPMS identified four areas of need to meet the needs of our students and improve academic achievement. The purpose of this plan is to outline the goals, action plan items or strategies, measurement tools and budget necessary toward improving the academic achievement and school climate at Vaca Pena Middle School. These identified areas of need have been developed with input from various stakeholder groups including parents, community members, students, staff and site leadership team are identified as follows:

1. Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate barriers to student success
2. Provide a systemic response to intervention in a timely manner within the school day
3. Provide layers of academic support for English Learners and Reclassified Fluent English Proficient (RFEP) Learners
4. Improve school climate that promotes a welcoming environment for students and targets character, social and emotional development for adolescents

The planning process for our SPSA, creation of its goals, and its review included consulting and collaboration with our stakeholders in the following groups and ways including Site Council meetings, English Learner Advisory Committee (ELAC) meetings, weekly Collaborative Department meetings, and monthly Staff Meetings. All meetings that are open to the community have posted agendas on the school website.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

California School Parent Survey: Report Prepared on March 3, 2022
California School Staff Survey: Report Prepared on March 3, 2022
California Healthy Kids Survey: Report Prepared on March 3, 2022
VPMS Annual Needs Staff Survey: Spring 2023
VPMS Annual Student Survey: Spring 2023
VPMS Annual Parent Survey: Fall 2022

Classroom Observations

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

Classroom observations are held in both a formal and non-formal manner. Staff Members, Counselors, Learning Support Coordinators and Administrators interact with classrooms on an ongoing basis with informal walkthroughs and formal lesson observation. Staff participate in weekly Collaborative Planning Time to develop pacing guides, unit lessons and common formative and summative assessments.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Vaca Pena utilized the STAR English Language Arts assessment to assess all students in the fall, winter and spring. Data used from the STAR assessment aids in the identification of students for intervention and addresses students below grade level standard. The data is also utilized to identify students at or above grade level standards to provide enrichment activities for those students. Additionally, the English and Math Departments utilize common formative assessments for mastery of standards throughout the school year. The writing assessments are scored using a rubric and standardizing evaluation for accuracy. The Math Department utilizes the Mathematics Diagnostics Testing Projects (MDTP) assessment to determine students' mastery of standards in the spring. Throughout the school year, site common assessments are used to determine student mastery of content and standards. For students with IEPs, additional assessments including the Basic Reading Inventory (BRI) and Developmental Reading Assessment (DRA) are utilized to evaluate student progress on IEP goals and mastery of standards. For our English Learners, staff are trained in understanding the recent ELPAC scores and are given support in implementing strategies to support the needs of our EL's.

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

Each week VPMS staff meet in core content and grade level teams to disaggregate the data of recent assessments, develop lessons that support all student learners including adding additional supports for English Learners and students with disabilities. The data is shared with the student support team to evaluate the assessments, determine additional supports needed as well as support the teachers in developing lessons and units for students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members meet weekly in the department level collaborative meetings to develop lessons, units and common assessments. Whole staff meetings are held monthly for site professional development that includes AVID strategies for all students, accommodations/modifications of lessons, units and common assessments for students with IEPs, and school wide strategies to meet the needs of our English Learners.

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

All core teachers are credentialed in their content area

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

All staff members teach within their credentialed content area. The Leadership Team, made up of Department Chairs meet monthly to evaluate the needs of the departments. Within the collaborative setting, department members have worked to align content lessons to state standards and incorporate both common formative and summative assessments to determine mastery of the standard. In 2022, Vaca Pena achieved AVID Schoolwide Certification demonstrating that the culture of our school is immersed in AVID strategies. our AVID site team provides professional development in the annual school wide goal.

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

In August 2022, staff were provided a one day professional development of Professional Learning Communities (PLC) with a focus of student intervention within the school day. Staff identified Essential Standards by grade level and content. The Learning Support Coordinator (LSC) provides teaching of monthly intervention strategies and support at our staff meetings. In addition, the LSC supports teachers throughout the day with one-on-one tutoring for students and oversees the Academic Development class for students who are failing two or more classes. The LSC also oversees our FlexTime intervention class and enrichment offerings.

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

Staff members meet weekly in content and grade levels to analyze current student assessment data, develop lessons and interventions for students.

Teaching and Learning

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

All content areas including the four core areas: English, History, Math and Science have adopted curriculum that meets the CA State Standards and CA Frameworks. The adopted curriculum supports all learners including scaffolded lessons for English Learners and students with disabilities. The curriculum is aligned by grade level and includes department adopted pacing guides and common assessments.

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

Students attending Vaca Peña Middle School exceed the required instructional minutes for both English and mathematics per the California Educational Code and Vacaville Unified School District guidelines.

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

Pacing Guides are created departmentally and in conjunction with the overarching district guidelines. Supports are provided for re-teaching opportunities within the school day for students who need extra support. Our master schedule reflects Academic Development periods where students are recommended for intensive academic intervention and support in the core content areas as an elective. There is also a period known as FlexTime which is a 30 minute intervention and/or enrichment period, built within the school day, that occurs four times per week.

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

All students have access to textbooks for use in the classroom and access to the online version of the textbook. Students have the option of checking out a Chromebook to keep at home should they need it. Those without access to the digital version can check out textbooks to keep at home.

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

All content areas use the district adopted grade level curriculum and supplemental curriculum for intervention purposes. All curriculum used meets the CA Standards and staff are trained in the implementation of the curriculum.

Opportunity and Equal Educational Access

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

7th grade students participate in the AVID 7/Health Essential Elective Wheel. The emphasis of this elective offering is to provide students with a foundation in WICOR (Writing, Inquiry, Communication, Organization, Reading) along with social/emotional and character development lessons a strong secondary educational foundation for our students. All students have access to additional support in all curricular areas via the Learning Support Coordinator (LSC) who coordinates small group re-teaching sessions for students who are below grade level in the core content areas.

Evidence-based educational practices to raise student achievement

Incorporation of schoolwide AVID practices and strategies, ongoing timely intervention within the school day, common formative assessments to determine student progress in mastering the standards, testing retake center for students who did not pass the initial assessment, afterschool tutoring, teacher office hours (drop in virtually) are all practices currently being utilized to support student achievement.

Parental Engagement

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

The Leven, DELAC, Youth Roundtable, VUSD Community Liaison and VUSD Special Needs Parent Liaison provide support to families as needed. Vaca Peña partners with Solano Food Bank to have an on site pantry for families in need. This year, our pantry increased support to include fresh produce and bakery items to support students and families with food insecurity.

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

ELAC, Site Council, staff members support the planning, implementation and evaluation of Title 1 funds at the site level. Vaca Peña is represented by parents of students who have been classified as English Learners at the site level on the English Learner Advisory Committee (ELAC) and at the district level on the District English Learner Advisory Committee (DELAC)

Funding

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

Learning Support Coordinator, Character Strong, WEB: Where Everyone Belongs, Spanish/English Parent Liaison, After School Tutoring/Homework Club, Math Paraprofessional are all services available to students to support their education and close the achievement gap.

Fiscal support (EPC)

General Fund, Title 1 Funding, Elementary & Secondary School Emergency Relief (ESSER) Fund

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Community input was gathered in a multitude of ways. The Vaca Peña School Site Council convened on 10/19/22, 11/16/22, 12/14/22, 1/18/23, 3/22/23 and 5/17/23 to review the current SPSA and the effectiveness of the goals. On 3/22/23 and 5/17/23 the Council met to draft, discuss and approve the 2023 SPSA. Parent involvement includes discussions at AVID Family Nights, discussions at the English Learner Advisory Committee (ELAC) meetings held on 10/4/22, 12/13/22, 2/7/23 and 5/9/23. Surveys conducted over the course of the year to determine the needs of our school: a) Annual Staff Needs Assessment Survey and b) California Healthy Kids, Parents and Staff Surveys (bi-annually; held in Spring 2022). Additionally, informal surveys to parents and students were conducted in Spring 2023 that mirror the CAHKS. Each survey was used to offer insight into the needs of our school and how we can best support our students. Our ELAC team also reviews the SPSA during their meetings to provide feedback as to how we can best support our English Learners. Together, the Site Council and ELAC committee work together to provide the highest levels of support for our students.

Resource Inequities

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

All students have access to the Learning Support Coordinator, the paraprofessional assigned to support math and our Spanish speaking families have direct access to our Spanish/English Parent Liaison. Title 1 funds are utilized to contract with IXL, a math intervention online site that provides scaffolded intervention at the student's individual need/level. The English and History Department would like to explore opportunities for the same level of supplemental intervention for student writing skills. They are currently piloting No Red Ink and would like to utilize funds to purchase this

Title 1 School Level Parent Involvement Policy and Home School Compact

Vaca Peña Middle School School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of Title I, Part A students:

The school's responsibility is to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).

The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).

The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).

Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

All curriculum and supplementary materials are board approved.

Teachers are credentialed in their content area. Parents are notified within four weeks of the start of the year if their teacher does not meet the credential requirements of their teaching assignment.

Parents are encouraged to join the AERIES Parent Portal where they can view student progress.

Parents are also encouraged to join Parent Square as a home/school communication effort.

The Panther Pride, a school newsletter, communicates school activities, opportunities for parent involvement as well as school updates for families. This newsletter is available in both English and the family's home language.

Fall Parent Conferences are held both after school and in the evening to accommodate family schedules. Parents are encouraged to communicate with teachers as the year progresses to meet and discuss academic concerns as needed.

Academic progress is reported eight (8) times a year. Parents are able to view student's reported grades on the AERIES Parent Portal and physical copies of the progress is mailed home to parents.

Academic Success meetings are coordinated by the school guidance counselors for parents to observe classroom activities. Classroom volunteers are organized by individual teachers on an as needed basis.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement.

To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

Guidance counselors meet individually with families to discuss student progress.

Families are encouraged to attend parent conferences to discuss student progress.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

AVID Family Nights are held quarterly to engage parents in their child's education.

ELAC & SSC agendas include how to monitor the progress of student achievement and parent involvement

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

Communicate with staff to support the academic, social/emotional and behavioral needs of their students.

Participate in engagement activities including Back to School Night, Parent Conferences, and other events that promote academic success.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

Families are encouraged to interact in their students education via ELAC Meetings, AVID Family Nights, Back to School Night, Parent Conferences, Spanish/English Parent Liaison, Homework Club, and the Learning Support Coordinator.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

Parent Square is the home/school notification method to inform families of the Annual Title 1 Parent Meeting.

Parent Conferences and the Annual Title 1 Parent Meeting are held at different times (afternoon and evening) to accommodate family schedules.

Our Spanish/English Parent Liaison attends school events to support our families language needs.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

Each year, Vaca Pena Middle School holds an Annual Title 1 Parent Meeting to inform parents of the school's participation of Title 1, how and the right of parent involvement.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

The Spanish/English Parent Liaison attends all meetings to support families.

All home/school communication is translated into the home language via Parent Square.

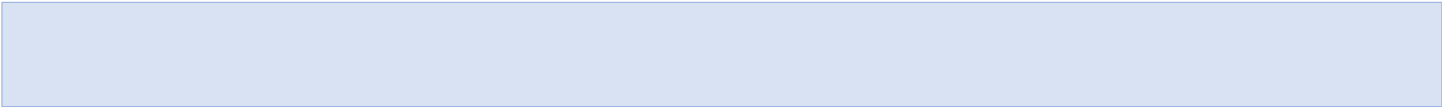
During family engagement and school activities, Vaca Pena will provide information and accessibility, to the extent possible, in the language such parents understand.

This Compact was adopted by the Vaca Pena Middle School Site Council on May 18, 2022 and will be in effect for the period of 2022/2023 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before: September 29, 2022

Colleen Moe, Principal

May 18, 2022



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.14%	0.44%	3	1	3
African American	7.1%	6.01%	6.97%	51	43	48
Asian	2.7%	3.36%	3.48%	19	24	24
Filipino	3.5%	5.59%	6.53%	25	40	45
Hispanic/Latino	47.9%	46.01%	46.01%	344	329	317
Pacific Islander	1.1%	1.68%	1.02%	8	12	7
White	27.3%	26.29%	25.83%	196	188	178
Multiple/No Response	10.0%	10.77%	9.58%	72	77	66
Total Enrollment				718	715	689

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	343	356	321
Grade 8	374	359	368
Grade 9	1		
Total Enrollment	718	715	689

Conclusions based on this data:

1. Since our return to campus post-pandemic, enrollment has decreased significantly (9.6%) however, our demographics have remained mostly consistent with the exception of a 56% increase in the Filipino student population from 20/21 to 22/23.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	55	55	52	7.70%	7.7%	7.5%
Fluent English Proficient (FEP)	130	116	98	18.10%	16.2%	14.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. This enrollment information does not reflect our EL Enrollment for 2023/2024 which is approximately 54 English Learners. This enrollment has remained consistent.
2. Recent ELPAC results showed that 36% of our EL students (14/42) had passed the assessment with a score of "4." Of those students, all but two are up for reclassification.
3. With the ever changing and inconsistent enrollment patterns for our English Learners, it is important to include specific goals that support the academic and language needs of our English Learners and our recently Reclassified English Learners

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	346	357		0	352		0	352		0.0	98.6	
Grade 8	363	356		0	345		0	345		0.0	96.9	
All Grades	709	713		0	697		0	697		0.0	97.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2521.			9.38			30.40			26.70			33.52	
Grade 8		2513.			5.51			25.80			28.70			40.00	
All Grades	N/A	N/A	N/A		7.46			28.12			27.69			36.73	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		12.50			62.22			25.28		
Grade 8		8.70			56.23			35.07		
All Grades		10.62			59.25			30.13		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.20			53.98			31.82	
Grade 8		9.30			42.73			47.97	
All Grades		11.78			48.42			39.80	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.24			76.42			15.34	
Grade 8		9.28			71.30			19.42	
All Grades		8.75			73.89			17.36	

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 7		15.34			61.65			23.01	
Grade 8		13.62			64.93			21.45	
All Grades		14.49			63.27			22.24	

Conclusions based on this data:

1. The achievement gap continues to grow between our students who are below standard. Our data is more district and site based via formative and summative measures with the exception of the STAR English and Math assessments
2. Chronic attendance continues to be a concern and its correlation in the achievement gap. If students aren't here, they can't learn. Now more than ever it will be more important now to target the gaps in student skills and mitigate learning loss

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	345	357		0	348		0	348		0.0	97.5	
Grade 8	363	356		0	345		0	345		0.0	96.9	
All Grades	708	713		0	693		0	693		0.0	97.2	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2483.			10.06			11.21			22.70			56.03	
Grade 8		2468.			6.96			8.12			18.84			66.09	
All Grades	N/A	N/A	N/A		8.51			9.67			20.78			61.04	

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 7		8.62			37.07			54.31	
Grade 8		6.96			36.23			56.81	
All Grades		7.79			36.65			55.56	

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 7		10.92			51.44			37.64	
Grade 8		6.67			42.61			50.72	
All Grades		8.80			47.04			44.16	

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 7		8.62			61.78			29.60	
Grade 8		6.67			58.55			34.78	
All Grades		7.65			60.17			32.18	

Conclusions based on this data:

1. The achievement gap continues to grow between our students who are below standard. Our data is more district and site based via formative and summative measures with the exception of the STAR English and Math assessments
2. In our subgroups, our ELs, students with disabilities and socio-economically disadvantaged students are far below standard not met.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1555.7	1540.3		1568.3	1539.4		1542.6	1540.6		30	28	
8	1555.4	1561.0		1570.7	1562.9		1539.7	1558.5		18	23	
All Grades										48	51	

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
7	30.00	10.71		53.33	53.57		16.67	28.57		0.00	7.14		30	28	
8	22.22	26.09		55.56	39.13		5.56	34.78		16.67	0.00		18	23	
All Grades	27.08	17.65		54.17	47.06		12.50	31.37		6.25	3.92		48	51	

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
7	56.67	28.57		40.00	60.71		3.33	3.57		0.00	7.14		30	28	
8	55.56	30.43		27.78	52.17		11.11	17.39		5.56	0.00		18	23	
All Grades	56.25	29.41		35.42	56.86		6.25	9.80		2.08	3.92		48	51	

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
7	3.33	3.57		36.67	25.00		36.67	60.71		23.33	10.71		30	28	
8	0.00	13.04		33.33	34.78		50.00	34.78		16.67	17.39		18	23	
All Grades	2.08	7.84		35.42	29.41		41.67	49.02		20.83	13.73		48	51	

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
7	16.67	14.29		80.00	75.00		3.33	10.71		30	28	
8	16.67	17.39		72.22	82.61		11.11	0.00		18	23	
All Grades	16.67	15.69		77.08	78.43		6.25	5.88		48	51	

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
7	93.33	78.57		6.67	14.29		0.00	7.14		30	28	
8	77.78	39.13		16.67	60.87		5.56	0.00		18	23	
All Grades	87.50	60.78		10.42	35.29		2.08	3.92		48	51	

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
7	6.67	7.14		60.00	42.86		33.33	50.00		30	28	
8	22.22	30.43		33.33	26.09		44.44	43.48		18	23	
All Grades	12.50	17.65		50.00	35.29		37.50	47.06		48	51	

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
7	0.00	17.86		93.33	82.14		6.67	0.00		30	28	
8	0.00	4.35		83.33	91.30		16.67	4.35		18	23	
All Grades	0.00	11.76		89.58	86.27		10.42	1.96		48	51	

Conclusions based on this data:

1. Each year we continue to have students that are classified as LTEs or Long Term English Learners. These students have been receiving ELD for five or more years and have yet to be reclassified
2. ELs need additional levels of support to address the achievement gap as well as support their academic language acquisition in all core content areas
3. The most recent data from the 2023 ELPAC shows that our ELs had a banner year in passing the ELPAC as well as working in their academics to receive the designation of Reclassified.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
715	49.9	7.7	0.4
Total Number of Students enrolled in Vaca Peña Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	55	7.7
Foster Youth	3	0.4
Homeless	3	0.4
Socioeconomically Disadvantaged	357	49.9
Students with Disabilities	107	15.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	6.0
American Indian	1	0.1
Asian	24	3.4
Filipino	40	5.6
Hispanic	329	46.0
Two or More Races	77	10.8
Pacific Islander	12	1.7
White	188	26.3

Conclusions based on this data:

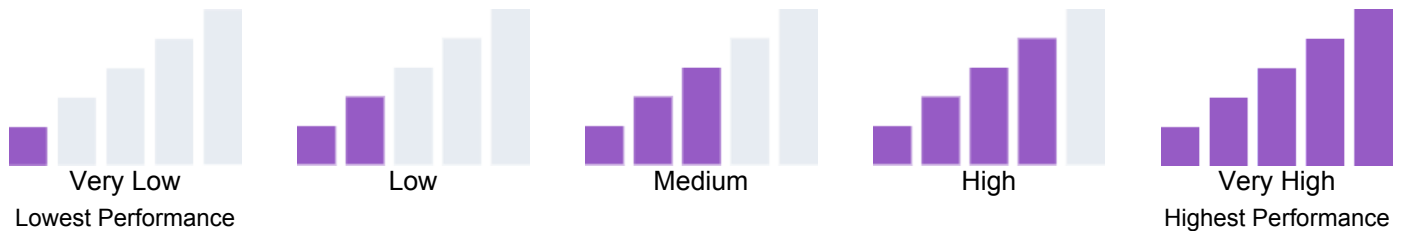
1. Statistically, our population continues to decrease while nearly 50% of our student population is socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	Graduation Rate N/A	Suspension Rate High
Mathematics Very Low	Chronic Absenteeism Very High	
English Learner Progress Low		

Conclusions based on this data:

1. As with many districts in the state, our Chronic Absenteeism rate is at an all time high. Our target goal is to address students with 85% - 89% absenteeism.
2. Recent surveys indicate that there is growing apathy of students for their education and a lack of engagement

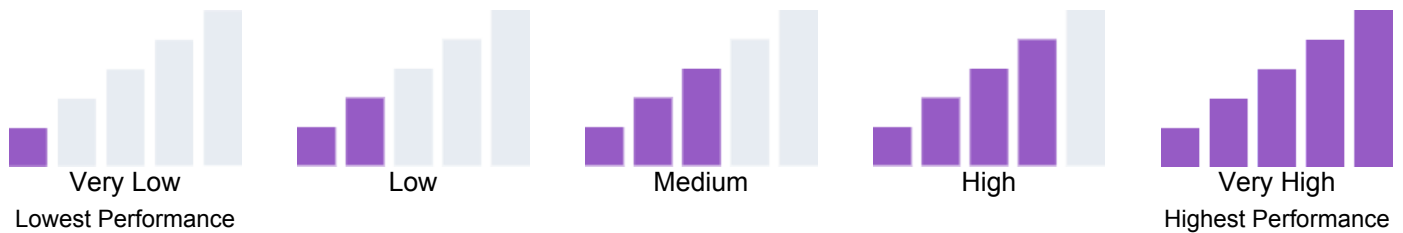
3. Recent surveys indicate that parents are frustrated with understanding Chronic Absenteeism and requirements this year for quarantine.

School and Student Performance Data

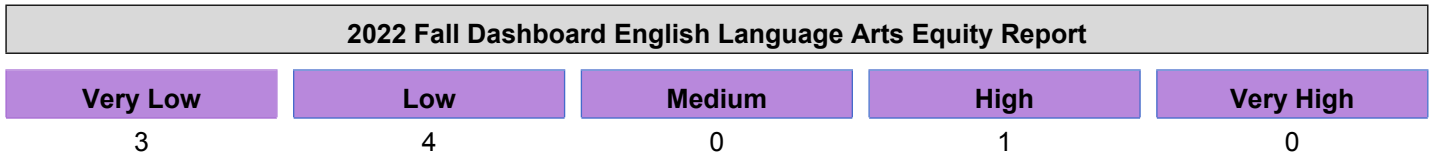
Academic Performance English Language Arts

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

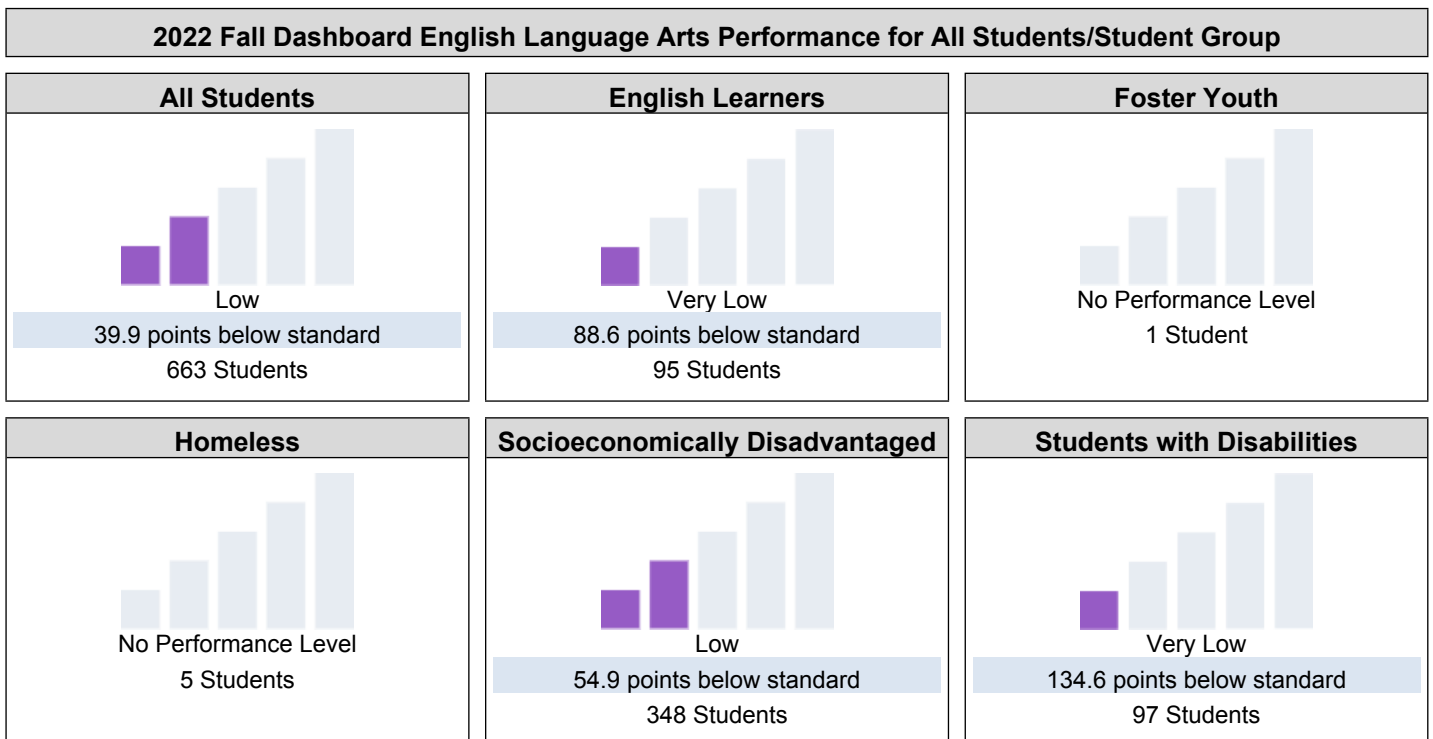
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



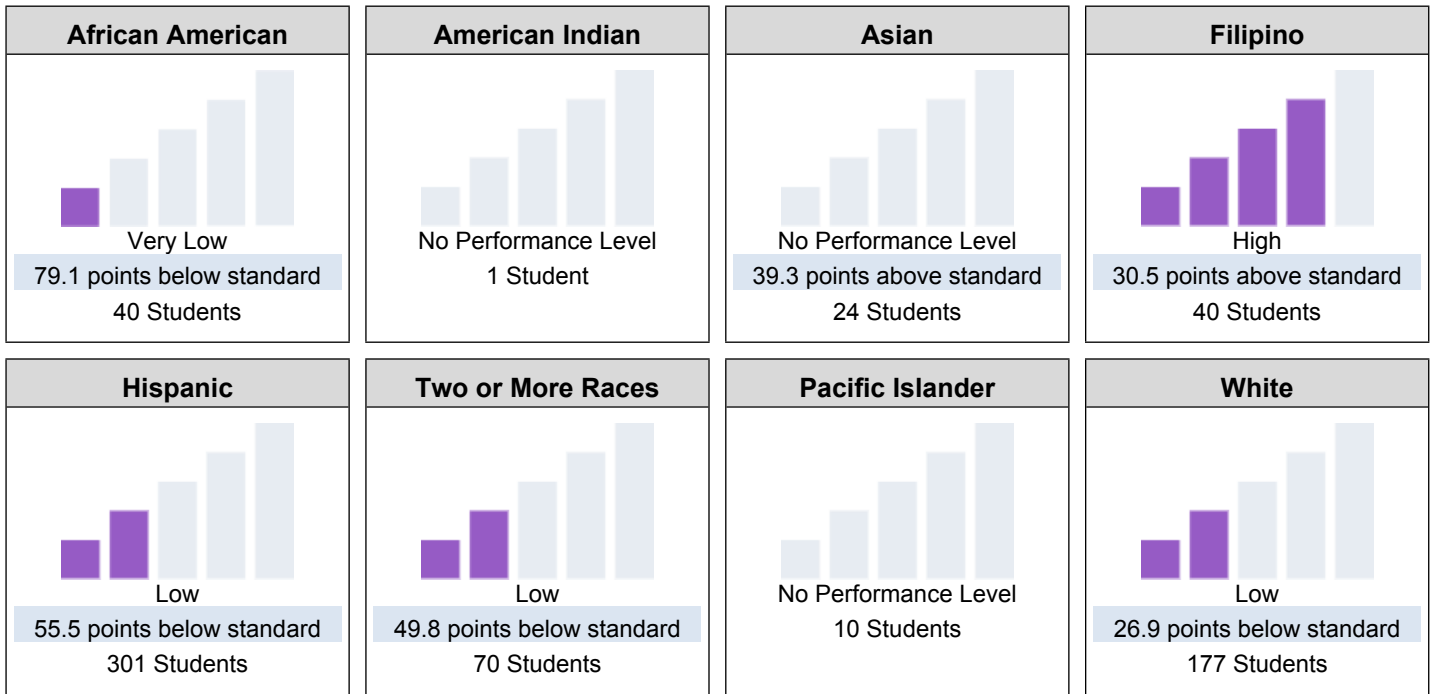
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>121.7 points below standard</p> <p>46 Students</p>	<p>57.4 points below standard</p> <p>49 Students</p>	<p>37.8 points below standard</p> <p>501 Students</p>

Conclusions based on this data:

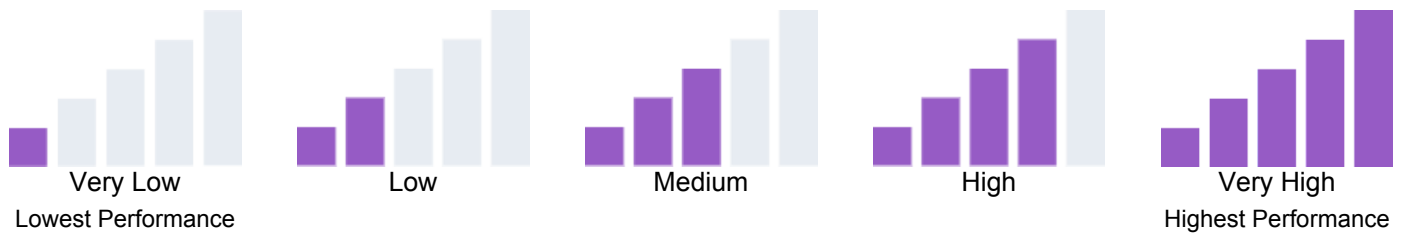
1. Our EL students are performing far below standard in comparison with their English only peers.
2. Our RFEP students are performing far below standard in comparison with their English only peers
3. Overall, our students are performing below standard in ELA

School and Student Performance Data

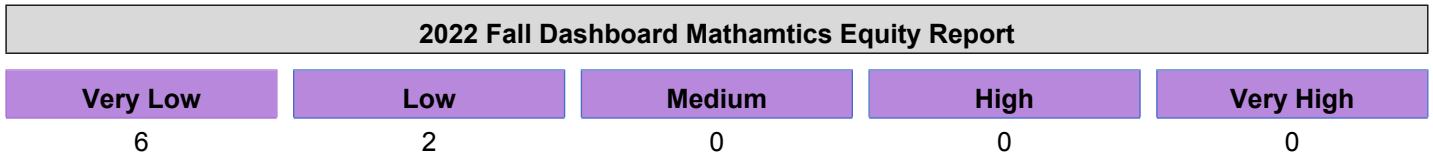
Academic Performance Mathematics

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

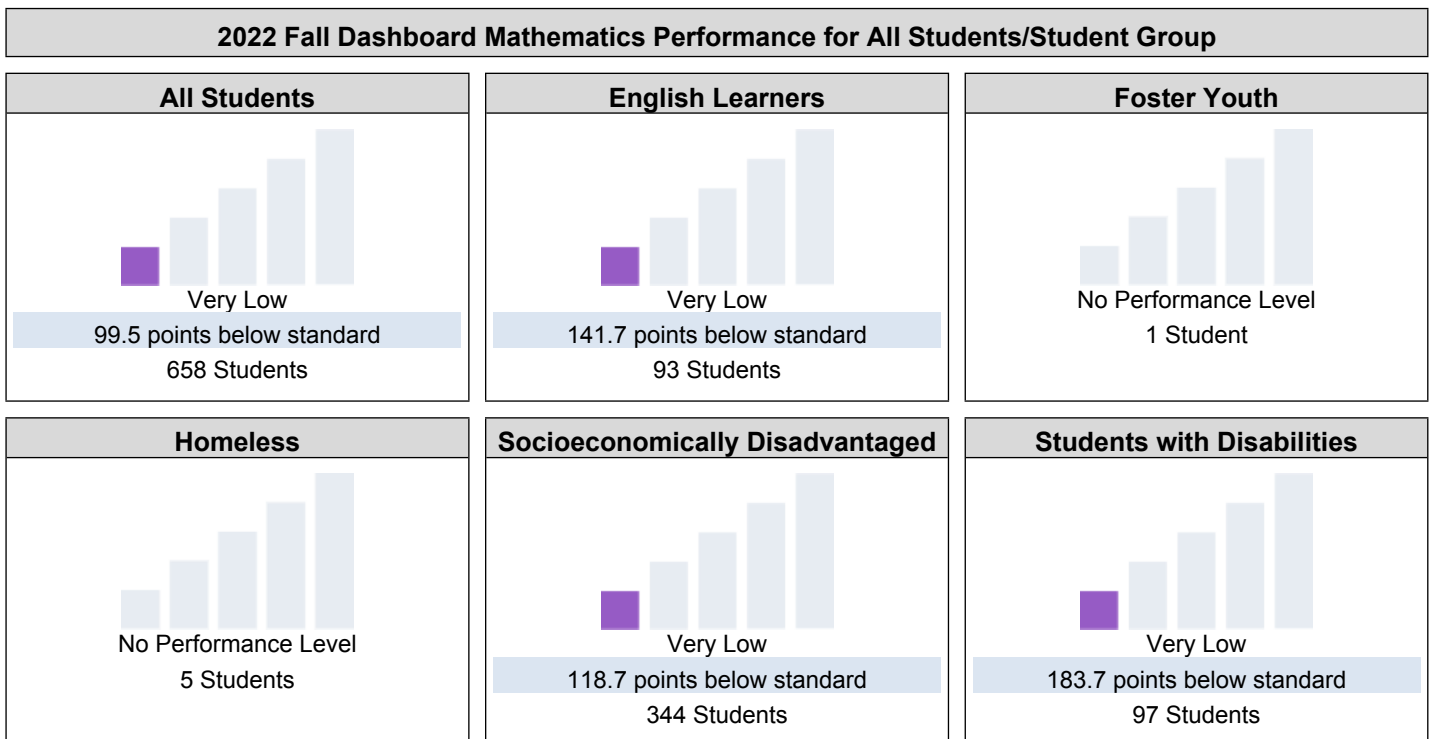
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



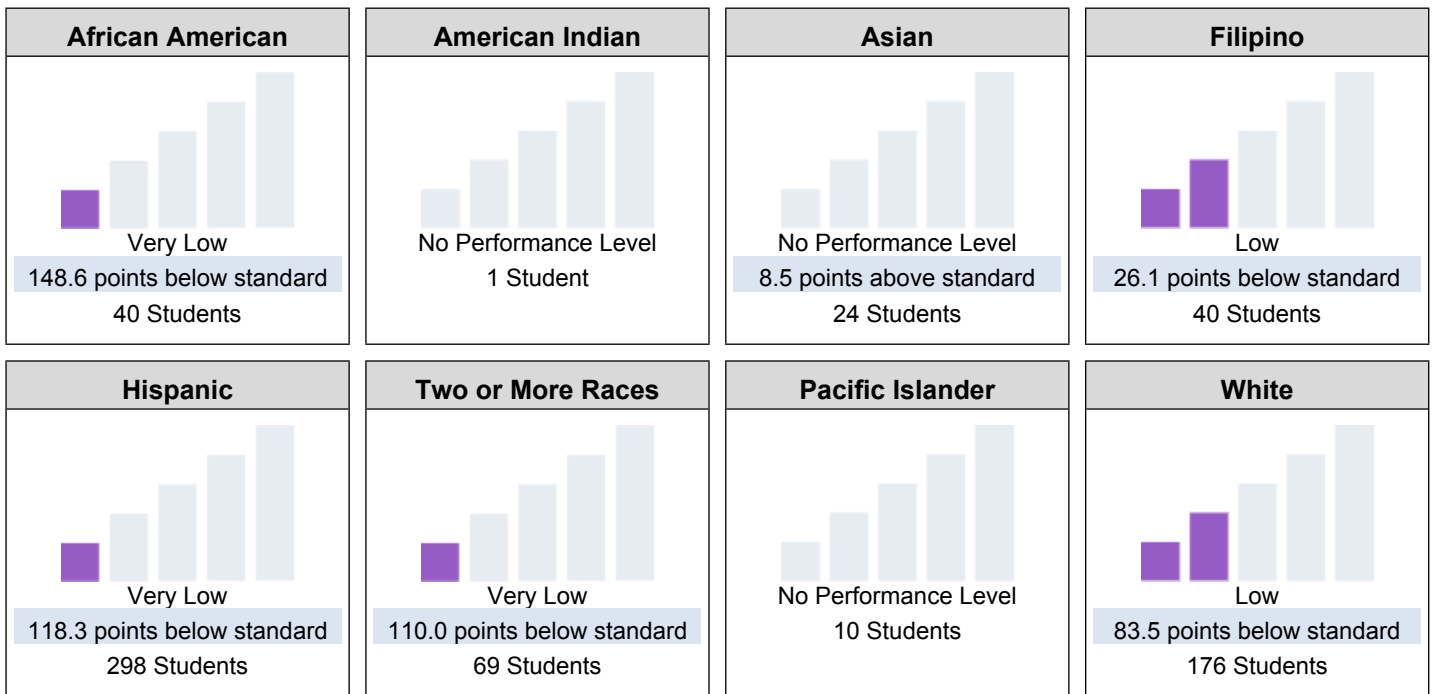
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">173.9 points below standard</p> <p>46 Students</p>	<p style="background-color: #e6f2ff;">110.1 points below standard</p> <p>47 Students</p>	<p style="background-color: #e6f2ff;">98.6 points below standard</p> <p>498 Students</p>

Conclusions based on this data:

1. Our EL students are performing far below standard in comparison with their English only peers
2. Our RFEP students are performing far below standard in comparison with their English only peers
3. Overall, our students in all categories are performing far below standard in Mathematics.

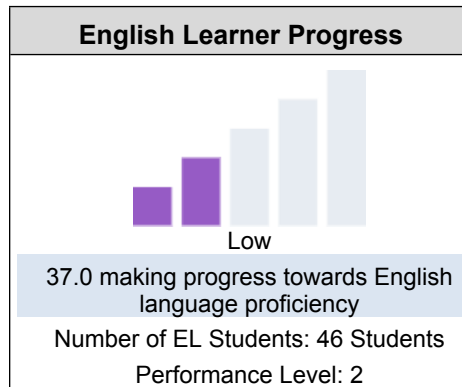
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.6%	43.5%	2.2%	34.8%

Conclusions based on this data:

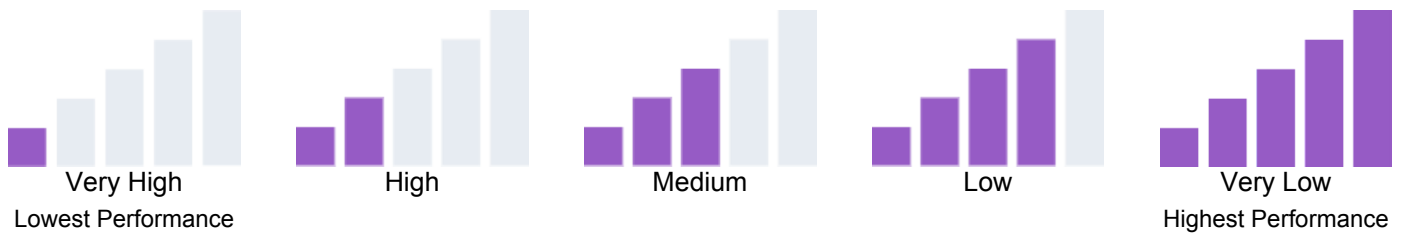
1. Our students are making progress in passing the ELPAC assessment however, they are still performing far below standards in both ELA and Math on the CAASPP
2. EL students need additional levels of support in developing academic language acquisition and accessing their education

School and Student Performance Data

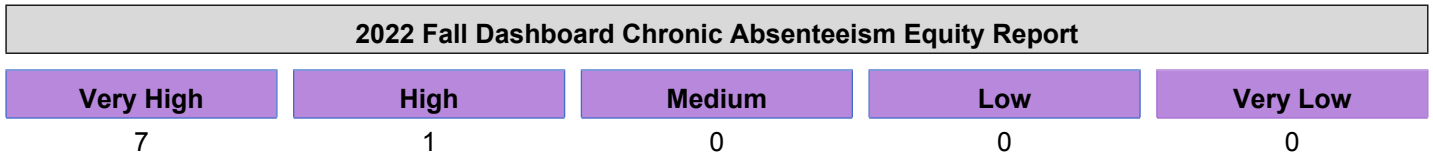
Academic Engagement Chronic Absenteeism

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

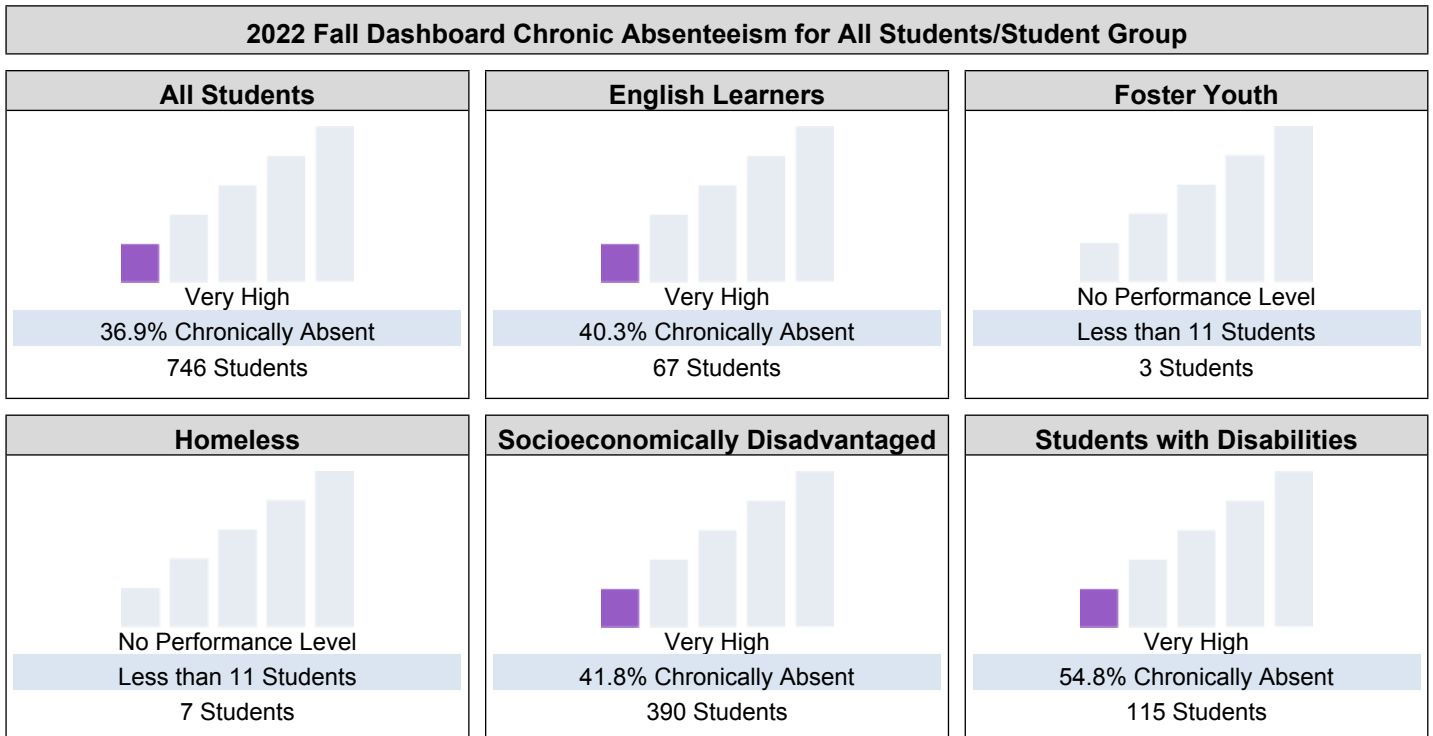
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



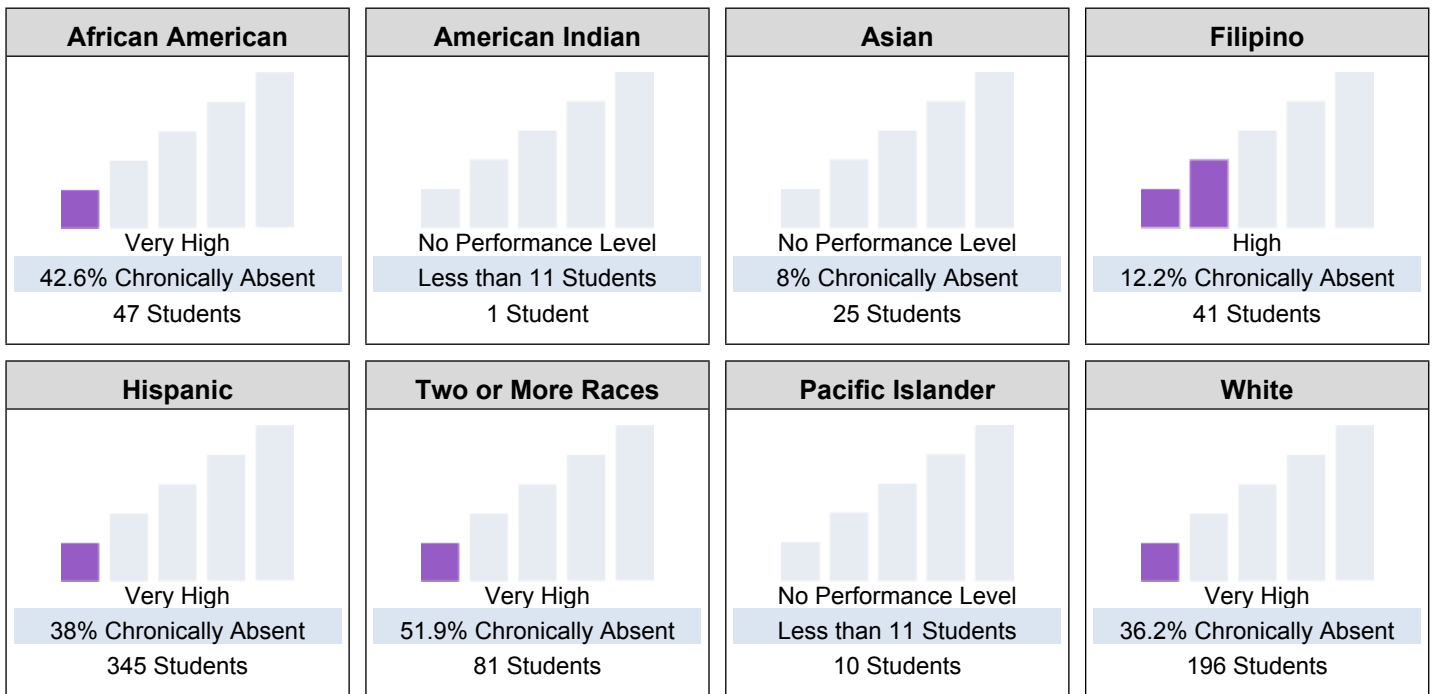
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

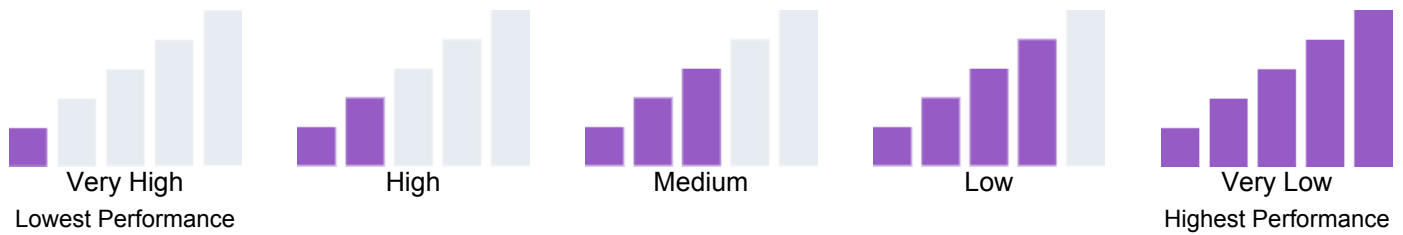
1. Our students of color have a higher chronic absenteeism percentage than their white peers.
2. Across the board, Chronic Absenteeism has increased.
3. Students survey indicates a lack of commitment to education and apathy toward attending school on a regular basis.

School and Student Performance Data

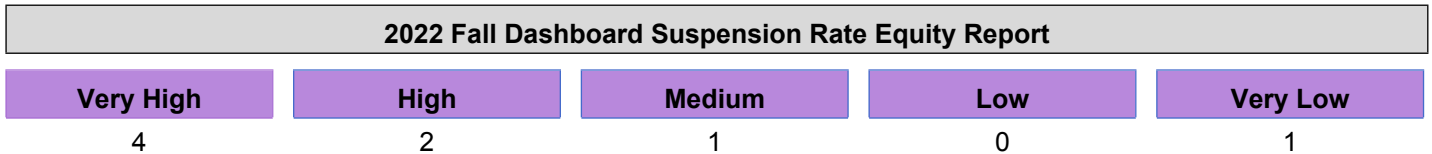
Conditions & Climate Suspension Rate

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

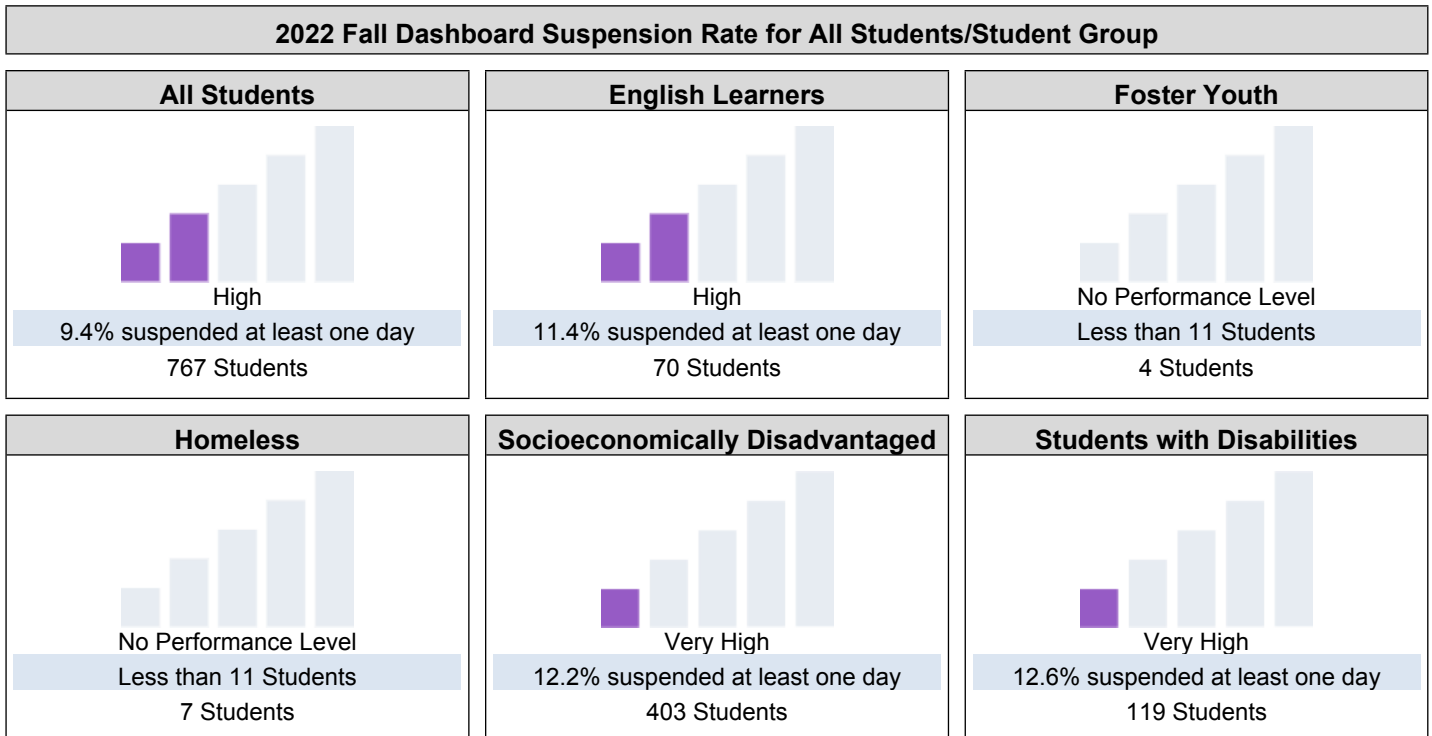
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



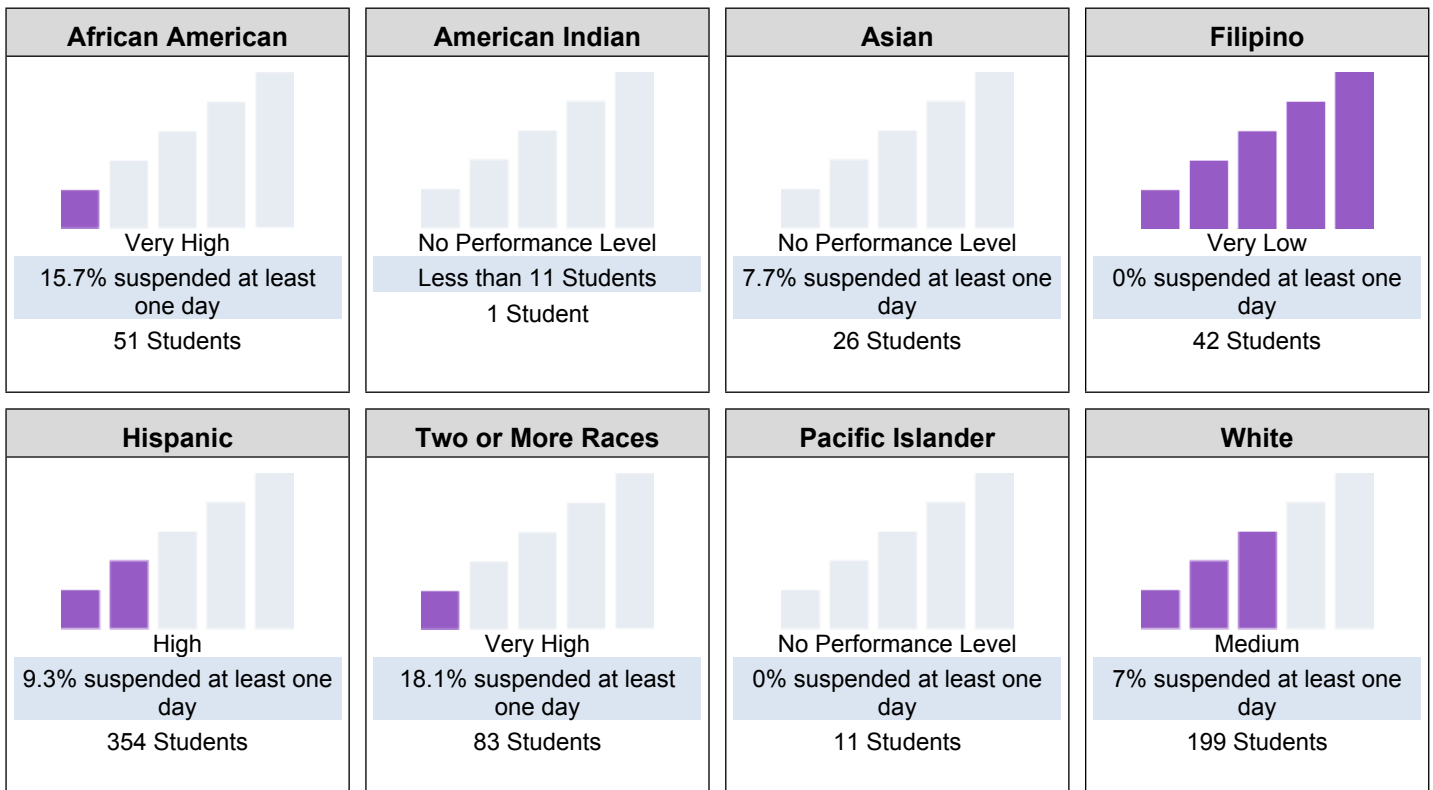
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Student Climate continues to be a concern post-COVID. Students have higher aggressions and lower intrinsic ability to communicate and come to understanding of differences.
2. Social/emotional behaviors are influential at this age. Many students have addictive tendencies toward social media which has created behavior issues on campus.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Support for All Students

LEA/LCAP Goal

Closing the Achievement Gap (Goal 2): Implement systemic changes to address the achievement gap; preventing school failure through the provision of intervention support and dropout prevention systems.

Goal 1

All students will experience 21st Century teaching and learning via high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate barriers to student success. By March 2022, students will increase their CAASPP scores in response to interventions, reteaching and identification of student needs in the English Language Development (AVID Excel), English and Math classes, and increased reading and writing across all curricular areas.

Identified Need

Based on our California Dashboard Data, Vaca Peña Middle School is underperforming in Math and English Language Arts. As we gathered data from the 2021/2022 school year, we have found that all students require timely intervention within the school setting to mitigate achievement gaps and our English Learners will need layers of support to address language barriers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (2019) All Students	21.2 points below standard; declined 9.9 points	615 Projected Student Enrollment. Expected Outcome: Increase 5 percentage points overall in each level
CAASPP ELA (2019) English Learners	76.9 points below standard; declined 11.5 points	Projected 54 EL students in 2022/2023. Expected Outcome: Increase 10 percentage points overall
CAASPP Mathematics (2019) All Students	65.6 points below standard; declined 10.8 points	615 Student Enrollment. Expected Outcome: Increase 5 percentage points in each level
CAASPP Mathematics (2019) English Learners	113.7 points below standard; declined 11.5 points	Projected 54 EL students in 2022/2023. Expected Outcome: Increase 10 percentage points overall
Annual Parent Survey		Provide interventions within the school setting to bridge the achievement gap and provide academic support for students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Staff Survey		Provide trainings and professional development to meet the whole student

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental Support for added practice, intervention, and student engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000.00	Title I 5000-5999: Services And Other Operating Expenditures IXL for Math (Intervention/Supplemental Aid)
7,000.00	Title I 5000-5999: Services And Other Operating Expenditures No Red Ink (Intervention/Supplemental Aid)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Learning Support Coordinator (LSC) position (0.6 FTE). The LSC will provide students and staff with curriculum support through professional development activities and timely student interventions within the school day.

Strategy/Activity

- 1) Maintain a school team comprised of administrators, learning support coordinator, guidance counselors, school psychologists and faculty to implement an ongoing study of students at risk of failing
- 2) Provide small group intervention in the school day in the content area of math
- 3) Provide PD in a coaching model for teachers to implement grade level and content area interventions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

55,000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
(includes benefits)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1) Paraprofessional to push in/pull out for small group support and reteaching of math under the guidance of the Learning Support Coordinator

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

48,000.00

Source(s)

Title I
2000-2999: Classified Personnel Salaries
(includes benefits)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Intervention to improve student performance of mathematics, reading comprehension and writing across curricular content

Strategy/Activity

Teachers will provide timely intervention of core subjects to address learning gaps and/or reteaching of content during the FlexTime sessions. Additional sections of Academic Development (math focused)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
(includes benefits)

33,000.00

Title I
1000-1999: Certificated Personnel Salaries
(includes benefits)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This year, our Learning Support Coordinator and Paraprofessional worked closely to support students who were disengaged, had a significant gaps in their learning and our English Learners who are still acquiring their academic language. Our Learning Support Coordinator tracked their progress, organized and implemented small group interventions and supported students in staying on track with their education. The goal for 2022/2023 is to expand the model to improve the levels of intervention within the classroom setting and use pull out support for the higher levels of need.

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

There are no differences at this time.

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.

This is a "live" document and as the Site Team analyzes the goals and data, any changes will be made within the Strategy/Activity for this goal

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Supporting students and families with home to school connectedness

LEA/LCAP Goal

School Climate (Goal 3): Ensure all school sites have safe, welcoming, healthy and inclusive climates for all students and their families so that all students are in their classes ready to learn

Goal 2

Social Emotion Learning/ Mitigation of Student Trauma

Identified Need

After a year of Crisis Education due to the COVID-19 Pandemic which resulted in school closures, distance learning, shortened school days, lost social/emotional connections, etc., there is an identified need to rebuild the stamina in our students and reconnect them with the comprehensive school setting and expectations. Additionally, there is a need to reconnect with our families via home to school connections and provide much needed resources for families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021/2022 California Healthy Kids Survey: Student Engagement and Supports Domain (7th grade)	"There is a teacher or some other adult from my school who really cares about me" 15% very much true, 25% pretty much true, 42% a little true, 18% not at all true "There is a teacher or some other adult from my school who always wants me to do my best" 46% very much true, 31% pretty much true, 15% a little true, 8% not at all true	Engage and connect students to the school setting which will in turn improve academic performance and decrease chronic attendance.
2021/2022 California School Staff Survey	"Adults who work at this school want every student to do their best" 44% strongly agree, 56% agree "Adults at this school believe that every student can be a success"	Engage and connect students to the school setting which will in turn improve academic performance and decrease chronic attendance.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	42% strongly agree, 46% agree, 13% disagree	
2021/2022 California School Parent Survey	<p>"School encourages me to be an active partner with the school in educating my child" 28% strongly agree, 50% agree, 8% disagree, 4% strongly disagree</p> <p>"This school provides quality counseling or other ways to help students with social or emotional needs" 22% strongly agree, 35% agree, 10% disagree, 4% strongly disagree</p> <p>"This school motivates students to learn" 28% strongly agree, 47% agree, 9% disagree, 6% strongly disagree</p>	Remove barriers that impede the home/school connection for all families

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 1) WEB: "Where Everyone Belongs" Professional Development
- 2) WEB: "Where Everyone Belongs" 7th Grade Orientation & New to Vaca Pena 8th Grade Orientation
- 3) WEB: "Where Everyone Belongs" Yearly Student Activities
- 4) Character Strong Professional Development
- 5) Character Strong

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6054.00

Source(s)

Title I

5000-5999: Services And Other Operating Expenditures
Activities for student engagement, social/emotional development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

- 1) Hire and retain Spanish/English Parent Liaison to:
 - a) Translate daily bulletin and other school correspondence for Spanish families
 - b) Communicate with EL families and increase EL parent participation in school activities
 - c) Support staff in classroom communications and translations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

46,000.00

Source(s)

Title I
2000-2999: Classified Personnel Salaries
(includes benefits)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Enrichment and Extension Activities for Students Engagement

Strategy/Activity

- 1) Dean's List Student Recognition and Awards
- 2) Flextime Activities & Supplies
- 3) WEB Student Engagement
- 4) Character Strong

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3500.00

Source(s)

Title I
4000-4999: Books And Supplies
Student engagement awards, prizes

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The implementation of these strategies are designed to address the anticipated need for student engagement. Our focus of building relationships, meeting the social/emotional needs to address any trauma induced by the pandemic, and removing barriers that prevent students from accessing their education.

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

There are no identified differences at this time.

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.

This is a "live" document and as the Site Team analyzes the goals and data, any changes will be made within the Strategy/Activity for this goal

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Learners and Reclassified Fluent English Proficient Students

LEA/LCAP Goal

Student Achievement (Goal 1): Increase the percentage of EL and RFEP students who graduate with the skills necessary to be college and/or career ready

Goal 3

Provide opportunities for students to access the academic curriculum, build and increase student language acquisition skills prior to the start of the school year

Identified Need

Our English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students are performing far below their English Only peers

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Current (2021/2022) EL Data	52 English Learners (EL); 14 with an IEP 50 Monitored Reclassified Fluent English Proficient (RFEP) 47 Fully Exited Reclassified Fluent English Proficient (RFEP)	Improve transition from summer to fall learning; decrease disparaging achievement gap in statewide assessments for ELs and RFEPs and lower the number of Longterm ELs

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1) Provide specially designed instruction (AVID Excel) that is standards based to EL students in a reduced class size sheltered classroom

- 2) Implementation of AVID Excel Summer Bridge to pre-teach AVID Excel strategies, accelerate language acquisition prior to the start of the school year and develop literacy skills needed in the classroom setting
- 3) Provide staff PD for the stages of language acquisition and how to teach academic vocabulary in all content areas

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500.00	Title I 1000-1999: Certificated Personnel Salaries Extra Duty Contract
2,500.00	Title I 4000-4999: Books And Supplies Summer Bridge Engagement Activities

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The AVID Excel mission is to interrupt the path and change the trajectory of long-term English language learners by accelerating language acquisition, developing literacy, and placing the AVID Excel student on the path to high school AVID and college preparatory coursework. AVID Excel is designed to prepare 7th and 8th grade students to enter 9th grade with the language skills that will enable them to succeed in rigorous coursework.

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

There are no identified differences at this time.

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.

This is a "live" document and as the Site Team analyzes the goals and data, any changes will be made within the Strategy/Activity for this goal

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$211,054.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$212,054.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$212,054.00

Subtotal of additional federal funds included for this school: \$212,054.00

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

Total of federal, state, and/or local funds for this school: \$212,054.00

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
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Expenditures by Funding Source

Funding Source	Amount
Title I	212,054.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	92,000.00
2000-2999: Classified Personnel Salaries	94,000.00
4000-4999: Books And Supplies	6,000.00
5000-5999: Services And Other Operating Expenditures	20,054.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	92,000.00
2000-2999: Classified Personnel Salaries	Title I	94,000.00
4000-4999: Books And Supplies	Title I	6,000.00
5000-5999: Services And Other Operating Expenditures	Title I	20,054.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	151,500.00

Goal 2

55,554.00

Goal 3

5,000.00

School Site Council Membership

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

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

Name of Members	Role
Colleen Moe	Principal
John Dolan	Classroom Teacher
David Flores-Workman	Classroom Teacher
Krisden Kidd	Other School Staff
Julie Swingle	Other School Staff
Staceyann Sanders	Parent or Community Member
Katherine Selders	Parent or Community Member
Rosemary Davis	Secondary Student
Jacob Fitz	Secondary Student
William Sanders	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 05/17/2023.

Attested:



Principal, Colleen Moe on 05/17/2023



SSC Chairperson, Stacyann Sanders on 05/17/2023