

2021-2022 School Plan for Student Achievement

School: VISTA ALTERNATIVE SCHOOL
CDS Code: 01-61176-0130435
District: Fremont Unified School District
Principal: Salvador Herrera, Jr.
Revision Date: April 2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Salvador Herrera, Jr.
Position: Principal
Phone Number: (510) 657-9155, Ext. 49105
Address: 4455 Seneca Park Ave.
Fremont, CA 94538-4028
E-mail Address: sherrera@fusdk12.net

The District Governing Board approved this revision of the SPSA on June 23, 2021.

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School Vision and Mission

VISTA ALTERNATIVE SCHOOL's Vision and Mission Statements

Education (Curriculum, Instruction, Assessment)

Staff will:

- o provide a rigorous standards-based curriculum.
- o use a variety of instructional strategies to engage our students.
- o have high expectations of ourselves and our students.
- o use a variety of methods to assess and refine our students' education as part of an ongoing cycle of inquiry.

School Environment (Safety, Culture, Climate)

Staff will:

- o promote a safe and respectful school environment by modeling positive communication, exhibiting respectful behaviors, and developing a climate where all are welcome and safe.
- o cultivate a school environment that values learning and success by recognizing and rewarding student growth.
- o continue to develop, refine, and implement protocols to ensure student and staff safety.

Community Relations (All Stakeholders)

Staff will:

- o strategically create partnerships with all stakeholders by planning inclusive events and activities.
- o regularly communicate in a variety of ways with all stakeholders and ask them for their feedback about the services we provide.

School Support Services

Staff will:

- o make sure that each student has an individual academic plan.
- o provide access to student information in a timely manner by using the School Loop information system.
- o provide a variety of on-site interventions including: social/emotional and substance abuse counseling, academic tutoring.

Real World Applications (School-to-work, making learning meaningful, ROP, career guidance/counseling)

Staff will:

- o ensure that each graduate has a secondary transition plan.
- o provide access, resources, and support for students to complete 40 service learning hours.

Mission Statement

Our mission is to offer a rigorous independent study program that engages, challenges and inspires students to succeed academically and be career and college ready.

School Profile

Vista is the only non-charter, independent study program serving grade 7-12 students in the Fremont Unified School District. Vista is currently staffed with two full time teachers and two that are part time. District-wide there are five junior high/middle schools, five traditional comprehensive high schools and one continuation high school that refer students to Vista. In order to meet the needs of these students, we provide an a rigorous independent study program of study with challenging coursework.

Students are referred to Vista through their home school, Robertson, or through the Student Support Services office of the Fremont Unified School District. A Vista referral is reviewed by the principal and the academic counselor. The team determines whether an independent study program is an appropriate placement. Vista is not an appropriate school for students who have poor academic skills, have an IEP, or are low level English Learners. Students must have the academic skills and track record necessary to succeed in working independently without the normal structure of a comprehensive campus. The Vista teachers, school counselors and principal analyze the student's academic record and attendance to determine eligibility. Vista students only attend school twice per week and are required to complete 25 hours of homework per week. The expectation is that students are highly motivated and be able to read at or above grade level. Students who participate in a major activity outside of school, such as those who participate in a sporting activity that requires extensive training, often take advantage of Vista. Students who feel uncomfortable in a traditional setting, who are bullied, harassed, or who otherwise struggle socially, often find success at Vista.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*		*	*		*	*		*			
Grade 11	*	26	13	*	25	12	*	25	12		96.2	92.3
All Grades	12	26	14	11	25	13	11	25	13	91.7	96.2	92.9

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*		*	*		*	*		*	*		*	*		*
Grade 11	*	2537.0	2578.8	*	4.00	25.00	*	40.00	41.67	*	24.00	16.67	*	32.00	16.67
All Grades	N/A	N/A	N/A	27.27	4.00	23.08	54.55	40.00	46.15	18.18	24.00	15.38	0.00	32.00	15.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*		*	*		*	*		*
Grade 11	*	12.00	41.67	*	56.00	41.67	*	32.00	16.67
All Grades	45.45	12.00	38.46	54.55	56.00	46.15	0.00	32.00	15.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*		*	*		*	*		*
Grade 11	*	12.00	33.33	*	48.00	50.00	*	40.00	16.67
All Grades	36.36	12.00	38.46	36.36	48.00	46.15	27.27	40.00	15.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*		*	*		*	*		*
Grade 11	*	8.00	33.33	*	72.00	50.00	*	20.00	16.67
All Grades	18.18	8.00	38.46	81.82	72.00	46.15	0.00	20.00	15.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*		*	*		*	*		*
Grade 11	*	8.00	25.00	*	76.00	58.33	*	16.00	16.67
All Grades	18.18	8.00	30.77	81.82	76.00	53.85	0.00	16.00	15.38

Conclusions based on this data:

1. For the 2018-2019 school year 69% of the students tested met or exceeded the standard on the English CAASPP. Also, 15% of the students tested nearly met the standard and 15% did not meet the standard. For the 2017 - 2018 school year 44% of the students tested met or exceeded the standard on the English CAASPP. Also, 24% of the students tested nearly met the standard and 32% did not meet the standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*		*	*		*	*		*			
Grade 11	*	26	13	*	25	12	*	25	12		96.2	92.3
All Grades	12	26	14	11	25	13	11	25	13	91.7	96.2	92.9

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*		*	*		*	*		*	*		*	*		*
Grade 11	*	2450.2	2513.2	*	0.00	0.00	*	0.00	0.00	*	16.00	50.00	*	84.00	50.00
All Grades	N/A	N/A	N/A	9.09	0.00	0.00	18.18	0.00	0.00	18.18	16.00	53.85	54.55	84.00	46.15

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 8	*		*	*		*	*		*	*		*
Grade 11	*	0.00	0.00	*	16.00	25.00	*	84.00	75.00			
All Grades	18.18	0.00	0.00	18.18	16.00	30.77	63.64	84.00	69.23			

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*		*	*		*	*		*
Grade 11	*	0.00	0.00	*	24.00	41.67	*	76.00	58.33
All Grades	27.27	0.00	0.00	36.36	24.00	38.46	36.36	76.00	61.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*		*	*		*	*		*
Grade 11	*	0.00	0.00	*	32.00	66.67	*	68.00	33.33
All Grades	9.09	0.00	0.00	63.64	32.00	69.23	27.27	68.00	30.77

Conclusions based on this data:

1. For the 2019 - 2020 school year 0% of the students tested met or exceeded the standard on the English CAASPP. Also, 53.85% of the students tested nearly met the standard and 46.15% did not meet the standard. For the 2017 - 2018 school year 0% of the students tested met or exceeded the standard on the English CAASPP. Also, 16% of the students tested nearly met the standard and 84% did not meet the standard.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
34	55.9	2.9	2.9

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	2.9
Foster Youth	1	2.9
Homeless	2	5.9
Socioeconomically Disadvantaged	19	55.9
Students with Disabilities	1	2.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	8.8
Asian	3	8.8
Filipino	2	5.9
Hispanic	6	17.6
Two or More Races	2	5.9
Pacific Islander	2	5.9
White	16	47.1







Conclusions based on this data:

1. 56% of the student population is Socioeconomically Disadvantaged.
2. 47% of the student population is White and 17.6% is Hispanic.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  Blue
Mathematics  No Performance Color	Chronic Absenteeism  No Performance Color	
College/Career  No Performance Color		

Conclusions based on this data:

1. Vista is in the Blue (highest level) for the suspension indicator.

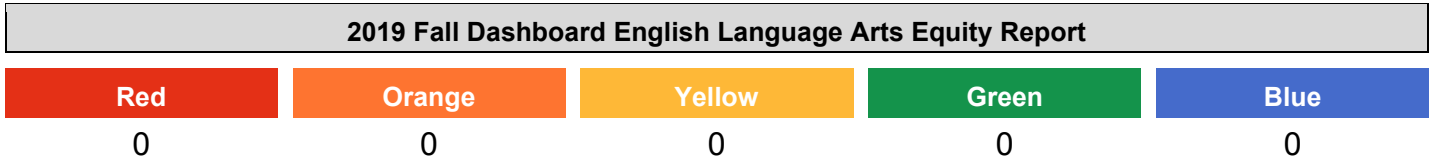
School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>	<p>English Learners</p> <p>No Performance Color 0 Students</p>	<p>Foster Youth</p> <p>No Performance Color 0 Students</p>
<p>Homeless</p> <p>No Performance Color 0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Students with Disabilities</p> <p>No Performance Color 0 Students</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

- Due to the size of the school, the California School Dashboard did not assign a rating for the school-wide CAASPP scores.

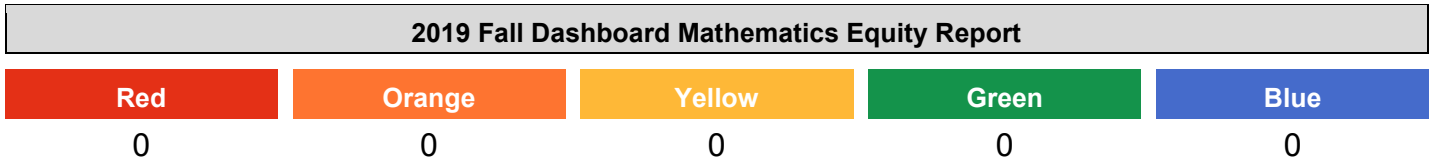
School and Student Performance Data

Academic Performance Mathematics

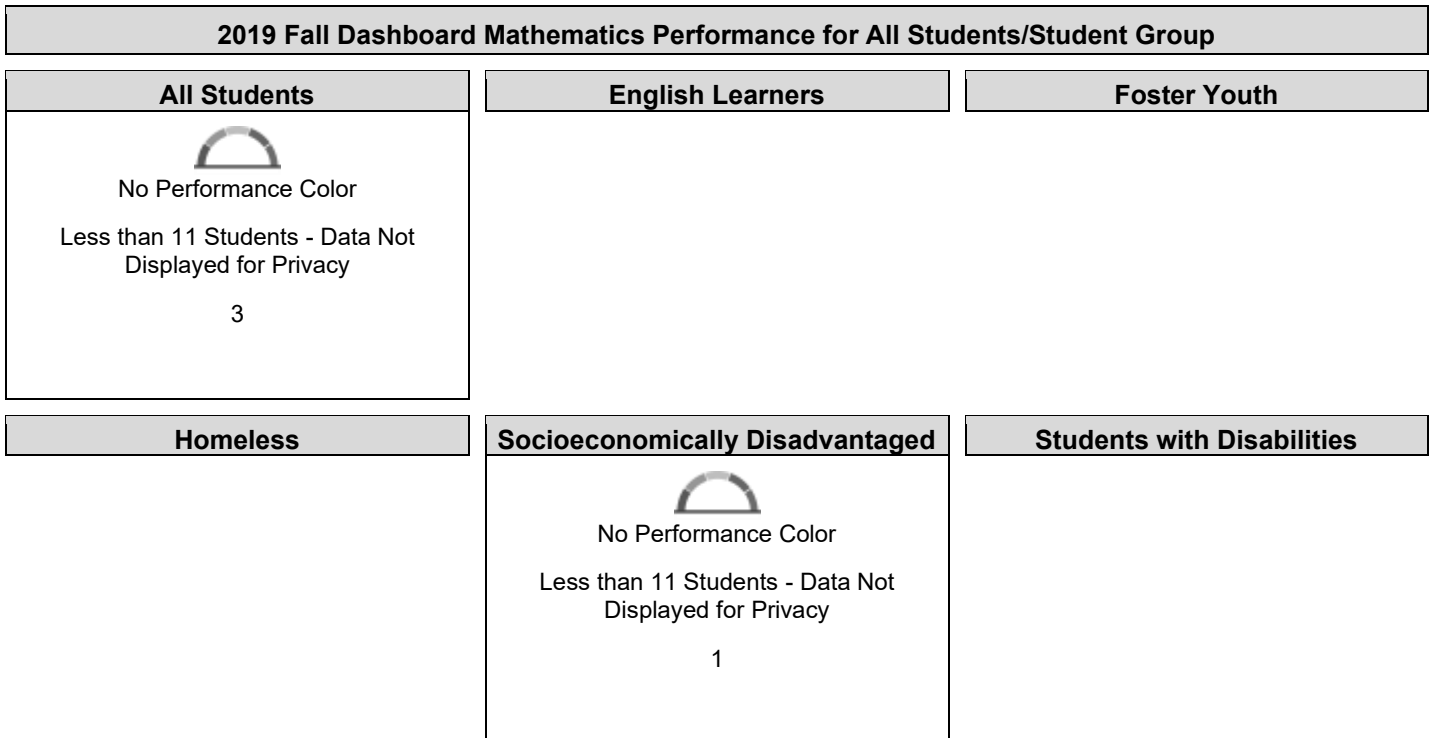
The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.



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



2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

- Due to the size of the school, the California School Dashboard did not assign a rating for the school-wide CAASPP scores.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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.

2019 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
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Conclusions based on this data:

1. N/A

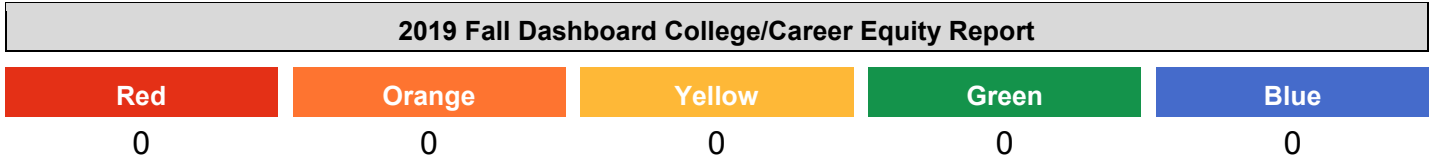
School and Student Performance Data

Academic Performance College/Career

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 8 Declined Significantly -12 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
20 Prepared	20 Prepared	8 Prepared
26.7 Approaching Prepared	26.7 Approaching Prepared	28 Approaching Prepared
53.3 Not Prepared	53.3 Not Prepared	64 Not Prepared

Conclusions based on this data:

- The percentage of students who are considered prepared and approaching prepared on the college and career indicator (CCI) in 2019 declined by 12% from 2018.
- 8% of Vista students are prepared based on the CCI Indicator for 2019.

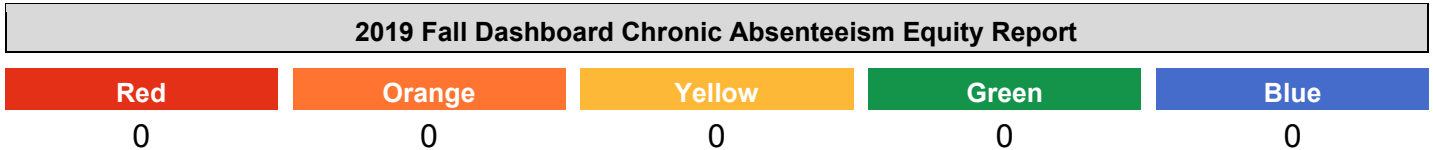
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0

Conclusions based on this data:

1. This performance indicator only applied to one student and there is no reportable data.

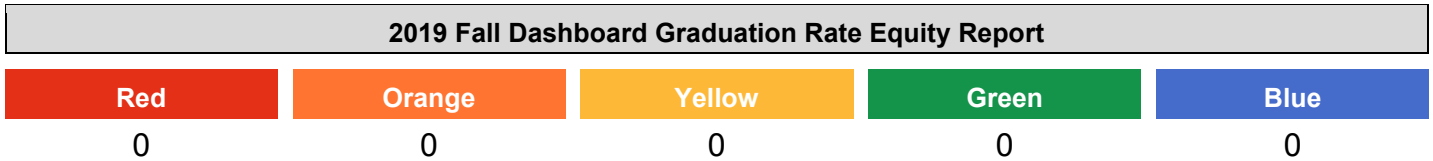
School and Student Performance Data

Academic Engagement Graduation Rate

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>84.6</p> <p>Increased +16.2</p> <p>26</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>76.9</p> <p>13</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>0 Students</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
68.4	84.6

Conclusions based on this data:

1. The percentage of students that graduated has increased 16.2% from 2018 to 2019.
2. The 2019 graduation rate for Vista was 84.6%.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

Lowest Performance



Red



Orange



Yellow



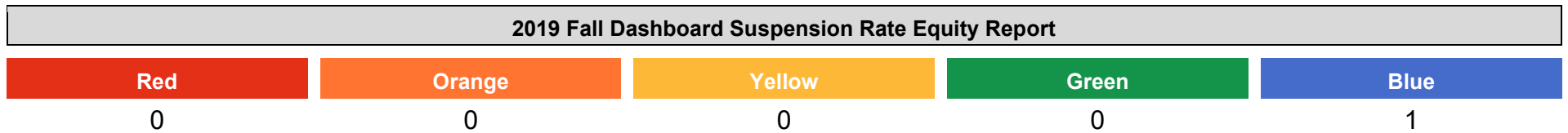
Green



Blue

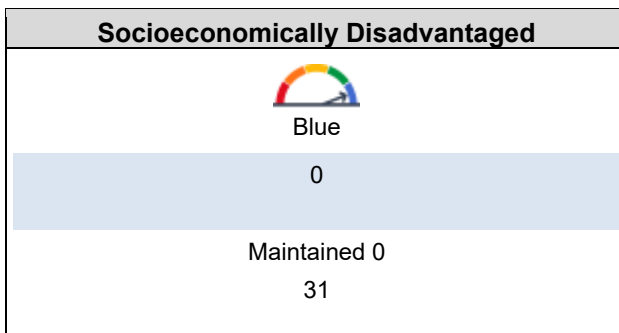
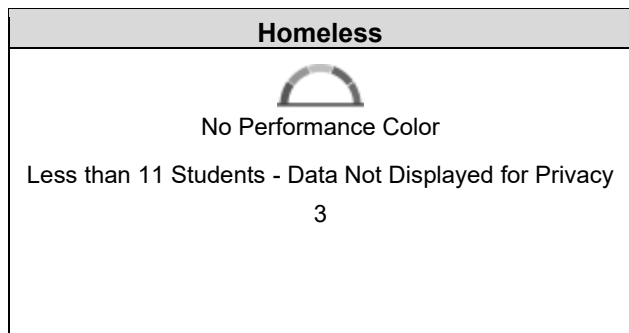
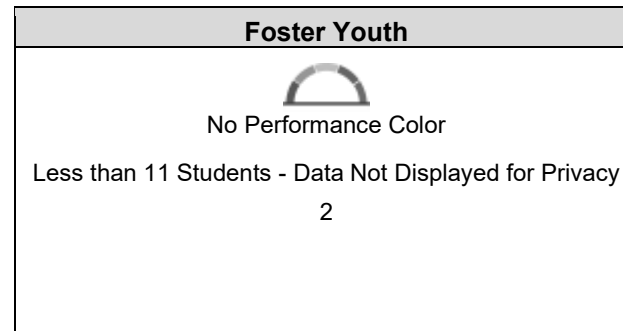
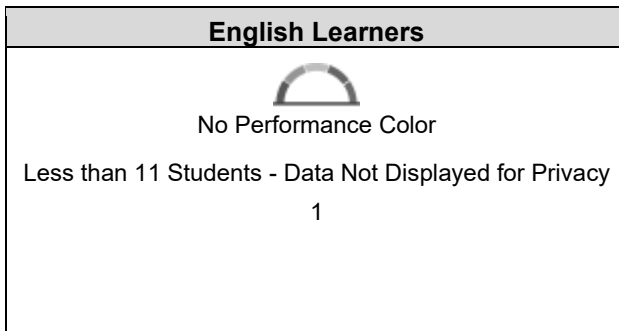
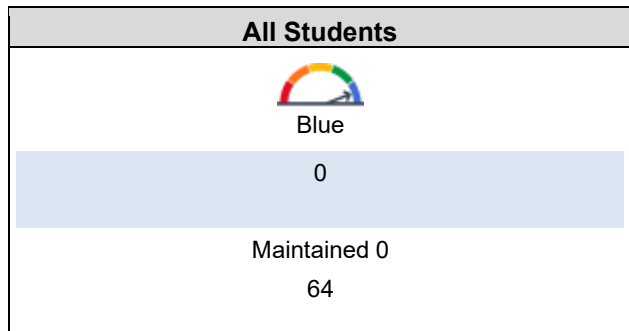
Highest Performance

This section provides number of student groups in each color.










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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



Students with Disabilities

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 6		 No Performance Color 0 Maintained 0 12	 No Performance Color Less than 11 Students - Data Not 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Maintained 0 14	 No Performance Color Less than 11 Students - Data Not 4	 No Performance Color Less than 11 Students - Data Not 2	 No Performance Color 0 Maintained 0 23

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

- Vista has been able to cut the percent of students that are suspended in half every year for the the last 3 years.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal #1

LEA/LCAP GOAL:
Goal 2: Increase the academic achievement of all students through challenging and engaging instruction.
SCHOOL GOAL #1:
By June 2022, course completion rates will increase by 5% in Math, English, Science, and Social Science courses.
Data Used to Form this Goal:
Course completion data Individualized student intervention plans during 1st Notice of Failure (NOF) cycle Number of NOFs
Findings from the Analysis of this Data:
<p>While overall course completion has continued to increase over the past several years, there is still a significant number of students who are struggling to pass their content area courses. Academic mastery was identified as a barrier to success for many of the students who had an intervention plan created during the first NOF cycle of the 2020-2021 school year. The data for semester 1 showed that the percentages of students passing their content area classes fell short of the expected outcome, but increased from their baseline data, in three of the four core content area. The data for these subjects are as follows: Math - 67% Baseline, 74% Actual Outcome, and 77% Expected Outcome; Science - Baseline, 22% Actual Outcome, and 27% Expected Outcome 85%; and Social Science - 61% Baseline, 66% Actual Outcome, and 79% Expected Outcome.</p> <p>English is the only core content area where the data shows that the Actual Outcome exceeded the Expected Outcome, with 33% Baseline, 74% Actual Outcome, and 43% Expected Outcome.</p>
How the School will Evaluate the Progress of this Goal:
At the end of each semester, the staff will calculate the overall course completion, course completion by subject area, and the number of courses completed by student. These numbers will be compared to the 2020-2021 data to see if students are demonstrating improved academic mastery. To increase the likelihood of seeing results, the staff plan to collaboratively identify students who are struggling to demonstrate academic mastery every four weeks and offer more seminars to support academic mastery. The staff will track the number of students needing strategic intervention at these benchmarks and the percentage of students needing intervention due to difficulties demonstrating academic mastery. Throughout a semester, the staff would hope to see a decrease in the number of students needing an intervention plan and a decrease in the percentage of these students needing additional support with academic mastery.

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
For fall 2021, the math and science teacher position will be increased to a .8 position.	Administrators	Staffing allocations			
All Robertson staff will also be trained in August 2021, so that they can be reallocated to teach at Vista as needed in order to support student learning.	Teachers Administrators	Tallies provided by counselor of what courses students need, Master schedule			
The staff will continue to provide an orientation for students when they begin at Vista, so that they have the skills to successfully navigate the curriculum.	Teachers	Post-Orientation survey End of first semester survey			
The staff will continue to administer the Intention Assessment Survey when students begin at Vista and review these with students at the beginning of each semester. This will ensure that students have access to a curriculum that meets their academic needs.	Teachers	Completed Intention Assessment Surveys			
Students taking math courses will complete the "Ready, Set, Excel" diagnostic assessment when they begin at Vista to help identify areas of need for earlier academic intervention.	Math teacher	"Ready, Set, Excel" Assessment Course completion data Individualized student intervention plans during 1st NOF cycle Number of NOFs			
The teachers will continue to monitor students' progress at least once per week.	Teachers	Edmentum data			
The bell schedule will be modified to provide one dedicated hour a week for the staff to meet as a PLC, to provide help to students five days a week, and to develop seminars to	Administrators	Bell schedule Seminars PLC calendar			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
support students' academic mastery.					
At the fourth eighth, and twelfth week marks, weekly collaboration time will be used to identify students who are in need of extra intervention and develop intervention plans using the intervention menu to help these students.	Teachers Counselors	Edmentum data PLC calendar Intervention lists Intervention menu			
The staff will ensure that the intervention plans are implemented after creation. For example, the teachers will offer seminars weeks 6, 10, and 14 to help students demonstrate improved academic mastery. The counselor will inform students and their families of their required attendance weeks 5, 9, and 13. The administrators will ensure that students understand that their attendance at these seminars is required.	Teachers Counselors Administrators	Intervention plans Seminars	4000-4999: Books And Supplies	LCAP G3A2: Intervention Funds	180
Students who receive two or more NOFs will be placed on a contract (Student Intervention & Improvement Plan). This is a higher tier of intervention than the intervention plans that are developed by the counselor and student every four weeks to make the student more accountable for their learning. The student's family will be contacted and updated throughout the process.	Counselors Administrators	Student Intervention & Improvement Contracts			
The time for professional development in August will be used to support teachers to develop additional intervention seminars to target academic mastery.	Administrators Teachers	PD schedule			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
The staff will explore and create a plan for study group offerings.	Vista Staff	Student Schedules Student Feedback	4000-4999: Books And Supplies	LCAP G2A5: Library Money	30

School Goal #2

LEA/LCAP GOAL:																				
Goal 3: Implement strategies to involve students in their learning and interventions to eliminate barriers to success.																				
SCHOOL GOAL #2:																				
By June 2021, there will be a 5% increase in ADA per student per course.																				
Data Used to Form this Goal:																				
Edmentum Data, NOF/Intervention Plan Data, Course Completion Data, Student Intervention & Improvement Plans (Contracts)																				
Findings from the Analysis of this Data:																				
Non-attendance was identified as a barrier to success. During each semester of the 2020-2021 school year, students that did not attend Zoom meetings did not pass courses. It was impossible to implement the interventions that a student required for successful course completion. The following represents the Semester 1 results for weeks 3 and 18 on the SPSA Data tracker for 2020-2021:																				
<table border="1"> <thead> <tr> <th>Content Area</th> <th>Math</th> <th>English</th> <th>Science</th> <th>Social Science</th> </tr> </thead> <tbody> <tr> <td>Baseline Data</td> <td>52%</td> <td>71%</td> <td>50%</td> <td>58%</td> </tr> <tr> <td>Actual Outcome</td> <td>74%</td> <td>74%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>Expected Outcome</td> <td>79%</td> <td>79%</td> <td>85%</td> <td>79%</td> </tr> </tbody> </table>	Content Area	Math	English	Science	Social Science	Baseline Data	52%	71%	50%	58%	Actual Outcome	74%	74%	80%	80%	Expected Outcome	79%	79%	85%	79%
Content Area	Math	English	Science	Social Science																
Baseline Data	52%	71%	50%	58%																
Actual Outcome	74%	74%	80%	80%																
Expected Outcome	79%	79%	85%	79%																
How the School will Evaluate the Progress of this Goal:																				
Since ADA at Vista is based on work completed on time, this will be an effective way to see if students are using their time appropriately to complete the work needed to stay on pace. ADA at Vista is calculated every month, so this will allow the staff to discuss the progress towards meeting the goal throughout the semester. In addition, at the end of each semester, the staff will calculate the overall course completion and the number of courses completed by student.																				

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
The teachers will continue to monitor students' progress on Edmentum at least once per week.	Teachers	Edmentum Data			
The bell schedule will be modified to provide one dedicated hour a week for the staff to meet as a PLC, to provide help to students five days a week, and to develop seminars to support students' academic mastery.	Administrators Teachers	Bell Schedule Seminars PLC Calendar			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
At the fourth, eighth, and twelfth week marks, weekly collaboration time will be used to identify students who are in need of extra intervention and develop intervention plans using the intervention menu to help these students.	Teachers Counselors	Edmentum Data PLC Calendar Intervention Lists Intervention Menu			
The staff will ensure that the intervention plans are implemented after creation. For example, the teachers will offer seminars at weeks 6, 10, and 14 to help students demonstrate improved academic mastery. The counselor will inform students and their families of their required attendance weeks 5, 9, and 13. The administrators will ensure that students understand that their attendance at these seminars is required.	Teachers Counselors Administrators	Intervention Plans Seminars	0000: Unrestricted	LCAP G3A2: Intervention Funds	720
The time for professional development in August will be used to support teachers to develop additional intervention seminars to target academic mastery.	Administrators Teachers	PD Schedule			
The teachers will use weekly collaboration time to develop additional seminars to support students' effective time management.	Teachers	PLC Calendar Seminars			
The staff will continue to require students to put their phones in a Yondr pouch to increase the likelihood that students will manage their time appropriately at school.	Teachers Administrative Office Staff	Yondr Pouches Yondr unlocking mechanism			
Positive incentives will be provided for students who are on-pace every	Counselor Teachers	Positive Incentives On-Pace Lists from Teachers			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
three weeks.		Student Survey			
Vista will purchase chrome books and headphones for students to improve individualized learning environments.	Administration Title One Coordinator	Semester course completion list	None Specified	Title I Part A: Allocation	16,524

School Goal #3

LEA/LCAP GOAL:
Goal 4: Establish partnerships with our families and community to increase academic success for all students.
SCHOOL GOAL #3:
By June 2022, there will be a 5% increase in family participation with school events.
Data Used to Form this Goal:
2020-2021 Attendance at Parent Involvement/Engagement Events Discussions Regarding Internal Communication
Findings from the Analysis of this Data:
The majority of families do not attend Parent Engagement Opportunities. Families miss out on pathways to success for their children.
How the School will Evaluate the Progress of this Goal:
The staff will: <ul style="list-style-type: none"> • track the percentage of parents who attend parent involvement/engagement events • begin logging all parent and guardian communication • revisit mid-year and review the meeting schedule/agendas to determine whether it has improved the staff's ability to plan, implement and evaluate the effectiveness of interventions • collaboratively develop a bell schedule that would provide an hour of collaboration time per week.

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
The school will provide parent engagement opportunities to build partnerships between stakeholders that will better support the students' education.	Vista Staff	Calendar of Parent Engagement Opportunities Family Surveys Parent Engagement Plan			
During the Vista orientation, families will be instructed as to how to monitor their students' progress in a course and how to use the Edmentum Communication Center. Vista's instagram account will also be	Assistant Principal	Allocated Time to Conduct Orientations Post-Orientation Survey End-of-First-Semester Survey			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
advertised.					
A one-page informational sheet with contacts and a flow chart of who to contact with different issues to provide during the Vista orientation.	Assistant Principal	One-Page Information Sheet Post-Orientation Survey End-of-First-Semester Survey			
Parent engagement opportunities will be publicized through Bright Arrow and the Edmentum Communication Center.	Office Staff Teachers	Bright Arrow records Edmentum Communication Center			
The staff will use Illuminate to build a parent email list, which can provide the staff an additional to communicate with families.	Teachers Counselor Office Staff	Parent Email Lists			
Students who are in danger of failing a course at the nine week mark will receive an NOF notice via mail.	Teachers Registrar Counselor	Google Sheet with NOF information NOFs			
Students who receive two or more NOFs will be placed on a contract (Student Intervention & Improvement Plan). This is a higher tier of intervention than the intervention plans that are developed every four weeks and attempt to make the student more accountable for their learning. The student's family will be contacted and updated throughout each step of the process. They are involved in-person via a conference if the student is still not demonstrating any growth at week 15.	Counselor Administrators	Edmentum Data NOF List Student Intervention & Improvement Plans (Contracts			
Students who pass all their classes each semester will be invited to an awards ceremony. Families will be invited.	Administrators Counselor Office Assistant	Certificates Parent invitations			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
The school will build relationships with local businesses to find a strategic way to offer additional positive incentives.	Counselor Administrators Service Learning Coordinator	Business contact log			
The bell schedule will be modified to provide one dedicated hour a week for the staff to meet as a PLC. This collaboration time will allow all internal stakeholders to discuss students' needs and work together to develop and implement strategic interventions.	Administrators Teachers Counselor	Bell Schedule			
School Loop will be used by the counselor and administrators to help keep the teachers apprised as to any interventions that are occurring outside of the classroom.	Administrators Counselor Mental Health Professional	School Loop Logs			
The college and career specialist will continue to update Vista's new instagram account with information that families can use to support their students in their post-secondary plans.	College and Career Specialist	Vista Instagram Account			
The staff will continue to survey families to understand their preferences regarding parent engagement opportunities and their perception of the program.	Counselor Administrators Office Staff	Parent/Guardian Surveys			
The staff will develop a survey for graduating seniors to complete regarding their experiences at Vista and also a follow-up survey for Vista's graduates.	Vista Staff	Program Evaluation Survey Program Evaluation Follow-Up Survey			
The staff will continue to publicize the school to different stakeholders to increase student enrollment. As the school develops its A-G program, the school will begin	Vista Staff	Brochure Vista Overview PPT Junior High Open House Senior High Open House			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
focusing on recruiting more of these students.					
The staff will explore and implement possible alternative assessments to demonstrate program effectiveness to other stakeholders.	Vista Staff	Criteria List Outcomes Rubric SLOs			

School Goal #4

LEA/LCAP GOAL:
Goal 2: Increase the academic achievement of all students through challenging and engaging instruction.
SCHOOL GOAL #4:
By the end of the 2021-2022 school year, Vista will increase its percentage of students who complete the A-G requirements for graduation from high school.
Data Used to Form this Goal:
2019-2020 & 2020-2021 graduation rates NOF/Intervention Plan Data Course Completion
Findings from the Analysis of this Data:
Vista's student population is too small to be rated in the College/Career Performance Dashboard, however, many students have expressed the desire to attend college as their learning goal in their Intention Assessment Surveys. Academic readiness for college will be a teacher focus point. Students have not been receiving sufficient support from the Career and College Specialist to realize these goals. Field trip opportunities have been curtailed during Distance Learning. Counseling support with college focus and high level course offerings need to be reinforced.
How the School will Evaluate the Progress of this Goal:
Every three weeks, the staff will create a list of students who are off-pace. The staff will keep a record of these pacing lists to see if the number of students who are off-pace decreases over the course of the semester. In addition, the staff will track the number of students who follow-through with the increased attendance requirement. The, the staff will determine at the end of each semester whether increased in-person attendance resulted in individual student growth.

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
During the Vista Orientation, students and their families will be informed of the importance of being on pace at the three, six, nine, twelfth, and fifteenth week benchmarks. This information will also be included in the syllabus.	Teachers Assistant Principal	Allocated Time to Conduct Orientations Post-Orientation Survey End-of-First-Semester Survey			
The teachers will run a report and provide a list of the identified students who are off-pace. (Teachers will omit a student's name if they attend school, but are behind pace.)	Teachers	List of Students Off-Pace			
The teachers will phone home to	Teachers	List of Students Off-Pace			

Actions to be Taken to Reach This Goal	Stakeholder Engagement	Benchmarks and Monitoring	Proposed Expenditure(s)		
			Type	Funding Source	Amount
inform the student and their family that they must attend school beginning the following week until they are back on-pace. This might mean that they are attending more than two days a week.					
Lists of any students who do not attend school the following week will be provided to the assistant principal. The AP will then follow-up with students and parents/guardians.	Assistant Principal Office Staff	Attendance sheets List of Students Off-Pace			
Students will also complete the Intention Assessment Survey when they begin at Vista. This will ensure that a students' pacing guide is adjusted to meet a students' learning goals.	Teachers Counselor Students	Intention Assessment Survey			
Teachers will meet with students who are behind pace to develop a weekly plan to get back on-pace.	Teachers	Individualized Pacing Guides			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCAP G2A5: Library Money	\$120	90.00
LCAP G3A2: Intervention Funds	\$720	-180.00
Title I Part A: Parent Involvement		
Low Performing Student Block Grant		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCAP G2A5: Library Money	30.00
LCAP G3A2: Intervention Funds	900.00
Title I Part A: Allocation	16,524.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	720.00
4000-4999: Books And Supplies	210.00
None Specified	16,524.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCAP G2A5: Library Money	30.00
0000: Unrestricted	LCAP G3A2: Intervention Funds	720.00
4000-4999: Books And Supplies	LCAP G3A2: Intervention Funds	180.00
None Specified	Title I Part A: Allocation	16,524.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	210.00
Goal 2	17,244.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Salvador Herrera Jr.	X				
Brittany Martino-Weinhardt		X			
Rajul Shah		X			
Sheila Jemo		X			
Jeff Waller		X			
Mary Barrs			X		
Adelfa Tocus				X	
Arlynn Peavey				X	
Susan Schillar				X	
Amy Hubacek				X	
Bean Peavey					X
Mikaela Tocus					X
Numbers of members of each category:					

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
Clear 	<input type="checkbox"/> State Compensatory Education Advisory Committee
Clear 	<input checked="" type="checkbox"/> English Learner Advisory Committee
Clear 	<input type="checkbox"/> Special Education Advisory Committee
Clear 	<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee
Clear 	<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement
Clear 	<input type="checkbox"/> Compensatory Education Advisory Committee
Clear 	<input type="checkbox"/> Departmental Advisory Committee
Clear 	<input checked="" type="checkbox"/> Other: Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on June 2, 2020

Attested:

Clear 	Principal, Salvador Herrera, Jr. on _____
Clear 	SSC Chairperson, Aimee Hubacek on _____