

School Year: 2023-24



School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
IUSD Virtual Academy Elementary	30-73650-0140988	05/15/2023	

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 Impact that Stakeholder Engagement had on the process

The IVA community, staff, students, and parents completed the Annual Climate Survey. Parents completed an internal IVA survey and given the opportunity to give feedback about our school. And the students completed the Panorama SEL survey. All 3 were used to inform goals.

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: 05/15/2023

Attested:

Jeffrey Warren

Typed Name of School Principal



Signature of School Principal

05/15/2023

Date

Austin Brown

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/15/2023

Date

School Site Council Membership

The School Plan for Student Achievement

The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

School Site Council Membership (SSC)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jeffrey Warren	1				
Austin Brown				1	
Bonnie Wei		1			
Maija White			1		
Cathleen Rheaume				1	
Narjis Ali				1	
Numbers of members of each category	1	1	1	3	
(Totals of Group A and Group B must equal)	Total Group A: 3			Total Group B: 3	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

ELAC Membership

English Learner Advisory Committee

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

Membership

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
 - a. The development of the section in the SPSA pertaining to EL students' education
 - b. The development of the school's needs assessment
 - c. Implications of language census for translation requirement
 - d. Efforts to make parents aware of the importance of regular school attendance

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Not enough EL students in IVA to need to form an ELAC committee				
Numbers of members of each category	1			

Guidelines for Combining SSC and ELAC:

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d]) Check box below if site meets the above criteria and has chosen this option. If the site has chosen the option to combine, leave ELAC membership empty.

Site has chosen to combine SSC and ELAC using the above guidelines.

OR

XSite has chosen NOT to combine SSC and ELAC using the above guidelines.

Budgets and Summary

Centralized Services for Planned Improvements in Student Performance:

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$29985	19,900
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$6603	4,000
Lottery Funds Purpose: Purchase site instructional materials	\$	
Total amount of state categorical funds allocated to this school	\$36,588	23,900
Federal Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Title I, Part A: Allocation (IUSD schools are School Wide) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	\$	
Title III Centralized Services Allocated - EL and Immigrant Students Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	\$	
Total amount of federal categorical funds allocated to this school	\$	
Total amount of state and federal categorical funds allocated to this school	\$36,588	\$23,900

Section 2: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

As a virtual school, IVA students have an opportunity to gain proficiency in digital literacy skills. IVA will work to ensure that all students learn specific digital skills. Much like an academic scope and sequence that our district provides for ELA and Math skills, we will reinforce our digital scope and sequence. These skills will be acquired by students in conjunction with their core academic learning. We will also provide training for students around the topic of being responsible digital citizens who know how act appropriately online.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teachers will monitor digital proficiency for each student by following the IVA Digital Scope and Sequence.	N/A as we will roll this out with more fidelity in the 2023-24 school year.	90% of students will show mastery in each digital goal being taught in each month of the school year, appropriate to their grade level.
Aeries discipline reports will show how successful students behave in digital citizenship.	0 Major Incidents reported in Aeries due to inappropriate behavior online.	Current trend will continue

Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

The virtual learning environment offers multiple areas to support students with social-emotional and behavioral needs. IVA takes an integrated approach in creating safe and inclusive learning environments that support the whole child and align with EEDI initiatives. IVA focuses on PBIS, SEL instruction, and Restorative Practices. IVA also recognizes the important role that a parent/guardian plays at home and will provide supports and educational opportunities for parents/guardians throughout the year. Attendance and ongoing engagement is crucial to student success. Teachers will use the note feature in Aeries to document students who log off or disengage for extended periods of time. Office staff and Principal will reach out to families who show patterns in this area, and will work with district personnel to ensure that all families are supported and set up for success regardless of demographic, race, or socio-economic status. Data from the 2021-22 school year showed that students of Black/African-American descent struggled with attendance at a higher rate than other subgroups, causing our school to be in ATSI. We have worked with the district for supports for all of our families, including tech support, hotspots for wifi, and opportunities for kids to login from our campus for consistent wifi. IVA will continue working to ensure that all students are provided the supports they need to be successful students. We will also work to continue creating engaging and fun opportunities for learning for all students in order to increase their motivation to login and engage in their learning.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey	Engagement reported at 82% as a Strength or High Strength by students in spring of 2023	Results will increase to 85% in spring of 2024
Alternative Schools of Choice Parent and Student Survey	20% of families reported that they don't feel connected to the community of parents, staff, and students	This number will reduce to 15% in 2023-24
Attendance	Chronic Absenteeism was Medium (5.8%) for all students in the 2021-22 school year	Chronic Absenteeism will be Low or Very Low for all students, with no subgroups registering in the High or Very High range.

Goals, Strategies, & Proposed Expenditures

Goal 3

Goal Statement

Core literacy instruction within IVA uses current ELA adopted materials. This ensures all students have access to a comprehensive and cross-curricular approach to literacy in every grade level. IVA will implement effective reading instruction using five researched based strategies:

1. Core literacy instruction uses current ELA adopted materials.
2. Differentiated and targeted small group instruction is implemented based on formative and summative assessment of the essential standards
3. Targeted small group instruction is based on data and is fluid (can change based on progress monitoring)
4. Progress monitoring of essential standards occurs every 6-8 weeks on essential standards
5. The classroom teacher provides small group targeted instruction to the most at risk students. Instructional Assistants to be used during these blocks to continue to provide synchronous support/instruction to all other students.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase in student reading scores through IUSD screeners Grades K-2	Grades K-2 16% LPA Benchmark not met or nearly met EOY	Grades K-2 10% LPA Benchmark not met or nearly met EOY
Increase in student reading scores through IUSD screeners Grades 3-6	Grades 3-6 24% STAR Reading Benchmark not met or nearly met EOY	Grades 3-6 16% iReady Reading Benchmark not met or nearly met EOY
CAASPP Reading Results	N/A	IVA CAASPP Data reflects the district average

Goals, Strategies, & Proposed Expenditures

Goal 4

Goal Statement

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Goals, Strategies, & Proposed Expenditures

Goal 5

Goal Statement

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an “X” in the box under each goal for which the strategy or activity applies.

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
1.	Intervention Lead Teachers to provide oversight of common assessment and planning/facilitation of targeted reading interventions.	All	ILT, PLC FC, Principal				X		
2.	Ongoing Professional Development in all subject areas	All	Principal and teachers	LCAP B 1000	X	X	X		
3.	Training on Progress Monitoring tools	All	Principal and teachers	LCAP S 1000	X	X	X		
4.	Clear understanding of what goes into the report card aligned to the standards	All	Principal and teachers				X		
5.	Purchase of online tools to support EL students	EL students	Principal and teachers	LCAP S 1000	X	X	X		
6.	Math Teacher Training to use resources and intervention strategies	All	Principal and teachers	LCAP S 1000			X		
7.	Increase of IA allocation to help with small group instruction school-wide	All	Principal and teachers	LCAP B 12900	X	X	X		
8.	ELA Teacher Training to use resources for targeted intervention strategies and supports	Tier 2 and 3 students	PLC's	LCAP S 1000	X				
9.	Implementation of Calm Classroom and Restorative Practices (i.e. Morning Meeting)	All	Principal and teachers			X			

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	in all classrooms to support student social emotional needs								
10.	All teachers will integrate SEL into daily practices and learning	All	Principal and teachers			X			
11.	IVA will ensure that its PBIS (Dragon CODE) implementation is successful and communicated to all students and family members at the start of the year and revisited daily.	All	Principal and teachers			X			
12.	Ongoing teacher training centered around Zones of Regulation.	All	SEL lead teacher			X			
13.	Parent/Guardian learning opportunities in the form of newsletters, principal talks, and Parent/Guardian Handbook documentation	All	Principal			X			
14.	Professional Development plan will support teacher needs and promote active teaching/learning and student engagement with a focus on language arts instruction. Thinking Maps training to be provided to teaching staff.	All	Principal and teachers				X		
15.	Weekly collaborative grade level PLC meetings to discuss student needs and progress, review formative and summative assessment data, and plan for all groups including strategies for struggling learners.	All	Principal and teachers				X		
16.	Site will purchase iReady licenses to support learning in ELA and Math.			LCAP B 5,000			X		
17.	Student padlets will be purchased to enable students to			LCAP B 1000	X		X		

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	access and enhance their learning using technology.								
18.									
19.									
20.									

Section 3: Supporting LCAP targeted student groups

English Language Learners:

How does this plan support the unique needs of English Language Learners at your site? How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

1. English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
2. Activities, strategies, and Professional learning are designed to:
 1. Create a culturally and linguistically responsive learning environment
 2. Include parent and family engagement that enhances learning support for their children
 3. Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
 4. Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
 5. Provide authentic practice and application for oral and written language skills development
3. Staff use formative assessment to:
 1. Understand, monitor, support, and report student learning and acquisition of language
 2. Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

We will continue to use funds to purchase online supplemental tools for our small population of EL students. Lexia provides an add-on for EL's and we purchased individual licenses for our students this year. We will evaluate that tool to see if it is appropriate to continue or if there is a more effective online supplemental resource that could be used. School-wide and in each classroom, we make a concerted effort to celebrate all cultures in IVA. Our weekly Principal videos highlight important cultural celebrations throughout the year. We will also continue to use IA support to provide small group instruction in breakout rooms (or to free up the teacher to do so by taking the class). We will continue to use site funds to supplement hours and increase the use of this support.

Low-Income/Foster Youth Students:

How does this plan support the unique needs of low-income/foster youth students at your site? How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

4. Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
 1. The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
 2. The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

SEL is valued highly throughout IVA, and our teachers are invested in school-wide strategies (Calm Classroom, School Wide Rewards Systems, ERC supports when needed, etc.). The biggest barrier for success for this population is difficulty in accessing our school due to unreliable wifi. We work with the district to provide hot spots when needed. In some cases, we have deemed that an in-person model is best for the student to be successful in their learning. This is decided after a strategic re-engagement process and we work with the families to find an option that would best meet the needs of the student. As a school of choice and independent study model, we are not the best fit for all students.

Addendum

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

Instructions

1. Stakeholder Engagement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g. School Site Council, English Learner Advisory Councils, student advisory groups, etc.).

Involvement Process: Directions included in document.

Impact of stakeholder consultations: How did the engagement process impact the final SPSA plan?

School Site Council Membership: At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

English Learner Advisory Committee (ELAC): All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

2. Needs Assessment

LCAP Goal #1 Summary of Analysis: Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

CA Dashboard (Required)

- Universal Screening Assessments (K-8)
- District End of Course Exams
- Common Formative Assessments

Questions to Consider:

- Are there any content areas or grade levels that may benefit from additional support?
- Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

LCAP Goal #2 Summary of Analysis: Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis. Below are possible data sources and questions to consider:

Relevant Data Sources:

- BrightBytes Survey
- School technology access
- Professional Learning Plan

Questions to Consider:

- What additional tools, resources, or trainings might be needed?
- What needs would these tools, resources or trainings serve and for whom?

LCAP Goal #3 Summary of Analysis: Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)

Office discipline referrals (SWIS Data), suspensions and expulsions

Attendance data

Site based surveys (PLC implementation, PBIS Self-Assessment Survey)

Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:

What are some areas of potential growth within our school culture and climate?

What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?

How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

LCAP Goal #4 Summary of Analysis: Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)

SSC participation and attendance at PTA Meetings

Communication plans or site procedures

Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?

What strategic alliances are in place to support our school vision? Are any additional alliances needed?

Areas in Which School Has Made Progress: Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

Prioritize Two or More Key Areas of Need to Address this Year: Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school. These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals. Each key area may include multiple strategies within your school plan.

3. Goals, Strategies and Proposed Expenditures

Goal Statement: State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

LCAP Goal: Identify which LCAP goal(s) this site goal supports.

Expected Annual Measurable Outcomes: In the table, identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Planned Strategies and Activities:

1. **Strategy/Activity Description:** Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference. (Each goal can have one or more identified strategies and/or actions.)

***Title 1 Schools:** A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

2. Students to be Served: Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.
3. Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.
4. Proposed Expenditure and Funding Source: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget (drop down menu under Funding Source).

5. Supporting Targeted Groups

Directions included in the document.

6. Budget Summary

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

The budget summary should be completed as follows:

1. **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
2. **Funds Allocated in Plan**: Total Funds site has allocated for strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once. (Data collected from funds allocated in your plan.)

Title I

The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves \$5,000 for these purposes annually.

Title III – LEP and Immigrant

The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

Programs Included in this Plan (Allocation as of Fall)

The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten		156	24
Grade 1		143	23
Grade 2		175	30
Grade3		174	24
Grade 4		185	24
Grade 5		165	34
Grade 6		155	29
Total Enrollment		1,153	188

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		254	13		22.0%	6.9%
Fluent English Proficient (FEP)		220	43		19.1%	22.9%

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 3		116			106			106			91.4	
Grade 4		136			131			131			96.3	
Grade 5		134			130			130			97.0	
Grade 6		119			112			112			94.1	
All Grades		505			479			479			94.9	

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			% 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 3		2512.			64.15			19.81			3.77			12.26	
Grade 4		2512.			45.04			21.37			21.37			12.21	
Grade 5		2553.			43.85			29.23			13.08			13.85	
Grade 6		2606.			50.89			29.46			15.18			4.46	
All Grades	N/A	N/A	N/A		50.31			25.05			13.78			10.86	

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 3		49.06			42.45			8.49	
Grade 4		30.53			60.31			9.16	
Grade 5		32.31			58.46			9.23	
Grade 6		45.54			48.21			6.25	
All Grades		38.62			53.03			8.35	

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 3		49.06			37.74			13.21	
Grade 4		34.35			48.85			16.79	
Grade 5		38.46			50.77			10.77	
Grade 6		43.75			46.43			9.82	
All Grades		40.92			46.35			12.73	

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 3		28.30			64.15			7.55	
Grade 4		22.14			70.23			7.63	
Grade 5		18.46			77.69			3.85	
Grade 6		25.89			68.75			5.36	
All Grades		23.38			70.56			6.05	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.94			37.74			11.32	
Grade 4		27.48			62.60			9.92	
Grade 5		32.31			56.92			10.77	
Grade 6		36.61			60.71			2.68	
All Grades		36.12			55.11			8.77	

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 3		116			107			107			92.2	
Grade 4		136			131			131			96.3	
Grade 5		134			130			130			97.0	
Grade 6		119			112			112			94.1	
All Grades		505			480			480			95.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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 3		2514.			58.88			22.43			8.41			10.28	
Grade 4		2521.			39.69			25.95			25.19			9.16	
Grade 5		2553.			45.38			21.54			20.00			13.08	
Grade 6		2615.			57.14			19.64			14.29			8.93	
All Grades	N/A	N/A	N/A		49.58			22.50			17.50			10.42	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		66.36			22.43			11.21	
Grade 4		45.04			38.17			16.79	
Grade 5		40.77			45.38			13.85	
Grade 6		53.57			34.82			11.61	
All Grades		50.63			35.83			13.54	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		55.14			33.64			11.21	
Grade 4		42.75			43.51			13.74	
Grade 5		37.69			46.15			16.15	
Grade 6		41.96			47.32			10.71	
All Grades		43.96			42.92			13.13	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		53.27			40.19			6.54	
Grade 4		39.69			50.38			9.92	
Grade 5		31.54			54.62			13.85	
Grade 6		42.86			49.11			8.04	
All Grades		41.25			48.96			9.79	

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
K		1449.9			1437.9			1477.7			30	
2		1537.0			1508.7			1564.6			15	
3		1502.0			1498.2			1505.4			11	
4		1553.0			1554.5			1550.8			24	
5		1549.6			1541.9			1557.1			14	
All Grades											111	

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
K		30.00			43.33			16.67			10.00			30	
2		46.67			53.33			0.00			0.00			15	
3		54.55			9.09			9.09			27.27			11	
4		58.33			25.00			16.67			0.00			24	
5		57.14			14.29			21.43			7.14			14	
All Grades		45.95			33.33			13.51			7.21			111	

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
K		30.00			40.00			16.67			13.33			30	
2		53.33			40.00			6.67			0.00			15	
3		54.55			18.18			0.00			27.27			11	
4		66.67			25.00			8.33			0.00			24	
5		64.29			21.43			14.29			0.00			14	
All Grades		53.15			30.63			9.01			7.21			111	

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
K		30.00			33.33			23.33			13.33			30	
2		53.33			46.67			0.00			0.00			15	
3		18.18			27.27			27.27			27.27			11	
4		20.83			54.17			20.83			4.17			24	
5		28.57			28.57			28.57			14.29			14	
All Grades		29.73			37.84			21.62			10.81			111	

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
K		36.67			53.33			10.00			30	
2		33.33			66.67			0.00			15	
3		36.36			36.36			27.27			11	
4		75.00			25.00			0.00			24	
5		28.57			64.29			7.14			14	
All Grades		47.75			45.95			6.31			111	

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
K		23.33			63.33			13.33			30	
2		66.67			33.33			0.00			15	
3		63.64			9.09			27.27			11	
4		58.33			37.50			4.17			24	
5		78.57			21.43			0.00			14	
All Grades		52.25			39.64			8.11			111	

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
K		33.33			53.33			13.33			30	
2		40.00			60.00			0.00			15	
3		9.09			54.55			36.36			11	
4		20.83			70.83			8.33			24	
5		35.71			50.00			14.29			14	
All Grades		31.53			54.95			13.51			111	

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
K		60.00			26.67			13.33			30	
2		66.67			33.33			0.00			15	
3		18.18			72.73			9.09			11	
4		33.33			62.50			4.17			24	
5		21.43			71.43			7.14			14	
All Grades		40.54			52.25			7.21			111	

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
1,153	18.2	22.0	0.3
Total Number of Students enrolled in IUSD Virtual Academy Elementary.	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	254	22.0
Foster Youth	3	0.3
Homeless		
Socioeconomically Disadvantaged	210	18.2
Students with Disabilities	112	9.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	2.6
American Indian	1	0.1
Asian	667	57.8
Filipino	52	4.5
Hispanic	145	12.6
Two or More Races	92	8.0
Pacific Islander	8	0.7
White	152	13.2

Conclusions based on this data:

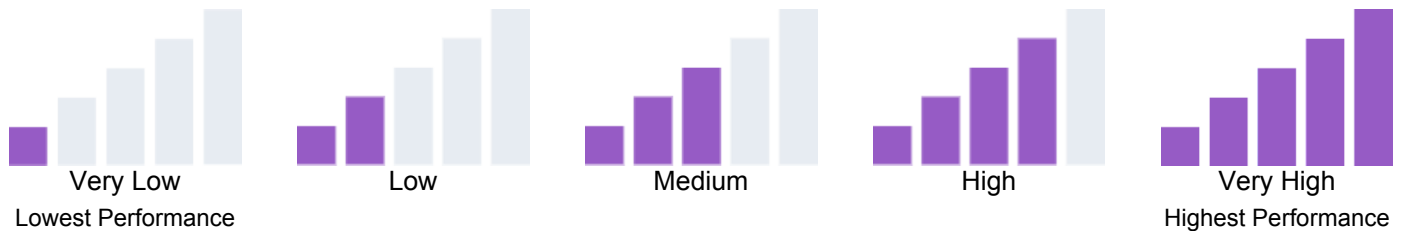
1. I think this data confirms that the school choice model of virtual independent study is not the best fit for all students in a post covid world. The is especially apparent in looking at the drop in our EL population from the 2021-22 school year to this year. We did not force students back to their site. Families chose to return to a traditional school, reducing our percentages in English Learners, Socioeconomically Disadvantaged, and Students with Disabilities for the 2022-23 school year. This confirms that there are supports that in-person schools can provide that we can not (consistent wifi, consistent learning environment, meals for students, hands on IA and 1:1 aide supports, opportunities for kids to practice English in a social setting with peers at recess and lunch, etc.).

School and Student Performance Data

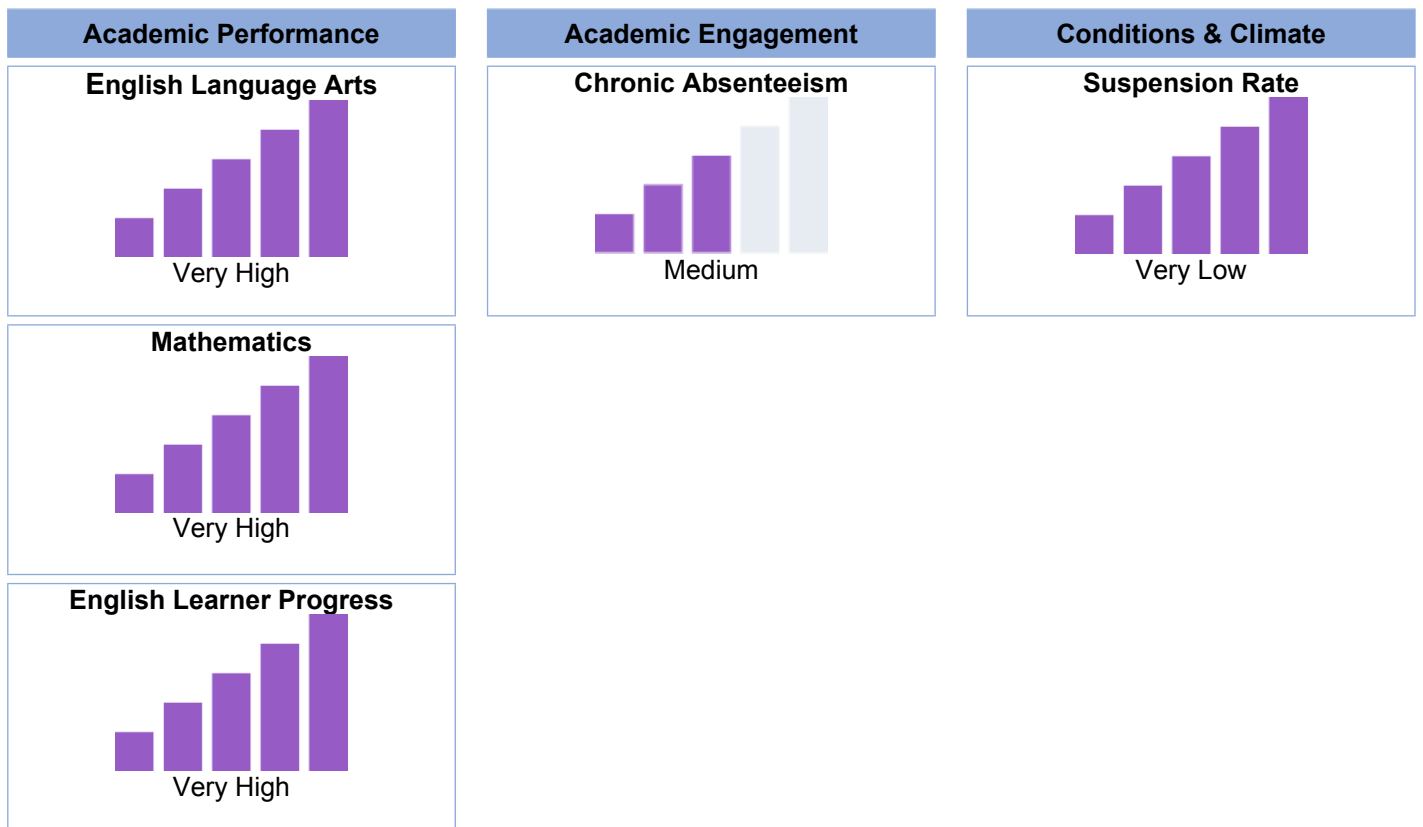
Overall Performance

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



Conclusions based on this data:

1. Our ELA, Math, and EL Progress data is very encouraging and our current data is consistent for this school year. Our model of online learning is working well for the majority of students who have chosen to remain in IVA.
2. Chronic Absenteeism was a challenge in the 2021-22 school year, especially with certain subgroups. During the 2021-22 school year, we coded students who were offline for 30 or more minutes at any part of the day as "truant." We moved away from that practice this year as we moved to Course Based Attendance. Now we are tracking kids

who log off for lengthy amounts of time internally and utilizing reengagement strategies laid out in our Master Agreement to support them.

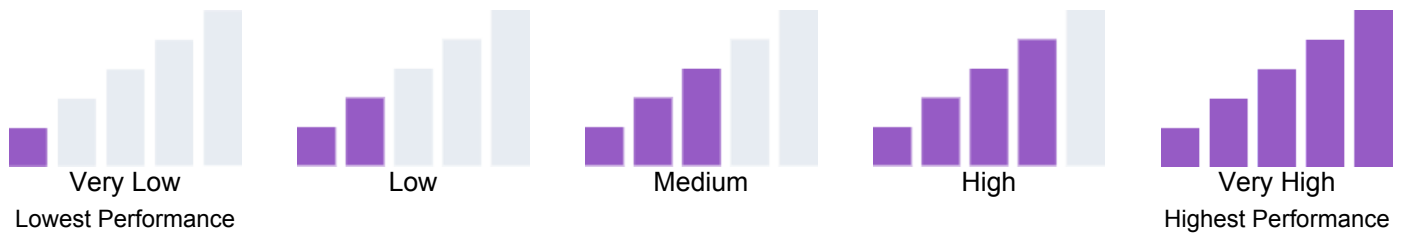
3. As we do not offer consistent in-person learning, our suspension rate will always remain very low.

School and Student Performance Data

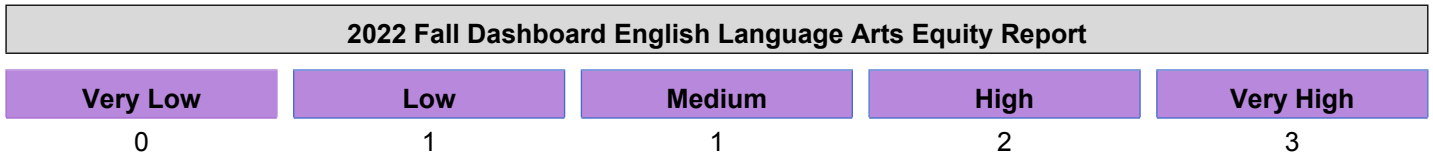
Academic Performance English Language Arts

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](#).

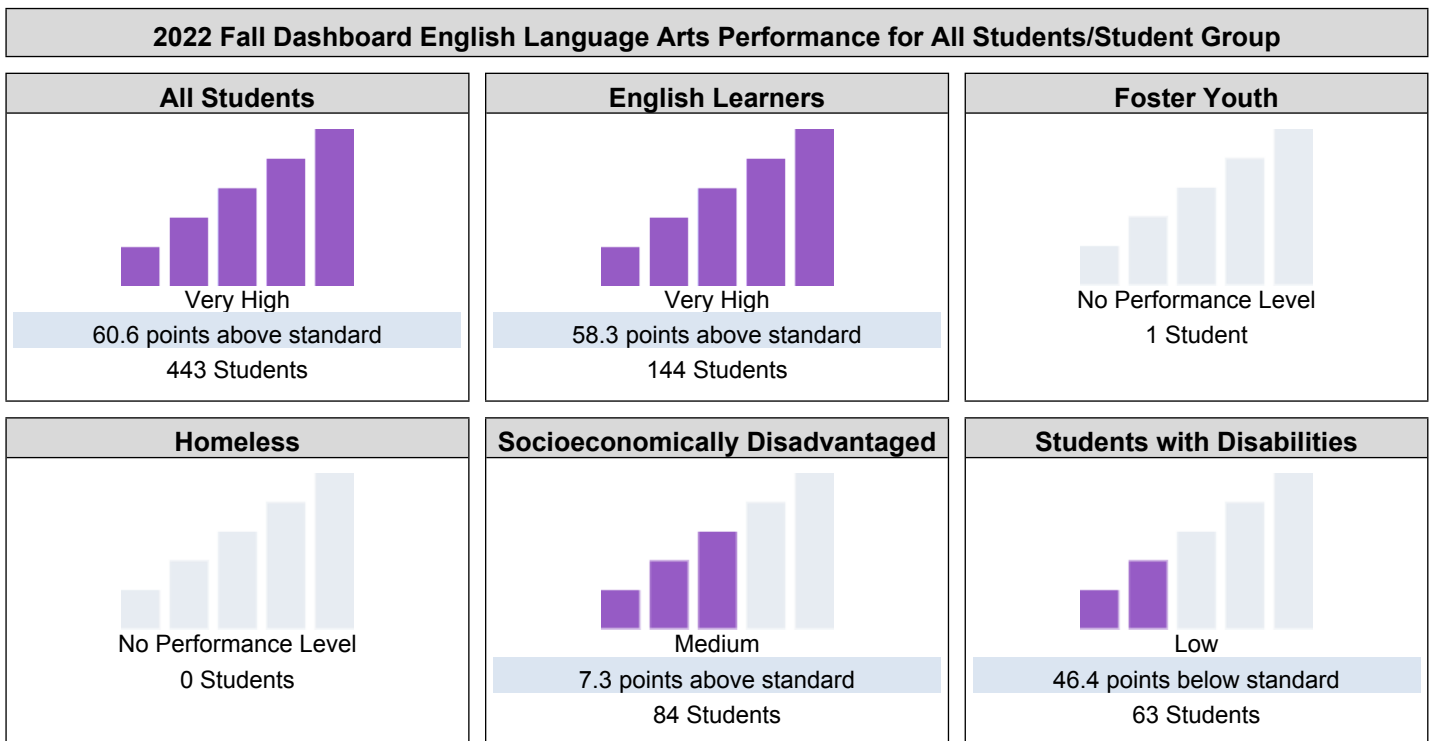
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



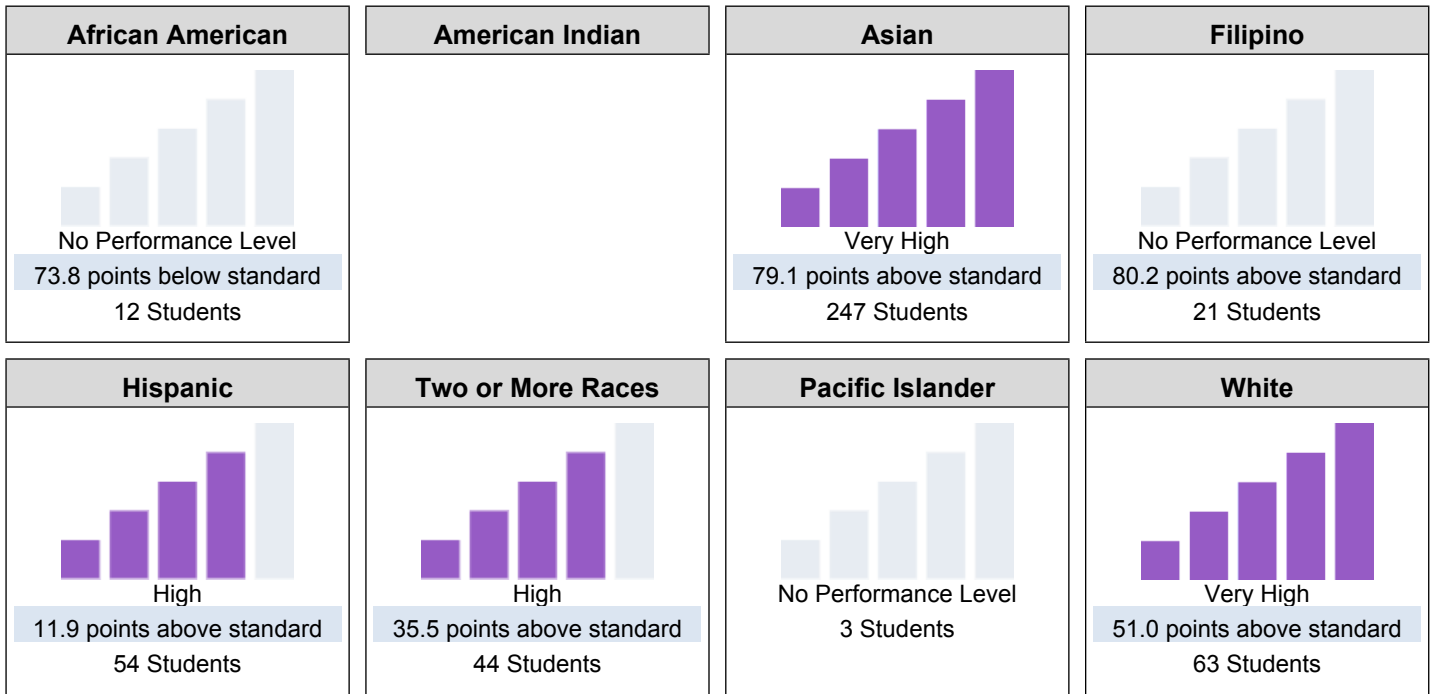
This section provides number of student groups in each level.



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>94.2 points below standard</p> <p>28 Students</p>	<p>82.7 points above standard</p> <p>120 Students</p>	<p>55.6 points above standard</p> <p>249 Students</p>

Conclusions based on this data:

1. Students who are socio-economically disadvantaged can struggle in IVA, primarily due to inconsistent wifi and inconsistent work stations at home to login and complete work from.
2. During the 2021-22 school year, all students with IEP's were permitted to be in IVA regardless of their offer of FAPE. We had many students in self-contained SPED classes who struggled with attendance and work completion. We now only have students with IEP's whose offer of FAPE states their goals can be met virtually.

School and Student Performance Data

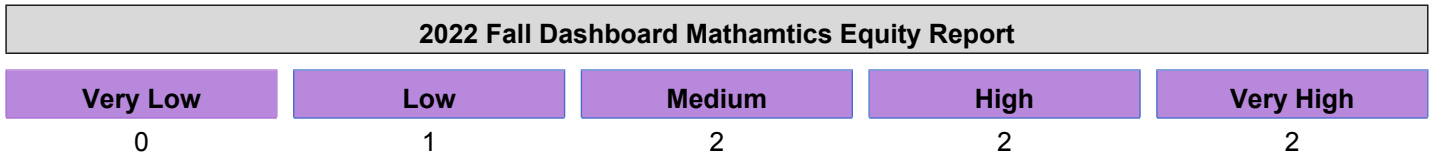
Academic Performance Mathematics

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](#).

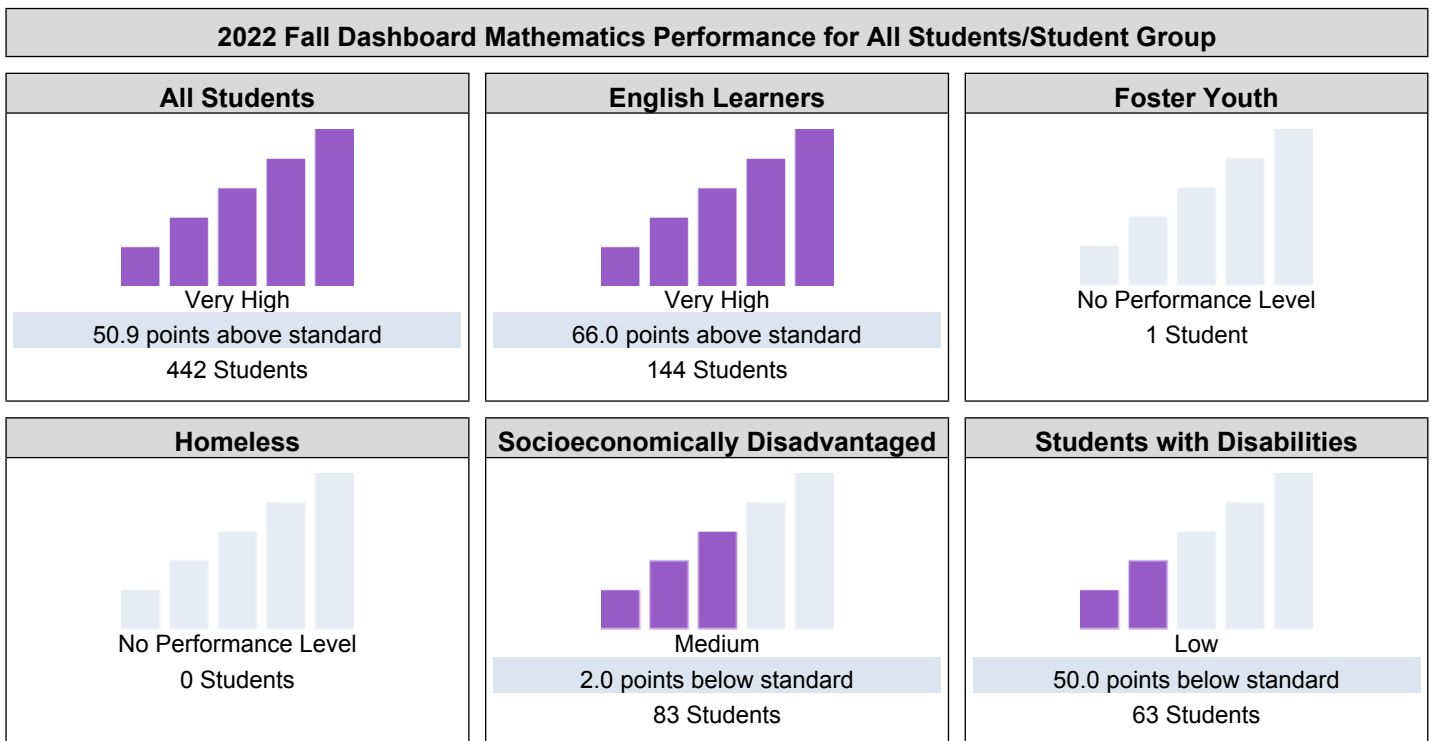
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



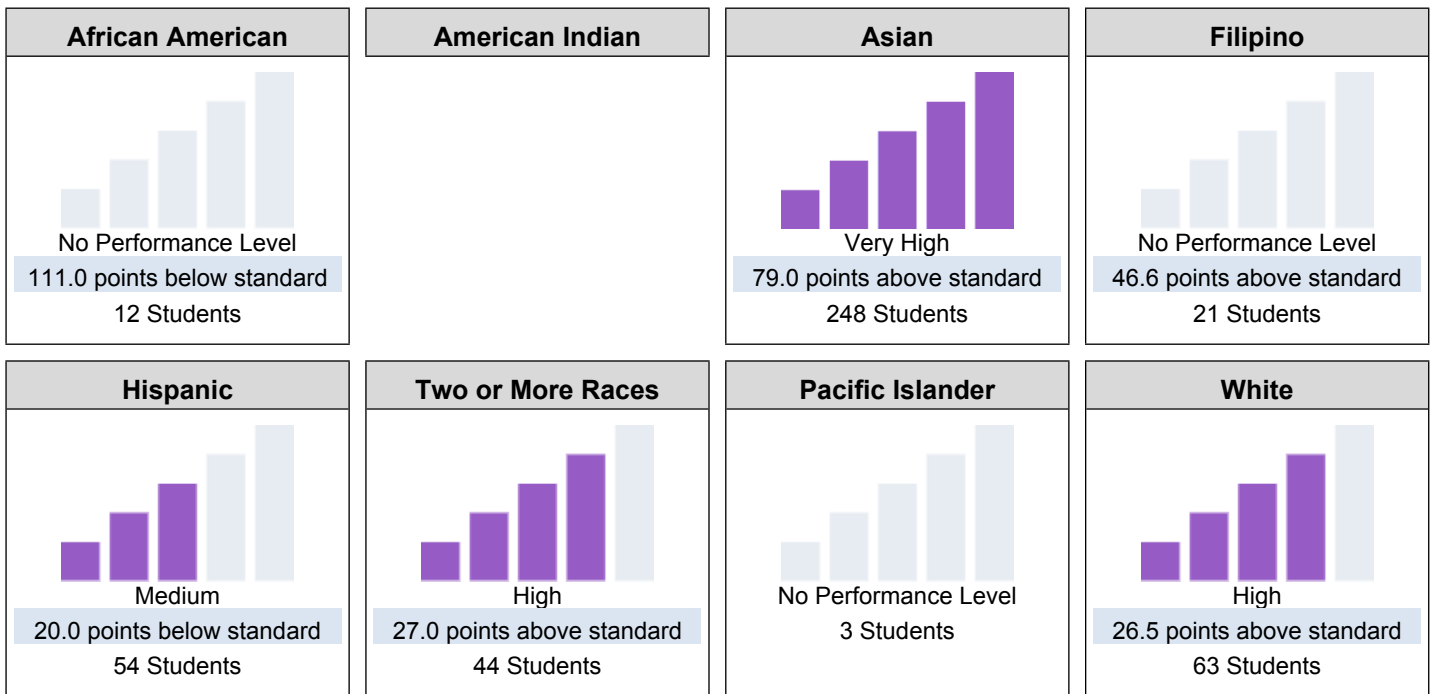
This section provides number of student groups in each level.



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>53.0 points below standard 28 Students</p>	<p>83.4 points above standard 120 Students</p>	<p>35.8 points above standard 248 Students</p>

Conclusions based on this data:

1. Students who are socio-economically disadvantaged can struggle in IVA, primarily due to inconsistent wifi and inconsistent work stations at home to login and complete work from.
2. During the 2021-22 school year, all students with IEP's were permitted to be in IVA regardless of their offer of FAPE. We had many students in self-contained SPED classes who struggled with attendance and work completion. We now only have students with IEP's whose offer of FAPE states their goals can be met virtually.
3. Our Hispanic population did not perform as well in Math as other subgroups. We will use that knowledge to drive our instruction in the coming school year.

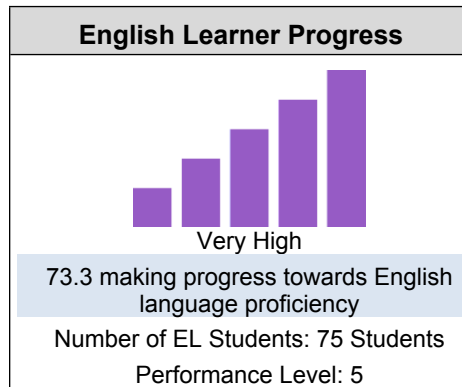
School and Student Performance Data

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
4.0%	22.7%	2.7%	70.7%

Conclusions based on this data:

1. The majority of the EL students we had in the 2021-22 school year transitioned back to in-person sites during the 2022-23 school year.
2. We had 13 EL students enrolled this year, and we were able to give individual attention and supports to each of them.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

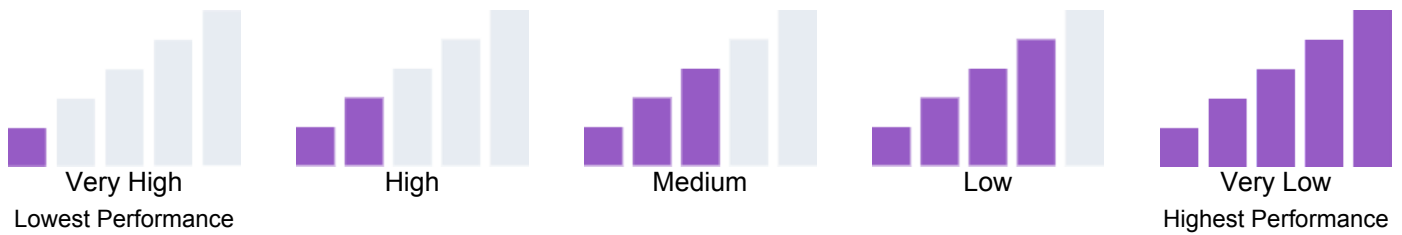
1. N/A

School and Student Performance Data

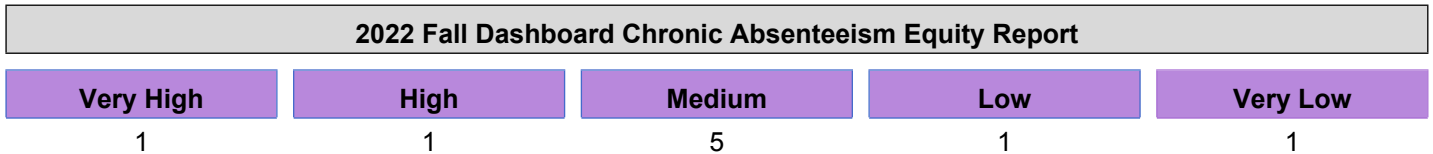
Academic Engagement Chronic Absenteeism

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](#).

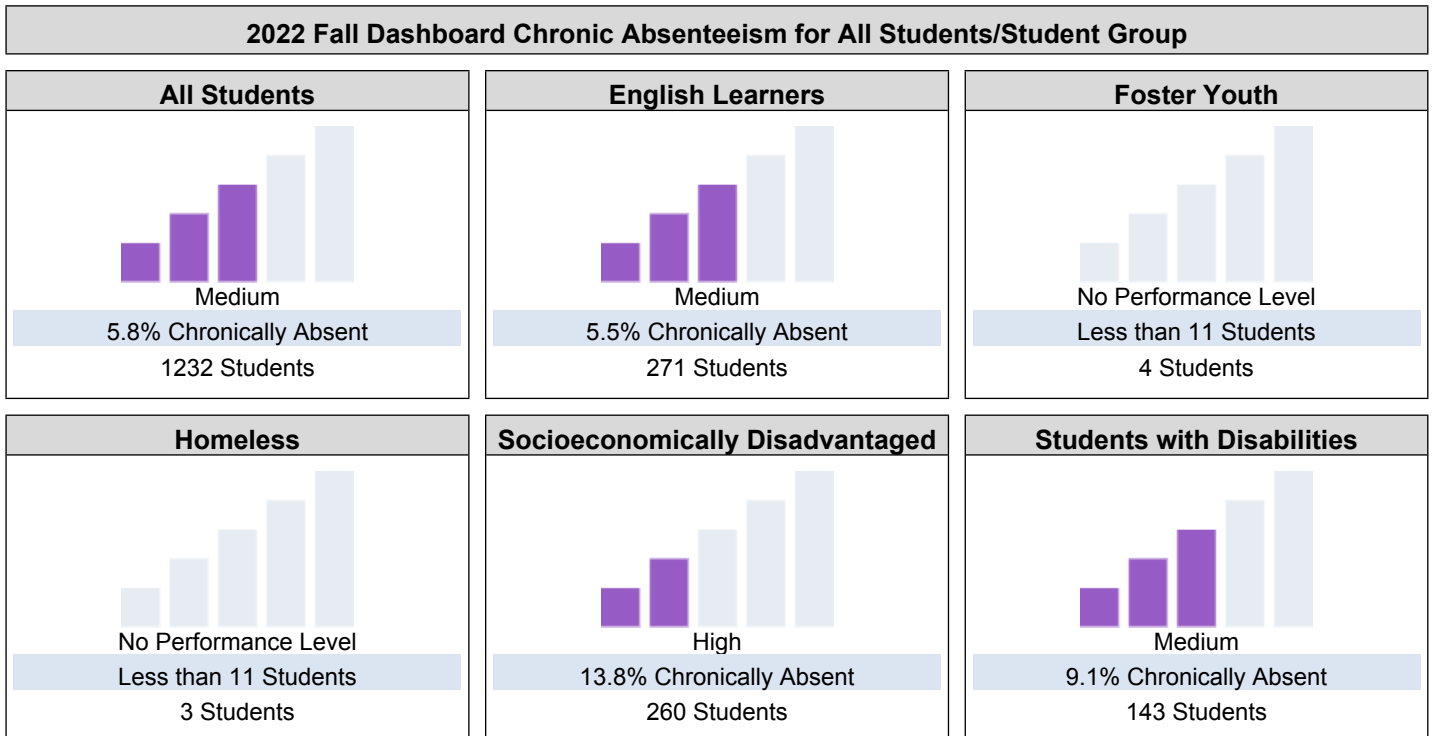
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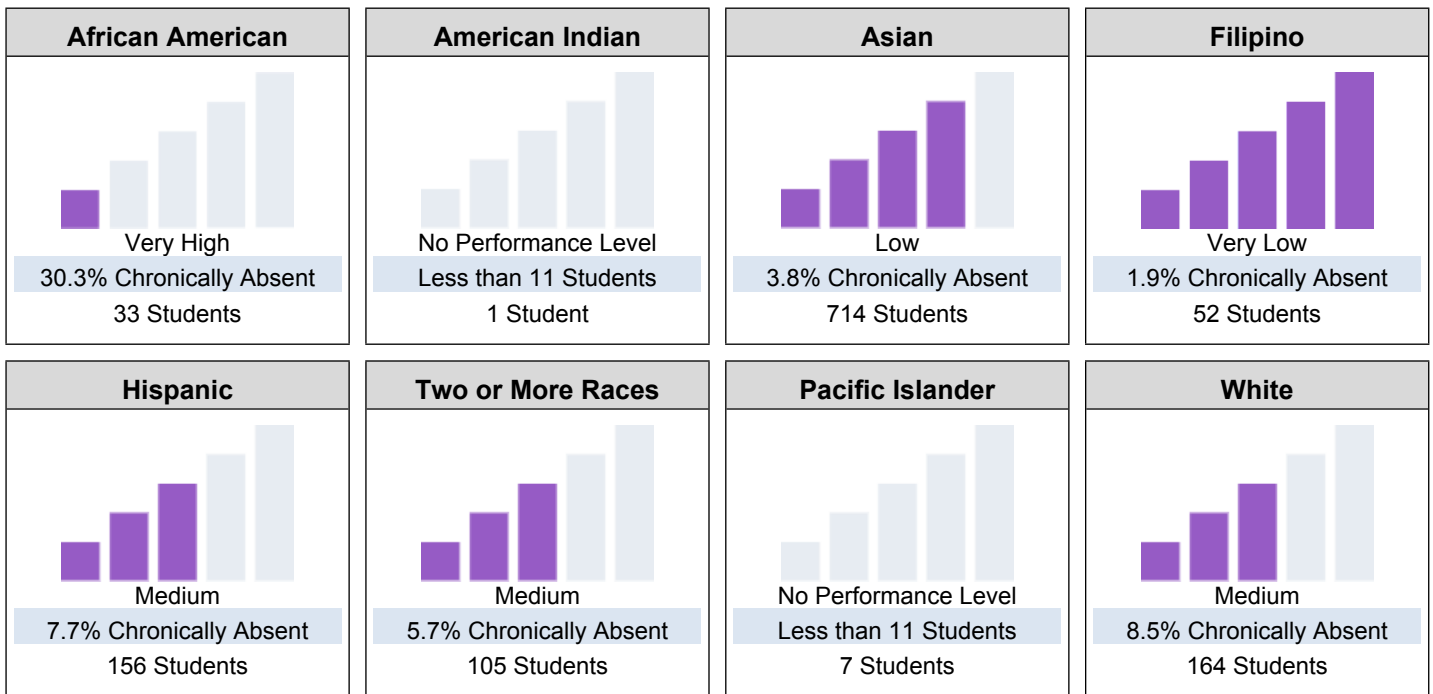
This section provides number of student groups in each level.



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



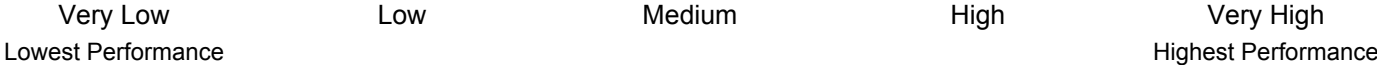
Conclusions based on this data:

1. Chronic Absenteeism was a challenge in the 2021-22 school year, especially with certain subgroups. During the 2021-22 school year, we coded students who were offline for 30 or more minutes at any part of the day as "truant." We moved away from that practice this year as we moved to Course Based Attendance. Now we are tracking kids who log off for lengthy amounts of time internally and utilizing reengagement strategies laid out in our Master Agreement to support them.
2. There is a parallel between race/ethnicity subgroups and students who are socio-economically disadvantaged. A unique dynamic of our school is the level of success that is seen when parents are able to be home with the kids to ensure they are logging on and doing their work.

School and Student Performance Data

Academic Engagement Graduation 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](#).



This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

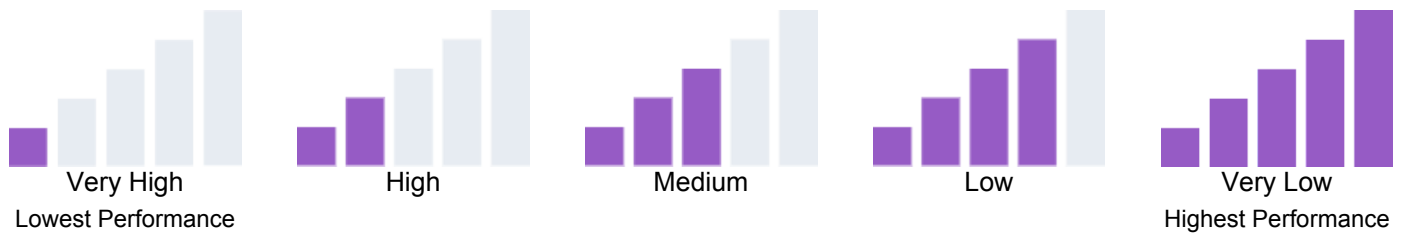
1. N/A

School and Student Performance Data

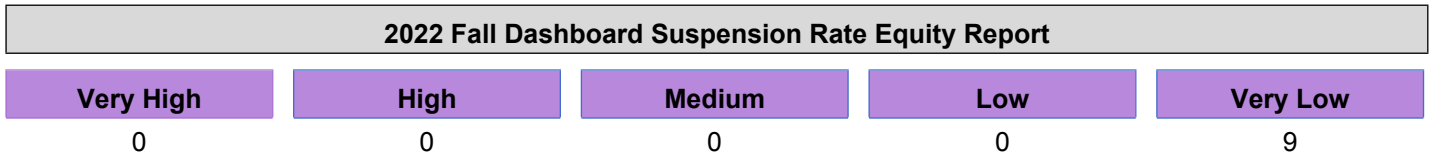
Conditions & Climate Suspension Rate

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](#).

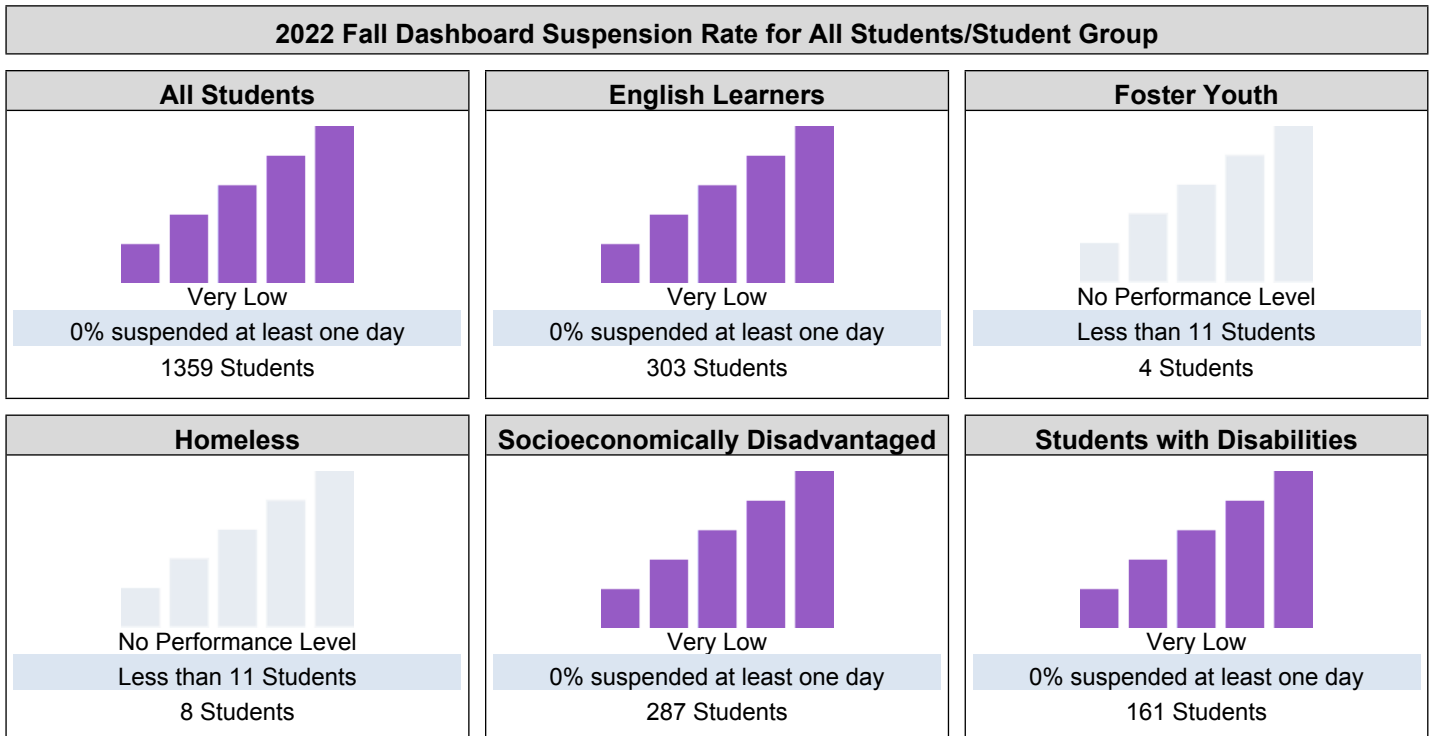
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



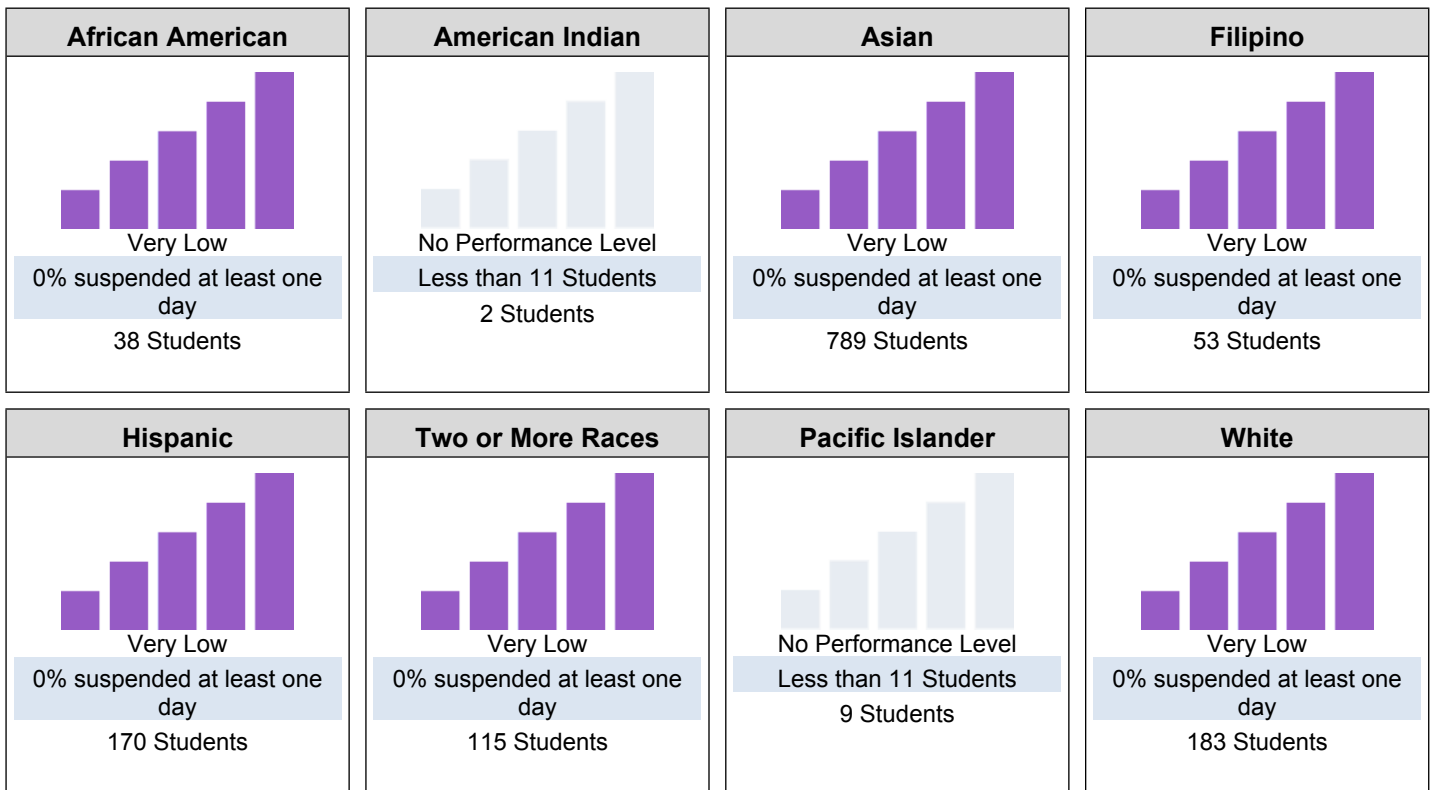
This section provides number of student groups in each level.



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:

- Given the nature of our virtual school, it is difficult to imagine a scenario in which a student would ever be suspended.