

## Chapter V: Schoolwide Action Plan

## Vanden High School

## Action Plan 2023-2029

**Goal 1: Academic Achievement:** Increase students academic achievement and improvement in the areas of: CAASPP (ELA and Math), semester grades, A-G preparedness, AP course enrollment/exam completion and meeting the College & Career Indicator. Student engagement will improve through instructional practices including differentiation, standards-based instruction that is student-centered, and the use of multiple access points that address the range of student needs from remediation to acceleration, culturally relevant instructional practices, and opportunities for all students to experience academic success and college and career readiness.

**Rationale:** In order to be college and career ready, all programs utilize rigorous and appropriate materials to meet student learner outcomes and increase student achievement. Given the data as shared below, there needs to be a multi-pronged approach to increase student academic achievement in the areas of CAASPP (ELA and Math), A-G preparedness, AP course enrollment/exam completion and meeting the College & Career Indicator, specifically for the following groups of students:

- African American
- Hispanic
- Students with disabilities

There is a need for increased student success in order to progress to subsequent math levels and have access to higher level math courses and pass these courses. Additionally, in order to be prepared for post-secondary opportunities, students must reach proficiency in ELA as measured by state assessments. If students are proficient on state assessments in 11th grade, they will not need remedial classes upon entering college. Test data, report card data, discussion, and recommendations from the staff support the need to continue to refine our implementation of the standards-based curriculum through instruction and effective use of assessment.

**Critical Need(s):**

1. Develop a systematic and data-driven approach to provide tiered academic supports and interventions.
2. All students receive need-specific structured support to increase CAASPP (ELA and Math) scores.
3. Expand opportunities for students to access relevant and rigorous AP curriculum
4. Increase the number of students are A-G prepared and who meet College & Career Readiness

**Supporting Data:*****Improvement of CAASPP Scores for ELA and Mathematics***

Lower CAASPP scores have been identified for African American and Hispanic students and students with disabilities. Given these scores, students should receive need-specific structured support in order to meet or exceed both ELA and Mathematics achievement levels.

<a href="#">CAASPP</a> : ELA Standard Met or Exceeded							
	all	African American	Hispanic	White	Asian	Two or More Races	Filipino
2018	72.00%	62.68%	71.43%	73.00%	72.72%	74.07%	83.33%
2019	67.60%	50.85%	62.36%	68.06%	90.47%	69.05%	87.04%
2022	72.27%	62.79%	59.58%	75.26%	77.27%	77.58%	86.21%
2022 Exceeded	29.60%	16.28%	24.47%	31.96%	45.45%	25.86%	41.38%
2022 Met	42.67%	46.51%	35.11%	43.30%	31.82%	51.72%	44.83%

<a href="#">CAASPP</a> : ELA Continued							
	Male	Female	Reported Disability	Economically Disadvantaged	EL	RFEP	
2018	66.07%	77.47%	22.58%	63.27%	N/A	68.42%	
2019	59.21%	76.29%	8.34%	57.85%	N/A	72.92%	
2022	65.77%	78.61%	26.32%	63.70%	41.67%	68.58%	
2022 Exceeded	25.13%	34.22%	0.00%	25.34%	0.00%	34.29%	
2022 Met	40.64%	44.39%	26.32%	38.36%	41.67%	34.29%	

<a href="#">CAASPP</a> : Math Standard Met or Exceeded							
	all	African American	Hispanic	White	Asian	Two or More Races	Filipino
2018	39.95%	28.36%	33.33%	41.41%	40.91%	48.14%	60.97%
2019	34.59%	13.34%	23.40%	38.65%	50.00%	42.85%	57.41%
2022	29.79%	16.28%	18.08%	35.05%	45.45%	28.81%	44.83%
2022 Exceeded	6.65%	4.65%	1.06%	4.12%	18.18%	5.08%	18.97%
2022 Met	23.14%	11.63%	17.02%	30.93%	27.27%	23.73%	25.86%

<a href="#">CAASPP</a> : Math Continued							
	Male	Female	Reported Disability	Economically Disadvantaged	EL	RFEP	
2018	40.71%	39.22%	12.90%	31.96%	N/A	39.48%	
2019	31.68%	37.63%	2.70%	22.55%	N/A	45.83%	
2022	31.55%	28.20%	0.00%	27.39%	16.66%	28.57%	
2022 Exceeded	9.09%	4.26%	0.00%	4.79%	8.33%	11.43%	
2022 Met	22.46%	23.94%	0.00%	22.60%	8.33%	17.14%	

AP Exams numbers/percentages taken and passed by Ethnicity/Race					
		2022	2021	2020	2019
All					
	Total exams taken	360	338	490	507
	Total passed	267	194	384	358
	% Passed	74.2%	57.4%	78.4	70.6%
Hispanic					
	Total exams taken	71	59	76	76
	Total passed	48	33	57	56
	% Passed	67.6%	55.9%	75%	73.7%
American Indian					
	Total exams taken	9	7	9	9
	Total passed	4	4	1	6
	% Passed	44.4%	57.1%	11.1%	66.7%
Asian					
	Total exams taken	48	65	87	96
	Total passed	33	42	66	64
	% Passed	68.8%	64.6%	69.0%	66.7%
Pacific Islander					
	Total exams taken	13	13	18	16
	Total passed	11	9	17	8
	% Passed	84.6%	69.2%	94.4%	50.0%

**College & Career Ready** Over three years, there have been gains in the percentage of students who have met the College & Career Indicator. We will continue to do analysis of the data and work to support students to increase these percentages. Of particular focus on improvement (where we've seen the least gain) are English Learners, Homeless Youth, Students with Disabilities, and African American students.

College and Career Readiness at Vanden High School (Data from CA Dept of Education)				
	2020-2021	2019-2020	2018-2019	2017-2018
All Students	Due to AB 130 there will be no state indicators published on the 2021 Dashboard for CCI	54.8%	51.7%	46.2%
White		53.3%	57.1%	51.2%
Hispanic		46.1%	37.5%	38%
Students with Disabilities		17.9%	5.9%	14.6%
Homeless		38.7%	27.3%	38.1%
Socioeconomically Disadvantaged		44.7%	34.1%	37.2%
Asian		72.7%	71.4%	58.3%
African American		46.7	36.8%	27%
Filipino		72.9%	68.3%	60%
Two or More Races		60.7%	51.9%	50%
Pacific Islander		N/A	N/A	N/A
Two or More Races		60.7%	51.9%	50%
American Indian		N/A	N/A	N/A
English Learners		N/A	21.4%	27.3%
Foster Youth		N/A	N/A	N/A

Percentage of Subgroup Meeting CSU/UC A-G Requirements					
	17-18	18-19	19-20	20-21	21-22
All	44.8%	51.7%	55.9%	53.7%	55.4%
Male	36.5%	43.9%	46.5%	46.2%	46.6%
Female	52.8%	58.9%	65.2%	60.5%	65.0%
Reported disability	0%	6.3%	0%	15.8%	26.7%
Economically disadvantaged	31.0%	42.2%	39.5%	38.5%	44.4%
Foster	*	*	*	*	*
Homeless	28.6%	0.0%	50.0%	0%	40.9%
American Indian	0%	66.7%	33.3%	44.9	*
African American	36.8%	45.2%	40.3%	44.9%	52.9%
Hispanic	34.2%	42.4%	52.9%	43.5%	40.9%
White	46.2%	42.4%	50.0%	55.7%	61.0%
Filipino	58.6%	78.3%	72.7%	65.6	68.6%
Asian	63.2%	68.2%	85.0%	71.4%	66.7%
2 or more races	51.4%	61.3%	66.7%	52.8%	50.0%
Pacific Islander	0%	80.0%	50.0%	50.0%	100.0%

Recent D/F Data							
9th Grade D/F Data							
2022-2023 Semester 1	Ds	Fs	GPA	2021-2022 Semester 2	Ds	Fs	GPA
	10.2%	6.3%	2.92		10.3%	9.8%	2.78
10th Grade D/F Data							
2022-2023 Semester 1	Ds	F		2021-2022 Semester 2	Ds	Fs	GPA
	8.8%	8.8%	2.95		10.9%	7.7%	2.80
11th Grade D/F Data							
2022-2023 Semester 1	Ds	F		2021-2022 Semester 2	Ds	Fs	GPA
	9.0%	3.3%	2.99		9.0%	3.3%	2.97
12th Grade D/F Data							
2022-2023 Semester 1	Ds	F		2021-2022 Semester 2	Ds	Fs	GPA
	7.0%	1.3%	3.23		8.1%	1.7	3.07

**End of 6 Year WASC Cycle Growth Targets:****ELA CAASPP**

- Increase 11th grade African American students ELA CAASPP passing scores (met or exceeded) by 2% each year of the six year cycle and/or be within 5% of the total percentage for all students.
- Increase 11th grade Hispanic students ELA CAASPP passing scores (met or exceeded) by 2% in ELA each year of the six year cycle and/or be within 5% of the total percentage for all students.

**Math CAASPP**

- Increase 11th grade Math CAASPP passing scores (met or exceeded) by 3% each year of the six year cycle.

**AP**

- Achieve 33% AP participation/passing score (score of 3,4,5) in 1 or more AP class by graduation
- The percent of African American, Hispanic, and socio-economically disadvantaged students is underrepresented in the total number of students participating in the Vanden AP Program.
  - Increase the representation of these student groups

**A-G**

- Increase A-G 10% for all students (excluding students with disabilities) across the six year cycle.
- Narrow the gap of A-G progress between African American, Hispanic, and socio-economically disadvantaged students and the overall A-G achievement of all Vanden Students.

#### **Students with Disabilities**

- Increase 9th grade student grade performance (passing with a C or better in core classes)

#### **District LCAP goal(s) addressed:**

1. TUSD LCAP Goal 1: Academic Achievement
2. TUSD LCAP Goal 2: Socio-Emotional Wellness

#### **SLO(s) Addressed:**

- Solve problems creatively
- Recognize and appreciate diverse points of view
- Think critically and independently using a wide variety of resources
- Practice strategies that develop personal well-being
- Demonstrate proficiency in the curricular knowledge and essential academic skills for success in college or career

**Impact on student learning of academic standards & SLOs:** Direct positive impact with steady progress is expected, as engaging and rigorous curriculum is fundamental to success in all disciplines.

#### **How will we monitor progress?**

- Curriculum embedded assessments
- Quarterly progress reports, quarter grades, semester grades.
- AP enrollment and AP Data
- CTE enrollment
- Staff discussions and recommendations
- CAASPP data: growth data
- Other Data Sources: A-G eligibility; AP Exam Pass rates
- CTE enrollment data
- Informal walkthroughs

#### **How will we report progress?**

- Data Reporting: Curriculum embedded assessments, CAASPP (Math and ELA) assessments, AP enrollment and testing results.
- Action Plan Progress: Administrators & Leadership Team (LT) Leaders report progress to parents/guardians, staff & students annually. Action Plan modified, when necessary.
- Communication to parents via ParentSquare and Weekly newsletter
- Communication to staff via weekly email from the principal.



## Vanden High School ACS WASC/CDE Self-Study Report

Task	Responsible Person(s)	Resources	Assessment of Improvement	Timeline
Staff will meet quarterly during Common Planning Day to examine data.	<ul style="list-style-type: none"> <li>Principal,</li> <li>Assistant-Principals</li> <li>Department Chairs</li> <li>Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Staff Work Calendar</li> <li>LifeGuard Data Tool</li> </ul>	<ul style="list-style-type: none"> <li>Attendance by members</li> <li>Measurement of Outcomes</li> <li>Agenda &amp; Notes</li> </ul>	In place - Quarterly
Formation of a data team within <a href="#">PBIS</a> to provide quarterly data review of grades, student achievement, and progress to all staff	<ul style="list-style-type: none"> <li>Principal,</li> <li>Assistant-Principals</li> <li>PBIS Coordinators</li> <li>PBIS members</li> </ul>	<ul style="list-style-type: none"> <li>District Educational Services Staff</li> <li>Technology Staff</li> <li>Aeries SIS</li> <li>Survey Site/District</li> <li>SCOE Coordinator</li> <li>LifeGuard Data Tool</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Scores</li> <li>CAASPP</li> <li>Achievement Data</li> <li>SEL Data</li> </ul>	Quarterly Tier I PBIS in progress 2023– forward work toward completion of Tier I and Building next Tiers of PBIS
Apply for CA Statewide <a href="#">PBIS Recognition</a>	<ul style="list-style-type: none"> <li>Principal,</li> <li>Assistant-Principals</li> <li>PBIS Coordinators</li> <li>PBIS members</li> </ul>	<ul style="list-style-type: none"> <li>District Student Services</li> </ul>	<ul style="list-style-type: none"> <li>TFI (Tier Fidelity Inventory) Review with SCOE</li> </ul>	Immediate and ongoing for each tier
Counselors review CCI options annually with students.	<ul style="list-style-type: none"> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Information from CDE.gov</li> <li>Student transcripts</li> <li>Master schedule</li> </ul>	<ul style="list-style-type: none"> <li>A flowchart demonstrating multiple ways to meet CCI</li> </ul>	August, 2022 - Ongoing
Build upon the services provided through the <a href="#">Vanden Tutoring center</a> to provide interventions and support for ELA, Math, and Spanish.	<ul style="list-style-type: none"> <li>Principal,</li> <li>Assistant-Principals</li> <li>Department Chairs, and teachers</li> <li>Tutors</li> </ul>	<ul style="list-style-type: none"> <li>After school tutoring program</li> <li>Transportation Service</li> <li>Budget</li> </ul>	<ul style="list-style-type: none"> <li>D/F Rate data in ELA &amp; Math</li> </ul>	Monthly discussions in LT team meetings, Department Meetings, Staff Meetings
Increase equitable access for all students to be given opportunities in higher level courses such as AP by analyzing existing AP programs and identifying opportunity gaps	<ul style="list-style-type: none"> <li>Counselors</li> <li>Admin Master Scheduler</li> </ul>	<ul style="list-style-type: none"> <li>LCAP Funding</li> <li>Community Meetings</li> <li>AP Trained Teachers</li> <li>Equitable Master Schedule</li> <li>CollegeBoard</li> </ul>	<ul style="list-style-type: none"> <li>College &amp; Career Presentations</li> <li>Attendance</li> <li>Student Enrollment in Courses</li> <li>Student Enrollment Data in AP Courses and exam data</li> </ul>	Ongoing through team meetings, Department Meetings

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Continue to refine the co-teacher and academic support elements such as differentiated instruction in place for students with disabilities.	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Special Education Teachers</li> <li>• Case Managers</li> <li>• SpEd Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>• FTE</li> <li>• Master Schedule</li> <li>• Aeries</li> <li>• SEIS</li> </ul>	<ul style="list-style-type: none"> <li>• IEP Data</li> <li>• Assessment Scores</li> <li>• CAASPP</li> <li>• Achievement Data</li> <li>• Meeting Agendas &amp; Minutes</li> </ul>	In place and ongoing team meetings, Department Meetings
Use incentives to motivate students on assessments that measure growth.	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Admin</li> <li>• PBIS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Individual incentive programs within classrooms.</li> <li>• Donations for PBIS rewards and incentives</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Data</li> <li>• Positive Rewards data</li> </ul>	Ongoing through team meetings, Department Meetings
Utilize data analysis practices at department meetings to monitor progress of all students in the areas of Math and ELA.	<ul style="list-style-type: none"> <li>• Departments &amp; Chairs</li> <li>• Teachers</li> <li>• Admin</li> <li>• PBIS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Data protocols and procedures</li> <li>• CPD Meetings</li> <li>• NWEA MAP data</li> <li>• Aeries Data</li> <li>• State assessment data</li> <li>• Professional development/Training</li> <li>• LifeGuard Data Tool</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting Agendas &amp; Minutes</li> <li>• Assessment Scores</li> <li>• CAASPP</li> <li>• Achievement Data</li> <li>• Semester Grades</li> <li>• D/F Rates</li> </ul>	Ongoing through team meetings, Department Meetings
Implement an inter-department collaboration between ELD, SPED and General Education departments in order to support vocabulary building/common language across content areas.	<ul style="list-style-type: none"> <li>• Department Chairs</li> <li>• ELL coordinator</li> <li>• SPED Dept Chairs</li> </ul>	<ul style="list-style-type: none"> <li>• Site PD Days</li> <li>• CPD Time</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting Agendas &amp; Minutes</li> </ul>	Ongoing
Increase support systems for special education students, ELs, and Foster/Homeless students which include access to general education courses, resources, and socio-emotional services in disproportionality for equity.	<ul style="list-style-type: none"> <li>• SPED Department</li> <li>• EL Support Teacher</li> <li>• District Student Support Services</li> <li>• Admin</li> <li>• Counselors</li> <li>• Wellness Center</li> </ul>	<ul style="list-style-type: none"> <li>• SPED Conferences and Trainings</li> <li>• EL Conference and Trainings</li> <li>• CARE team</li> <li>• Counseling Student Case Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Rate</li> <li>• District and statewide assessments</li> <li>• IEP Goals &amp; Objectives</li> <li>• RFEP Data</li> </ul>	Ongoing

**Vanden High School ACS WASC/CDE Self-Study Report**

Support incoming 9th grade students to transition to HS for success.	<ul style="list-style-type: none"> <li>• 9th Grade Stakeholder families</li> <li>• Counselors</li> <li>• Admin</li> <li>• Welcome Week Staff</li> <li>• <a href="#">Link Crew</a></li> </ul>	<ul style="list-style-type: none"> <li>• LCAP</li> <li>• Student Support Specialists</li> <li>• Guidance Program</li> <li>• <a href="#">Anchored 4 for Life</a> Program</li> <li>• Tutoring Center</li> <li>• Aeries comments on grade reports to encourage attendance at Tutoring Center</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance for 9th grade orientation</li> <li>• First quarter D &amp; F data for 9th graders</li> </ul>	Ongoing Summer and Spring
Ensure there are highly-qualified teachers for every class throughout the year and work to address teacher-turnover from year-to-year.	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Human Resources</li> <li>• Union Representation</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor Teachers</li> <li>• Culture and Climate</li> <li>• Admin Support</li> <li>• TUSD HR</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Interviews from departing staff</li> </ul>	Ongoing
Keep up the continuous improvement process of the Guidance Program for At-Risk students 9th and 10th graders.	<ul style="list-style-type: none"> <li>• Master Schedule Admin</li> <li>• Teachers</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• FTE</li> <li>• Dedicated Time</li> <li>• Admin Support</li> <li>• LifeGuard Data Tool</li> </ul>	<ul style="list-style-type: none"> <li>• A-G data</li> <li>• Student Work</li> <li>• Data Analysis of student academic progress</li> </ul>	2022-2023 and ongoing
Continue to communicate and share information with parents and guardians in order to help parents and guardians guide their student(s) toward academic and socio-emotional forward progress.	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Teachers and staff</li> <li>• TUSD Technology Dept.</li> </ul>	<ul style="list-style-type: none"> <li>• Aeries Communication</li> <li>• Parent Square</li> <li>• Parent University</li> <li>• Site-based trainings</li> <li>• School website as an informational tool.</li> <li>• Teacher-parent emails and phone calls.</li> </ul>	<ul style="list-style-type: none"> <li>• Aeries student records</li> <li>• Teacher records</li> <li>• LCAP survey data</li> </ul>	Ongoing
Provide Professional Development to teachers and staff regarding student information system tools for communication between teachers and parents regarding student progress.	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Teachers and staff</li> <li>• TUSD Technology Dept.</li> </ul>	<ul style="list-style-type: none"> <li>• Aeries Communication</li> <li>• Parent Square</li> <li>• Site-based trainings</li> </ul>	<ul style="list-style-type: none"> <li>• Aeries student records</li> <li>• Teacher records</li> <li>• LCAP survey data</li> </ul>	2023 and ongoing (yearly)

**Vanden High School ACS WASC/CDE Self-Study Report**

Continue to build upon and grow the Check In-Check Out Program.	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Student Support Specialist</li> <li>• Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>• FTE</li> <li>• Admin Support</li> </ul>	<ul style="list-style-type: none"> <li>• Aeries Interventions</li> <li>• LCAP survey data</li> </ul>	In place and ongoing
Create and update curricular maps/scope and sequence that show alignment with content standards and alignment within a course. This would include an analysis of inter-departmental alignment of standards for core courses.	<ul style="list-style-type: none"> <li>• Principal, Assistant-Principals</li> <li>• Department Chairs, and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated Time</li> <li>• Admin Support</li> </ul>	<ul style="list-style-type: none"> <li>• Dept Meeting Agendas &amp; Minutes</li> </ul>	2023-2024 school year with yearly reviews and revisions
Math & ELA Departments will use and examine end of unit benchmark data and formative assessments to analyze the effectiveness of instruction and assessments and identify areas of strength and growth to inform future instruction	<ul style="list-style-type: none"> <li>• Departments and grade level/course sequence teams</li> <li>• Administration</li> <li>• District Secondary Education staff</li> <li>• LT</li> </ul>	<ul style="list-style-type: none"> <li>• Department common planning time</li> <li>• Instructional Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Students Work Assessments</li> <li>• Data Analysis Sheets</li> <li>• Benchmark assessments</li> <li>• Student grade achievement data</li> <li>• CAASPP data</li> <li>• AP results</li> <li>• CTE data</li> </ul>	Quarterly - On-going
Continue to use the TUSD core novels for all ELA courses and students	<ul style="list-style-type: none"> <li>• ELA Department Chair and Teachers</li> <li>• Admin</li> </ul>	<ul style="list-style-type: none"> <li>• Adopted Core Novels</li> <li>• Curriculum Maps</li> <li>• Teacher Librarian</li> <li>• Library Technician</li> <li>• TUSD District Secondary Education Department Support</li> </ul>	<ul style="list-style-type: none"> <li>• Students Work Assessments</li> <li>• Data Analysis Sheets</li> <li>• Benchmark assessments</li> <li>• Student grade achievement data</li> <li>• CAASPP data</li> </ul>	Inplace and ongoing
Continue to promote and make the HBCU experience available for Vanden students of color (repeated in Goal 2 as well)	<ul style="list-style-type: none"> <li>• Admin Team</li> <li>• BSU</li> <li>• LUCE</li> <li>• PBIS Team</li> <li>• Teachers</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• TUSD Ed Services</li> <li>• Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• LCAP Survey data</li> <li>• Student scholarships and early acceptance letters received by students at HBCU events.</li> </ul>	Spring 2023 - ongoing

**Goal 2: Improve School Culture and Climate:** Develop a school culture and climate that fosters in our students and staff a greater sense of belonging, cultural awareness, and community.

**Rationale:** The WASC focus group process has identified a need for school and student improvement in the following areas: student connectedness, learning engagement, motivation and attendance, and student support.

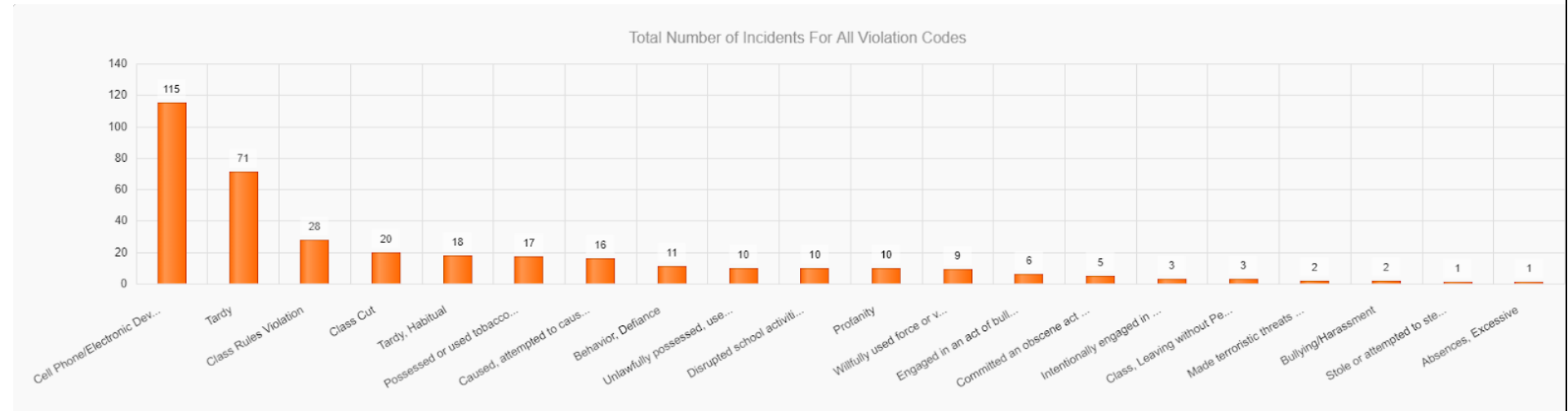
**Critical Need(s):**

- 1) Develop a systematic and data-driven approach to creating greater cultural awareness and improvement as determined by wellness/SEL feedback
- 2) All students receive need-specific structured support to increase greater cultural awareness and improvement as determined by wellness/SEL feedback
- 3) Enhance student learning through the improvement of attendance, reduction of tardiness, class and school suspensions of all student groups, and address the needs of students in need of behavioral/social emotional support.
- 4) Improve school culture and climate through increased student and family participation and through trauma-informed care and restorative practices.
- 5) Continue a focus on practices that ensure students are taught, practice, and reflect on the use of self-regulation strategies.

**Supporting Data:**

- [LCAP Survey Results](#) (2022-2023 School Year)
- [LCAP Survey Results](#) (2021-2022 School Year)
- LCAP Survey Results (2020-2021 School Year)
- [Suspension Rate](#) (Source CA State Dashboard)
- Daily Attendance Totals
  - [2022-2023 School Year](#)
  - [2021-2022 School Year](#)
  - [2020-2021 School Year](#)
- Aeries Assertive Discipline Table

## 2022 - 2023 School Year



## 2021 - 2022 School Year



## 2020 - 2021 School Year



### End of 6 Year WASC Cycle Growth Targets:

- Increase LCAP survey result percentage that indicate a positive “agree” or “strongly agree”
  - “I feel like I am part of my school community”
  - “There are opportunities for me to explore my curricular and extra-curricular interests at this school.”
  - “There is an adult on campus who cares about me, supports me, and/or helps me.”
  - “I feel physically safe at school.”
  - “I feel emotionally safe at school.”
- Decrease percentage of students who are considered absent due to truancy or excessive excused absences
- Decrease discipline data percentages in the areas of fighting and vaping
- Increase percentage of student participation in on-campus and extracurricular activities (both during and outside of school day)

### District LCAP goal(s) addressed:

1. TUSD LCAP Goal 1: Academic Achievement
2. TUSD LCAP Goal 2: Socio-Emotional Wellness
3. TUSD LCAP Goal 3: Family Engagement
4. TUSD LCAP Goal 4: Basic Services

### SLO(s) Addressed:

- Solve problems creatively
- Recognize and appreciate diverse points of view
- Think critically and independently using a wide variety of resources
- Practice strategies that develop personal well-being
- Demonstrate proficiency in the curricular knowledge and essential academic skills for success in college or career

**Impact on student learning of academic standards & SLOs:** Direct positive impact with steady progress is expected, as a correlation between mental health, a sense of belonging, and a positive school culture along with engaging and rigorous curriculum is fundamental to success in all disciplines.

#### How will we monitor progress?

- Attendance data
- Survey results
- Discipline Data
- Welcome Week Attendance Data
- Yearly LCAP survey data
- Internal data collection surveys

#### How will we report progress?

- Data Reporting: Survey Data, Discipline Data, Attendance for Community Outreach, PBIS Data, Teacher/Staff Retention Data
- Action Plan Progress: Administrators & Leadership Team (LT) Leaders report progress to parents/guardians, staff & students annually. Action Plan modified, when necessary.
- Communication: Communication to parents via ParentSquare and Weekly newsletter
- Communication: Communication to staff via weekly principal email.

Task	Responsible Person(s)	Resources	Assessment of Improvement	Timeline
Roll out information to the Vanden community related to: <ul style="list-style-type: none"> <li>• Vision (updated 2022-23)</li> <li>• Mission (updated 2022-23)</li> <li>• Student Learner Outcomes(updated 2022-23)</li> <li>• Core Values</li> <li>• PBIS purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Teachers and Staff</li> <li>• LT Team</li> <li>• PBIS Team</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• School Calendar</li> <li>• Parent Square</li> <li>• Aeries</li> <li>• Communication</li> <li>• Weekly Newsletter</li> <li>• Back To School Night</li> <li>• Program Preview Night</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback within the LCAP survey related to school-to-home communication</li> <li>• Attendance rates for events such as Back to School Night</li> </ul>	Immediate (Spring 2023) Ongoing
Teach and disseminate the updated measurable schoolwide student learner outcomes (SLOs)	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Teachers and Staff</li> <li>• Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>• School Calendar</li> <li>• Parent Square</li> <li>• Aeries</li> <li>• Communication</li> <li>• Weekly Newsletter</li> <li>• Back to School Night</li> <li>• Program Preview</li> <li>• SEL Lesson Days</li> <li>• Student Survey regarding how work completed in class meeting SLOs</li> </ul>	<ul style="list-style-type: none"> <li>• Creation and implementation of Survey</li> <li>• Survey data from students indicating that they understand the impact on student learning in relation to schoolwide learner outcomes and academic standards.</li> </ul>	Immediate (Spring 2023) and ongoing



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Explore, create, and implement lessons related to the dangers of vaping.	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Teachers and Staff</li> <li>• Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>• School Calendar</li> <li>• Parent Square</li> <li>• Aeries Communication</li> <li>• Weekly Newsletter</li> <li>• Back to School Night</li> <li>• Program Preview</li> <li>• SEL Lesson Days</li> </ul>	<ul style="list-style-type: none"> <li>• Aeries data</li> <li>• CARE Team data</li> <li>• Wellness Center data</li> </ul>	Fall 2023 and ongoing
Continually revisit and examine Vanden HS measurable student outcomes	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Teachers and Staff</li> <li>• Support Staff</li> <li>• Parents/Guardians</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Survey Data</li> <li>• Student interviews and assessments</li> <li>• Teacher feedback</li> <li>• Parent/Guardian feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor assessment and homework correlation and causation to D and F rates.</li> <li>• CAASPP</li> </ul>	In place and ongoing
Develop and implement a semester school site based survey for student input for engagement, climate & culture	<ul style="list-style-type: none"> <li>• Admin team</li> <li>• PBIS Team</li> <li>• Parents/Guardians</li> <li>• PBIS Data Team</li> <li>• Students</li> <li>• LT Team</li> </ul>	<ul style="list-style-type: none"> <li>• Survey Data</li> <li>• Student interviews and assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Creation and implementation of Survey</li> <li>• Data analyzed and growth targets created after the first survey administered.</li> </ul>	Sept 2023: Begin building and developing the process. Jan 2024: First survey given Feb 2024: Data team analyzing the results
Continue implementation of student-centered instructional delivery methods	<ul style="list-style-type: none"> <li>• Admin team</li> <li>• LT Team</li> <li>• Department Chairs</li> <li>• Individual Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing professional development on student- centered instructional delivery methods, assessment and homework data</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor assessment and homework correlation and causation to D and F rates.</li> <li>• CAASPP</li> </ul>	Sept: On-going throughout the school year.
Increase cultural relevance activities for students in the classroom.	<ul style="list-style-type: none"> <li>• Admin team</li> <li>• LT Team</li> <li>• Department Chairs</li> <li>• Individual Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Developments and training workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Student work samples and lesson plans from teachers based upon culturally responsive materials</li> <li>• Teacher observations</li> <li>• CAASPP</li> </ul>	Beginning of each school and on-going

Vanden High School ACS WASC/CDE Self-Study Report

<p>Continue to grow PBIS work at Vanden.</p> <ul style="list-style-type: none"> <li>• Visuals on campus</li> <li>• Allotted time in all staff meetings</li> <li>• Work on advertising to the community the benefit of PBIS</li> <li>• Send team members to PBIS conference(s) and training.</li> </ul>	<ul style="list-style-type: none"> <li>• Admin</li> <li>• LT Team</li> <li>• PBIS Team</li> <li>• Teachers and Staff</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• SCOE</li> <li>• Conference Fees</li> <li>• PBIS Team Materials</li> <li>• Dedicated time</li> <li>• Funding for visuals</li> </ul>	<ul style="list-style-type: none"> <li>• LCAP survey results</li> <li>• Admin, teacher, and staff observations</li> <li>• Reduction in discipline data</li> <li>• Student assessment</li> <li>• <a href="#">PBIS Tier I handbook</a></li> </ul>	<p>In place and ongoing</p>
<p>Create a system of support for new teachers to work collaboratively within departments and across the Vanden learning community.</p>	<ul style="list-style-type: none"> <li>• Admin team</li> <li>• LT Team</li> <li>• Department Chairs</li> <li>• Individual Teachers</li> <li>• PBIS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Induction Program</li> <li>• Mentor Teachers</li> <li>• Professional Developments and training workshops</li> <li>• Dept. Meetings</li> <li>• Common Planning Day</li> <li>• Weekly principal newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher retention rates</li> <li>• Teacher evaluation results</li> </ul>	<p>In place and on-going</p>
<p>Examine best practices and implementation of strategies that address the need for students to maintain their mental and physical well-being along with a balanced academic and extra-curricular schedule and workload.</p>	<ul style="list-style-type: none"> <li>• Admin team</li> <li>• LT Team</li> <li>• Department Chairs</li> <li>• Individual Teachers</li> <li>• PBIS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Survey Data</li> <li>• Classroom walk-through completion and tool</li> <li>• Student interviews and assessments</li> <li>• Ongoing professional development on student-centered instructional delivery methods, assessment and homework data</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of assessment and homework data</li> <li>• Examination and review of lessons/pacing guides</li> <li>• <a href="#">PBIS Tier I handbook</a></li> </ul>	<p>Ongoing</p>

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Examine and refine activities that connect students and staff to the Vanden campus and community	<ul style="list-style-type: none"> <li>• Admin team</li> <li>• LT team</li> <li>• Teachers and Staff</li> <li>• <a href="#">Link Crew</a></li> <li>• <a href="#">Anchored 4 Life</a></li> <li>• ASB Leadership</li> <li>• Vanden Club leaders</li> </ul>	<ul style="list-style-type: none"> <li>• School Calendar - Assembly Schedule</li> <li>• Activities lunches</li> <li>• Dedicated time and location.</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation and attendance of the activities.</li> </ul>	Fall, Winter, Spring Ongoing
Explore building a Vanden Parent Advisory Group which would create opportunities for parents to meet regularly with the principal/admin team.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Admin Team</li> <li>• LT Team</li> <li>• Parents/Guardians</li> </ul>	<ul style="list-style-type: none"> <li>• School Calendar</li> <li>• Technology (Zoom)/In person location</li> </ul>	<ul style="list-style-type: none"> <li>• LCAP Survey data</li> </ul>	Spring 2023 - Fall 2024
Continue to promote, grow, and make the HBCU experience available for Vanden students of color	<ul style="list-style-type: none"> <li>• Admin Team</li> <li>• BSU</li> <li>• LUCE</li> <li>• PBIS Team</li> <li>• Teachers</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• TUSD Ed Services</li> <li>• Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• LCAP Survey data</li> <li>• Student scholarships and early acceptance letters received by students at HBCU events.</li> </ul>	Spring 2023 - ongoing
Apply to be a <a href="#">Purple Star School</a> (a National Organization) - A commitment to supporting the needs of military connected students. <u>Academic challenges addressed are:</u> Academic Gaps, Credit Transfers, scheduling and administrative challenges. <u>Social Emotional Challenges Addressed are:</u> rebuilding a support system after a move, Connecting to a new social environment, students dealing with the stress of a deployed parent.	<ul style="list-style-type: none"> <li>• School Social Worker</li> <li>• MFLC</li> <li>• Admin</li> <li>• Counselors</li> <li>• <a href="#">Anchored 4 Life</a></li> </ul>	<ul style="list-style-type: none"> <li>• Military Child Education Coalition training and professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation and attendance of school activities.</li> <li>• Positive LCAP Survey Feedback data</li> <li>• Academic data (aeries, MAP testing, etc.)</li> <li>• Wellness Center Data</li> <li>• CICO usage</li> </ul>	Spring 2023 - ongoing

**Goal 3:** Improve and build systems of support and intervention that meet student social-emotional needs. By building an environment that supports the social and emotional well-being of students, there will be an increase in equitable experiences for all students as well as improving student learning.

**Rationale:** The post-COVID learning experience has highlighted the need for systemic structures that provide both support and interventions for social-emotional needs.

**Critical Need(s):**

- Continuing the development of multi-tiered systems of support for students
- Increase communication with students and families regarding mental health supports in and out of the Vanden Campus
- Increase student knowledge of and ability to self-regulate when experiencing trauma or daily stressors

**Supporting Data:**

- [TUSD Website Student Services Survey Data](#)
- [LCAP Survey Results](#) (2022-Winter)
- [LCAP Family Survey Results](#) (2022-2023 School Year)
- [LCAP Survey Results](#) (2021-2022 School Year)
- LCAP Family Survey Results(2021-2022 School Year)
- LCAP Survey Results (2020-2021 School Year)
- LCAP Family Survey Results(2020-2021 School Year)
- Wellness Center Data

Suicide Ideation Screening			
Year	total	5150	Not 5150
2022-23	38	1	37
2021-22	53	4	49
2020-21	36	4	32
2019-20	69	12	57
2018-19	69	12	57

**Growth Targets:**

**LCAP Survey indicators to increase**

- Increase the percentage of “agree” or “strongly agree” responses to the LCAP survey questions related to being physically safe.
- Increase the percentage of “agree” or “strongly agree” responses to the LCAP survey questions related to being emotionally safe.
- Increase the percentage of “agree” or “strongly agree” responses to the LCAP survey questions related to a safe adult to talk to.

**LCAP Survey indicators to decrease**

- Reduce the percentage of “disagree” or “strongly disagree” responses to the LCAP survey questions related to feeling a part of the school community.
- Reduce the percentage of “disagree” or “strongly disagree” responses to the LCAP survey questions related chronic sadness

**District LCAP goal(s) addressed: Goal 3: Socio-Emotional Wellness**

- TUSD LCAP Goal 1: Academic Achievement
- TUSD LCAP Goal 2: Socio-Emotional Wellness
- TUSD LCAP Goal 3: Family Engagement
- TUSD LCAP Goal 4: Basic Services

**SLO(s) Addressed:**

- Solve problems creatively
- Recognize and appreciate diverse points of view
- Think critically and independently using a wide variety of resources
- Practice strategies that develop personal well-being
- Demonstrate proficiency in the curricular knowledge and essential academic skills for success in college or career

**Impact on student learning of academic standards & SLOs:** Direct positive impact with steady progress is expected, as a correlation between social and emotional well-being of students and an increase in equitable experiences and environment for all students.

**How will we monitor progress?**

- Staff meetings and debriefing
- Responses to LCAP survey
- Staff reflection regarding progress
- Student feedback
- Data collection from usage of Wellness Center
- Data collection from CARE Team
- PBIS Data Team

**How will we report progress?**

- Data Reporting: Survey Data, Attendance for Community Outreach, PBIS Data, Teacher/Staff Retention Data
- Action Plan Progress: Administrators & Leadership Team (LT) Leaders report progress to parents/guardians, staff & students annually. Action Plan modified, when necessary.
- Communication: Communication to parents via ParentSquare and Weekly newsletter
- Communication: Communication to staff via weekly principal email.

Task	Responsible Person(s)	Resources	Assessment of Improvement	Timeline
Continue to build relationships with students to best identify how to meet their social/emotional and academic needs.	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Teachers and staff</li> <li>• Admin</li> <li>• School Resource Officer (SRO)</li> <li>• Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Site based Professional Development</li> <li>• Department of Student Support Services</li> <li>• The Vanden Core Values</li> <li>• Wellness Center</li> <li>• <a href="#">MFLC</a></li> <li>• Learning Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Disciplinary referrals</li> <li>• Attendance</li> <li>• Academic Success</li> <li>• LCAP survey results</li> <li>• Reduction in Ds and Fs</li> </ul>	In place and on-going

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Provide and articulate services to students in the Multi-Tiered System of Support including continuing and growing the Wellness Center	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Counselors</li> <li>• Teachers and staff</li> <li>• Admin</li> <li>• CARE Team</li> <li>• PBIS Team</li> <li>• Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Site based Professional Development</li> <li>• Training Material</li> <li>• Staff Meeting Time</li> <li>• Department of Student Support Services</li> <li>• The Vanden Core Values</li> <li>• <a href="#">A Better Way</a></li> <li>• <a href="#">Care Solace</a></li> <li>• Wellness Center</li> <li>• <a href="#">PBIS Tier I handbook</a></li> <li>• <a href="#">MFLC</a></li> </ul>	<ul style="list-style-type: none"> <li>• Disciplinary referrals</li> <li>• Attendance</li> <li>• Academic Success</li> <li>• LCAP survey results</li> <li>• Reduction in Ds and Fs</li> </ul>	In place and on-going
Develop and Implement Digital Citizenship Lessons (such as how to use social media in a way to be safe and responsible)	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Teachers</li> <li>• Students</li> <li>• Parents/Guardians</li> <li>• <a href="#">Link Crew</a></li> <li>• Health Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated time in the classroom</li> <li>• Site based Professional Development</li> <li>• Training Material</li> <li>• Staff Meeting Time</li> <li>• Department of Student Support Services</li> <li>• The Vanden Core Values</li> <li>• Wellness Center</li> </ul>	<ul style="list-style-type: none"> <li>• Disciplinary referrals related to infractions related to a digital presence.</li> <li>• Wellness Center Usage Data</li> <li>• Attendance</li> <li>• Academic Success</li> <li>• LCAP survey results</li> </ul>	2023-2024 - Ongoing through each school year.
The administrative team will communicate with teachers/staff about the outcome of referrals and requests for interventions.	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Student Support Specialists</li> <li>• CARE Team</li> <li>• PBIS Team</li> <li>• SRO</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Student Support Services</li> <li>• The Vanden Core Values</li> <li>• Wellness Center</li> <li>• <a href="#">MFLC</a></li> <li>• Wellness Center</li> <li>• PBIS Behavior Matrix</li> </ul>	<ul style="list-style-type: none"> <li>• Aeries Data</li> <li>• Survey Data</li> </ul>	Inplace and ongoing

**Vanden High School ACS WASC/CDE Self-Study Report**

Provide professional learning opportunities on building relationships in class to create a meaningful and connected learning environment for all students.	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Teachers and staff</li> <li>• Admin</li> <li>• CARE Team</li> <li>• PBIS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Site based Professional Development</li> <li>• Department of Student Support Services</li> <li>• The Vanden Core Values</li> <li>• Dedicated time</li> </ul>	<ul style="list-style-type: none"> <li>• LCAP survey results</li> </ul>	Common Planning Days Ongoing
Continue the Check-In Check Out process as a resource for students.	<ul style="list-style-type: none"> <li>• Vanden Student Support Specialist</li> <li>• Admin</li> </ul>	<ul style="list-style-type: none"> <li>• FTE</li> <li>• Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Disciplinary referrals</li> <li>• Attendance</li> <li>• Academic Success</li> <li>• LCAP survey results</li> </ul>	Ongoing
Use of student-feedback data to ensure engagement and connectivity.	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Teachers and staff</li> <li>• Admin</li> <li>• Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• LCAP survey</li> <li>• Department of Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li>• LCAP survey results</li> </ul>	Ongoing
Develop and implement a restorative practices approach to school culture that allows for skills and focus on relationship building as a top value in the school culture. The restorative practices and positive behavior intervention systems (PBIS) will support and engage students both in and out of the classroom.	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Counselors</li> <li>• Teachers and staff</li> <li>• CARE Team</li> <li>• PBIS Team</li> <li>• SRO</li> </ul>	<ul style="list-style-type: none"> <li>• Site based Professional Development</li> <li>• Department of Student Support Services</li> <li>• The Vanden Core Values</li> <li>• Classroom Observations and informal walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>• Disciplinary referrals and suspensions</li> <li>• Student survey results</li> <li>• Attendance data</li> <li>• Academic Success</li> <li>• LCAP survey results</li> </ul>	2023-2024 On-going
Review and revise practices related to student assignment to Saturday School	<ul style="list-style-type: none"> <li>• PBIS team representative</li> <li>• Admin</li> <li>• Counselors</li> <li>• Social Worker</li> <li>• Clerical staff</li> <li>• Teachers</li> <li>• Student Support Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Student Support Services</li> <li>• The Vanden Core Values</li> <li>• School Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Disciplinary referrals and suspensions</li> <li>• Student survey results</li> <li>• Attendance data</li> <li>• Academic Success</li> </ul>	Fall 2023 and ongoing

Vanden High School ACS WASC/CDE Self-Study Report

Create and implement CARE team that supports Tier II and Tier III( PBIS/RTI/MTSS)	<ul style="list-style-type: none"> <li>• PBIS team representative</li> <li>• Admin</li> <li>• Counselors</li> <li>• Social Worker</li> <li>• Clerical staff</li> <li>• Teachers</li> <li>• Student Support Specialist</li> <li>• <a href="#">MFLC</a></li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated time and location</li> <li>• Shared Drive for confidential information sharing</li> <li>• Support from the community</li> <li>• <a href="#">Care Solace</a></li> </ul>	<ul style="list-style-type: none"> <li>• Disciplinary referrals</li> <li>• Attendance</li> <li>• Academic Success</li> <li>• LCAP survey results</li> </ul>	Sept 2023 - ongoing
Provide continued training and support for Link Crew to support school culture and involvement, peer tutoring, and freshman/new student welcome	<ul style="list-style-type: none"> <li>• <a href="#">Link Crew</a> Teacher</li> <li>• Students</li> <li>• Administrators</li> <li>• <a href="#">Anchor 4 Life</a></li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Curriculum Resources</li> <li>• Dedicated time</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations/Walk throughs</li> <li>• LCAP Survey results</li> <li>• Attendance data</li> <li>• Quarterly and semester grades</li> </ul>	In place and ongoing
Continue the SEL lessons that foster an inclusive and caring community that broadens students' social and emotional competencies such as interacting with diverse individuals and groups in socially skilled and respectful ways. Further develop strategies to embed SEL into the calendar.	<ul style="list-style-type: none"> <li>• Admin team</li> <li>• LT Team</li> <li>• Department Chairs</li> <li>• Individual Teachers</li> <li>• PBIS Team</li> <li>• SEL Team</li> </ul>	<ul style="list-style-type: none"> <li>• Bell Schedule</li> <li>• Dedicated SEL Lesson Building Time</li> <li>• Professional Developments and training workshops</li> </ul>	<ul style="list-style-type: none"> <li>• LCAP survey results</li> <li>• Admin, teacher, and staff observations</li> <li>• Reduction in discipline data</li> </ul>	In place and on-going
Continue to use the Solano County Office of Ed (SCOE) Mobile Crisis Unit	<ul style="list-style-type: none"> <li>• Admin team</li> <li>• Counselors</li> <li>• Social Worker</li> <li>• School Psychologist</li> <li>• Mental Health Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• SCOE Mobile Health Unit</li> <li>• SRO</li> </ul>	<ul style="list-style-type: none"> <li>• Continual monitoring of LCAP survey</li> <li>• Continual monitoring of Crisis data (Aeries)</li> </ul>	In place and on-going



## Appendices

**A. Local Control and Accountability Plan (LCAP):** This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link

- [Local Control and Accountability Plan \(LCAP\)](#)

**B. [Results of student questionnaire/interviews](#)**

Fall 2022 Connections Survey <https://classroom.google.com/c/NTA0OTA5MTc3NjU2/m/NTkxOTc5NjI5NDAX/details>

**C. Results of parent/community questionnaire/interviews**

- [TUSD Website Student Services Survey Data](#)
- [LCAP Family Survey Results](#) (2022-2023 School Year)

**D. The most recent California Healthy Kids Survey**

TUSD no longer uses CHKS (last used in 19-20). Instead, the annual LCAP survey includes questions/topics previously found in CHKS survey.

Most recent CHKS: <https://classroom.google.com/c/NTA0OTA5MTc3NjU2/m/NTYyNzc4NTgxMTgw/details>

- [LCAP Survey Results](#) (Student survey- 2022-2023)
- [LCAP Survey Results](#) (Student survey- 2021-2022)
- [LCAP Survey \(Students 20-21\)](#)

**E. [Master schedule](#)**

**F. Approved AP course list:** <https://apcourseaudit.epiconline.org/ledger/>

**G. UC a–g approved course list:** <https://doorways.ucop.edu/list/app/home/>

**H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**

Cyber High: <https://www.cyberhigh.org/>

**I. California School Dashboard performance indicators**

<https://www.caschooldashboard.org/reports/48705654838801/2022>

**J. School accountability report card (SARC)**

<https://sarconline.org/public/print/48705654838801/2021-2022>

**K. CBEDS school information form**

Dataquest data for school is viewable for 20-21 but not yet viewable for 21-22.

<https://dq.cde.ca.gov/dataquest/dqcensus/StfFteClassified.aspx?cds=48705654838801&agglevel=School&year=2021-22>

**L. Graduation requirements**

<https://www.travisusd.org/Page/1667>

**M. Any pertinent additional data (or have on exhibit during the visit)**

**N. Budgetary information, including school budget**

<https://classroom.google.com/c/NTA0OTA5MTc3NjU2/m/NTkxOTgzNTE4MDg4/details>

## **Glossary of Terms Unique to the School**

CPD - Common Planning Day - Two Wednesday's a month when students start school at 10:05 a.m. Some CPDs are used for departmental collaboration time and some are for school wide meetings/trainings

SEL Schedule - Wednesday schedule where 3rd period has 30 additional minutes for dedicated SEL lessons. 15 SEL days this year.

SSS - Student Support Specialist - Classified staff member whose job responsibilities include Check-in-Check-out with students, running the Wellness Center, campus supervision, conflict mediation, and other tasks.

Activity Lunch - Special schedules that occur 2-4 times a year. The scheduled lunch period has an extra 14 minutes of time to allow for ASB student lunchtime activities, including club fairs or lunchtime rallies.

Check-in-check-out: A program where staff members regularly check in with students about academic/social emotional and other needs. Student Support Specialists are the main CICO providers, but admin, counselors and other staff also do CICO with students.

BTNS - Back to School Night