Silver Valley Unified School District
Silver Valley High School Site Council
October 5, 2020
2:40 PM – 4:00 PM
Zoom Meeting

Agenda

A. **Approve Agenda**

B. **Approve Minutes Meeting 9/14/20**

C. **Welcome**

D. **Public Comments**

E. **Updated Single (School) Plan for Student Achievement for SSC Approval and Signatures**

F. **WASC 20-21/21-22 Timeline**

G. **Adjourn**

Next Meeting November 9, 2020

Silver Valley Unified School District
Silver Valley High School Site Council
October 5, 2020
2:40 PM – 4:00 PM
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Agenda

A. Approve Agenda - By Letha at 2:52

B. Approve Minutes Meeting 9/14/20 2:53 1st approved Starla Negin 2nd
   Approved Jo Nemec

C. Welcome 2:54

D. Public Comments 2:57 No public comments.

E. Updated Single (School) Plan for Student Achievement for SSC
   Approval and Signatures 2:58 Lisa Stevins approved 1st Traci Dazzi
   approved 2nd.

F. WASC 20-21/21-22 Timeline Going through plan for the school year
   3:02

G. Adjourn
   3:16 1st approval Lisa Stevins 2nd approval Tracy Dazzy

   Next Meeting November 9, 2020

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silver Valley High School	36-73890-3630274		December 8, 2020

Purpose and Description

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

Schoolwide Program
Due to the effects of COVID 19 on our school the data presented here is from the 18-19 school

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

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

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

Contact Person: Michael Sullivan
Position: Principal
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Yermo, CA 92398-0847
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Table of Contents

Comprehensive Needs Assessment Components

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

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

Parent survey conducted Spring, 2019: 1. When you visit your child's school, is the staff friendly and helpful? 92% All or most of the time; 2. Are the administrators easy to talk to? 90% All or most of the time; 3. Are parents involved in planning, implementing, or evaluating school programs? 25% yes, 61% don't know; 4. School staff consider my opinion when it comes to decisions concerning my child? 90% Agree or Strongly Agree; 5. This school sets high standards for academic performance for all students? 88% Agree or Strongly Agree; The school does a good job staying in touch with me? 94% Agree or Strongly Agree; 7. The school clearly communicates to students the consequences of breaking school rules? 94% Agree or Strongly Agree; 8. The school rewards good student choices and behavior? 74% Agree or Strongly Agree; 9. I would recommend my child's school to other parents? 84% Yes.

Student survey conducted Spring, 2019: At my school, there is a teacher or some other adult who tells me when I do a good job? 56% Very much or pretty much true; 2. At my school, there is a teacher or some other adult who believes that I will be a success? 69% Very much or pretty much true; 3. I feel like I am part of this school? 71% Agree or Strongly Agree; 4. The teachers and other adults treat students fairly? 60% Agree or Strongly Agree; 5. I feel safe at my school? 73% Agree or Strongly Agree; 6. My teacher makes learning interesting? 57% All or most of the time; 7. Assemblies, field trips, and other activities at my school are important? 81% Agree or Strongly Agree; 8. I see the principal in my classroom? 22% All or most of the time, 71% Some of the time; 9. I would recommend my school to other kids? 53% Yes.

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

Teachers receive formal observations in accordance with the collective bargaining agreement. Informal observations by administration happen on a regular basis. There are increasing observations of AVID strategies for organization, focus notes and other AVID strategies being implemented. In addition there are increasing observations of PBIS Tier 1 strategies being implemented.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

We use district assessment, STAR Reading and Math, and state assessment, Interim Block Assessments, Interim Cumulative Assessment, California Assessment of Student Performance & Progress, California Assessment Science Test data as a guide to modify instruction and set goals for student achievement.

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

Teachers also use their own assessments including those provided by the curriculum to modify instruction based on student performance and learning goals. In the math department for example they use both Team Tests and Formative Assessment Individual Tests prior to Unit tests, focusing on mastery of concepts where students may make several attempts to demonstrate mastery and improve their Unit test readiness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are highly qualified.

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

English and Math teachers have received significant training within the last few years in regards to current curriculum and instructional materials. Our English Teachers have received English Reading and Writing Course training. Science teachers have been given initial Next Generation Science Standards training and will be receiving more. Social Studies teachers have received training as the new Common Core Standards are being developed. We have also provided training opportunities for our elective teachers. Most of our staff have received both formal external and informal internal AVID training. Our goal is that ultimately all staff are AVID trained. All of our AP Teachers have attended AP by the Sea training. Our AP Calculus, AP Statistics, AP English Language, AP Biology, and AP Chemistry teachers have all received significant training through the National Math and Science Initiative. In addition one of our teachers has been sent to Trainer of trainers Workshop for Differentiated Instruction. We are also using our own staff to develop Google Platform use to include specifically Google Classroom. We provide other training for both certificated and classified staff.

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

Staff development opportunities are based on areas of need in relation to student performance and collaboration with staff.

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

Math and English have received instructional assistance and support from off-site content experts.

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

Many of our English, Math, Science and Social Studies teachers have common prep which allows them to collaborate with each other during the school day. We also work to provide other opportunities for departments to use some of our PLC time on Early Out Wednesdays for collaboration time.

Teaching and Learning

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

Teachers have previously created pacing guides which are aligned to the content and performance standards for each subject, specifically the core subjects. We will be adjusting these as we adjust to analysis of our data and as a result of informal and formal assessments and implementation of Next Generation Science Standards and the new History Social Studies Standards as they evolve.

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

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

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

All students have equal access to standards-based instructional materials as evidenced by our annual Instructional Materials Survey.

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

All teachers use adopted instructional materials that are standards-aligned.

Opportunity and Equal Educational Access

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

We provide opportunities for students to receive support for reading through our Read 180, get assistance in math through our Math 180 program and/or placement in Intermediate Algebra 1A. We also provide Differentiated Expectations for our potentially At-Risk students and After School Tutoring for our formally identified At Risk students. We provide proactive academic counseling services with monitoring at grading periods to identify and provide ongoing support for academically At-Risk students. For students that are credit deficient we provide online credit recovery through Apex Virtual High School.

Evidence-based educational practices to raise student achievement

We continue to implement School Wide Positive Behavior Interventions and Support, (SWPBIS) and Advancement Via Individual Determination, (AVID) School-wide, assessing our outcomes frequently and adjusting our Action Plans according to our results.

Parental Engagement

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

We hold informal meetings and formal SST (Student Study Team) meetings with staff, student, and parents in order to help address areas of need and ways we can help support the student in order to be successful. Teachers implement differentiated instruction, provide Response to Intervention, (RTI) in class, we provide Targeted After School Tutoring for our identified academic At-Risk students, Guidance Office and Counseling support, APEX Credit Recovery, Collaboration Two-Way Transition Program with AEC/SVHS.

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

Teachers, parents, students, and community members have the opportunity to provide input during our monthly School Site Council Meetings, our annual Site Strategic Planning Meeting and semiannual District Fall and Spring Updates In addition we have parent representation on our District Advisory Committee.

Funding

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

Read 180
Math 180
Apex

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Representatives of our community stakeholder groups are voted into positions as a part of our School Site Council, (SSC), and review and update the SPSA annually. Our SSC also reviews our WASC Goals, and annual Site Strategic Planning Community Input in the review and updating process.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.37%	1.83%	1.78%	5	7	7
African American	12.57%	11.26%	8.91%	46	43	35
Asian	2.19%	0.52%	0.51%	8	2	2
Filipino	2.46%	1.83%	1.53%	9	7	6
Hispanic/Latino	29.78%	30.89%	36.39%	109	118	143
Pacific Islander	4.10%	4.45%	4.33%	15	17	17
White	39.07%	40.05%	39.69%	143	153	156
Multiple/No Response	0.55%	0.26%	6.62%	2	1	1
Total Enrollment				366	382	393

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	108	117	106
Grade 10	102	98	111
Grade 11	91	83	99
Grade 12	65	84	77
Total Enrollment	366	382	393

Conclusions based on this data:

1. Our school has a fairly diverse ethnic population; with White and Hispanic/Latino subgroups being consistently large enough to gather reliable statistical data..

2. Due to our enrollment size many of our other ethnic subgroups are so small that it makes it difficult to gather reliable statistical data.

3. Based on our enrollment size it is important that we look more closely at individual students rather than subgroups.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	9	9	9	2.5%	2.4%	2.3%
Fluent English Proficient (FEP)	35	34	24	9.6%	8.9%	6.1%
Reclassified Fluent English Proficient (RFEP)	1	0	0	10.0%	0.0%	0.0%

Conclusions based on this data:

1. Our school has consistently had very few English Learners.

2. Our school has consistently assessed students with the ELPAC based on Home Language Survey and identified approximately the same number of students as FEP each year.

3. We have fairly consistently had very low numbers of RFEP students enrolled and thus likely a fairly consistent number of students being transitioned from English Learner to RFEP each year.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	82	78	81	81	77	81	81	77	81	98.8	98.7	100
All	82	78	81	81	77	81	81	77	81	98.8	98.7	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2623.	2626.	2605.	32.10	29.87	22.22	33.33	41.56	40.74	25.93	15.58	24.69	8.64	12.99	12.35
All Grades	N/A	N/A	N/A	32.10	29.87	22.22	33.33	41.56	40.74	25.93	15.58	24.69	8.64	12.99	12.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	35.80	37.66	25.93	50.62	48.05	53.09	13.58	14.29	20.99
All Grades	35.80	37.66	25.93	50.62	48.05	53.09	13.58	14.29	20.99

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	40.74	49.35	35.80	46.91	32.47	45.68	12.35	18.18	18.52
All Grades	40.74	49.35	35.80	46.91	32.47	45.68	12.35	18.18	18.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	25.93	23.38	18.52	67.90	63.64	69.14	6.17	12.99	12.35
All Grades	25.93	23.38	18.52	67.90	63.64	69.14	6.17	12.99	12.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.27	38.96	32.10	44.44	46.75	54.32	17.28	14.29	13.58
All Grades	38.27	38.96	32.10	44.44	46.75	54.32	17.28	14.29	13.58

Conclusions based on this data:

1. Our variable English Language Arts CAASPP results are most likely associated with our highly variable population. Even though we have a significant number of juniors assessed who have not been attending SVUSD schools and SVHS for very long; our students still outperform most other area schools, and typically produce better than the county and state results.

2. The number of students who scored in the Below Standard for our subgroup categories continues to be concerning and we have already made scheduling adjustments based on better evidence for placing our incoming freshmen. We have also developed a structured RTI process, with grade level teams monitoring At Risk students and assisting classroom teachers, parents, and students with school to home communication and determining best supports for academic improvement.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	82	78	81	81	77	81	81	77	81	98.8	98.7	100
All	82	78	81	81	77	81	81	77	81	98.8	98.7	100

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2580.	2580.	2561.	7.41	15.58	3.70	25.93	20.78	22.22	34.57	22.08	33.33	32.10	41.56	40.74
All Grades	N/A	N/A	N/A	7.41	15.58	3.70	25.93	20.78	22.22	34.57	22.08	33.33	32.10	41.56	40.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.81	27.27	8.64	45.68	20.78	33.33	39.51	51.95	58.02
All Grades	14.81	27.27	8.64	45.68	20.78	33.33	39.51	51.95	58.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	11.11	16.88	11.11	55.56	49.35	58.02	33.33	33.77	30.86
All Grades	11.11	16.88	11.11	55.56	49.35	58.02	33.33	33.77	30.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.75	18.18	8.64	56.79	50.65	61.73	23.46	31.17	29.63
All Grades	19.75	18.18	8.64	56.79	50.65	61.73	23.46	31.17	29.63

Conclusions based on this data:

1. Our variable Mathematics CAASPP results are most likely associated with our highly variable population. Even though we have a significant number of juniors assessed who have not been attending SVUSD schools and SVHS for very long; our students still outperform most other area schools, and typically produce better than the county and state results.

2. The number of students who scored in the Below Standard for our subgroup categories is concerning and we have already made scheduling adjustments based on better evidence for placing our incoming freshmen. In addition the math department has built RTI in to normal weekly schedule in addition to continued development of concept mastery formative assessments. Our timely identification of At-Risk students allows for improved within the school and school to and from home communication, and progressive support structures being implemented.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	4
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades	1495.8		1457.3		1533.4		*	12

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*		*	*	*	*	*	*	*
10		*	*	*	*	*		*	*	*
11		*	*	*	*	*	*	*	*	*
12		*	*	*	*	*		*	*	*
All Grades		0.00	*	25.00	*	66.67	*	8.33	*	12

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*	*	*	*	*	*	*
10		*	*	*	*	*		*	*	*
11	*	*		*	*	*	*	*	*	*
12		*	*	*	*	*		*	*	*
All Grades	*	0.00	*	41.67	*	41.67	*	16.67	*	12

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*		*	*	*	*	*	*	*
10	*	*		*		*	*	*	*	*
11		*	*	*	*	*	*	*	*	*
12	*	*		*	*	*		*	*	*
All Grades	*	0.00	*	16.67	*	50.00	*	33.33	*	12

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	58.33	*	41.67	*	12

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*	*	*
All Grades	*	33.33	*	50.00	*	16.67	*	12

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	0.00	*	66.67	*	33.33	*	12

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	0.00	*	83.33	*	16.67	*	12

Conclusions based on this data:

1. We have such a small population of EL students that the summary data is not represented here, but we do have individual results with which to evaluate growth of language acquisition over the year.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
382	**53.9**	**2.4**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	9	2.4
Homeless	14	3.7
Socioeconomically Disadvantaged	206	53.9
Students with Disabilities	43	11.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	43	11.3
American Indian	7	1.8
Asian	2	0.5
Filipino	7	1.8
Hispanic	118	30.9
Two or More Races	34	8.9
Pacific Islander	17	4.5
White	153	40.1

Conclusions based on this data:

1. We have a significant number of students who are socioeconomically disadvantaged as measured by those students qualifying for free or reduced lunch.

2. We have a large number of students with IEPs requiring that we maintain the proper number of qualified certificated and classified staff to provide proper services and support. In addition this large number significantly influences the development and construct of our Master Schedule.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Orange
Mathematics Orange		
College/Career Orange		

Conclusions based on this data:

1. Our graduation rate has consistently been one of the highest in the county and state. Our Assessment Data for English Language Arts and Mathematics is positive, and an continual focus for improvement.

2. Our annual suspension data is in the need for growth area primarily as a result of two factors, increased number of events leading to suspension, fighting and vaping. We are addressing these by ensuring that students have been advised that they have the opportunity to resolve potential conflicts by meeting with an adult to assist in mediating the concern, and ensuring that our staff and campus assistant are closely monitoring student movement on campus, especially during class time.

3. Our College Career is and has been in the need for growth area for some time. We are addressing this in several ways: proper placement of initial Mathematics courses upon entry to SVHS, the pilot of Success 101, the recruitment and expansion of students enrolling in AP STEM classes with the support of NMSI, our students having the opportunity to enroll in BCC's Transitional College classes, the purchase of interactive display units in Math and Science Classes along with 50 student laptops for science department through the DoDEA Grant and the purchase of of a Virtual Welder to enhance our current Auto CTE classes with the vision of our students enrolling in BCC Transitional College CTE classes in the near future. In addition we continue to support our students with two sections of AVID Elective courses and significant professional development for staff as we move AVID school wide.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
26.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined Significantly -22.4 points	2	
73		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	18.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2	Declined -3.2 points	8
	35	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
8	3		1

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
52.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	24.1 points above standard
Increased Significantly ++18.1 points	8	3	Declined Significantly -27.7 points
23			26

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	19 points above standard
		Declined Significantly -41.6 points
1	1	62

Conclusions based on this data:

1. The data shows that we increased or maintained our English Language Arts academic performance in our three significant ethic groups.

2. The data shows we increased our English Language Arts academic performance for our Socioeconomically Disadvantaged subgroup.

3. The data shows that our Students with Disabilities subgroup scores significantly below standard on the English Language Arts academic performance. It suggests that we need to ensure that our students are actually using their Embedded and Non-embedded supports during the assessment, and that we need to better prepare them for the assessment.
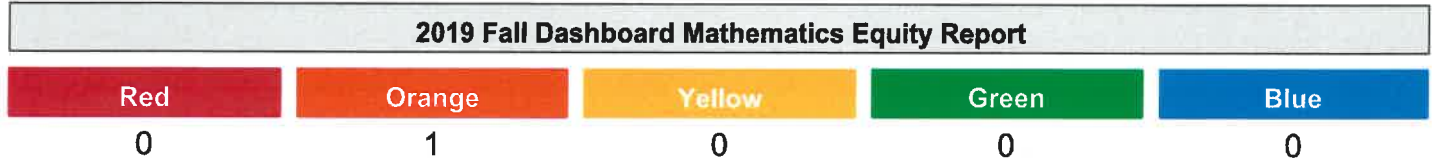
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	
67.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
Declined Significantly -28.5 points	2	
73		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	83.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
2	Declined -8.8 points	8
	35	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color		No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
8	3		1

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
48.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	81.2 points below standard
Increased ++4.1 points			Declined Significantly -53.8 points
23	8	3	26

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	69.9 points below standard
		Declined Significantly -40.9 points
1	1	62

Conclusions based on this data:

1. The data shows that we increased in two of our three significant ethnic subgroups for Mathematics academic performance, but simultaneously all three were still below standard.

2. The data shows we increased our Mathematics academic performance for our Socioeconomically Disadvantaged subgroup, but once again still below standard.

3. The data shows that our Students with Disabilities subgroup scores are very significantly below standard on the Mathematics academic performance. It suggests that we need to ensure that our students are actually using their Embedded and Non-embedded supports during the assessment, and that we need to better prepare them for the assessment.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
⌒
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data
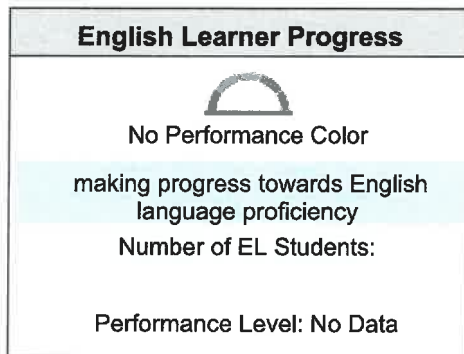
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0
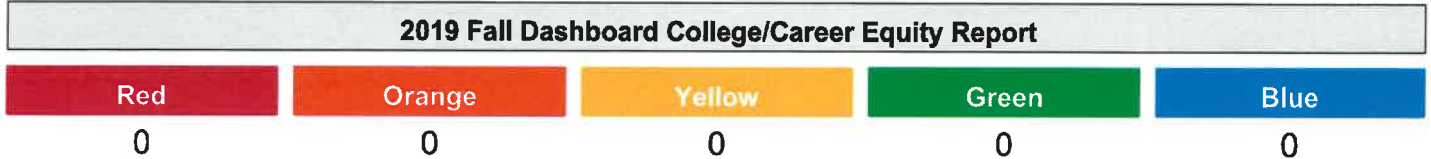
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
26.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.2	0 Students	0 Students
78		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

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

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
29.2 **Prepared**	29.2 **Prepared**	26.9 **Prepared**
31.9 **Approaching Prepared**	31.9 **Approaching Prepared**	26.9 **Approaching Prepared**
38.9 **Not Prepared**	38.9 **Not Prepared**	46.2 **Not Prepared**

Conclusions based on this data:

1. The data for all significant ethnic subgroups and socioeconomically disadvantaged subgroups declined and are in the significant growth required area thus supporting our identification of the need to improve, and our initial responses: proper placement of initial Mathematics courses upon entry to SVHS, the pilot of Success 101, the recruitment and expansion of students enrolling in AP STEM classes with the support of NMSI, our students having the opportunity to enroll in BCC's Transitional College classes, the purchase of interactive display units in Math and Science Classes along with 50 student laptops for science department through the DoDEA Grant and the purchase of of a Virtual Welder to enhance our current Auto CTE classes with the vision of our students enrolling in BCC Transitional College CTE classes in the near future.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	1
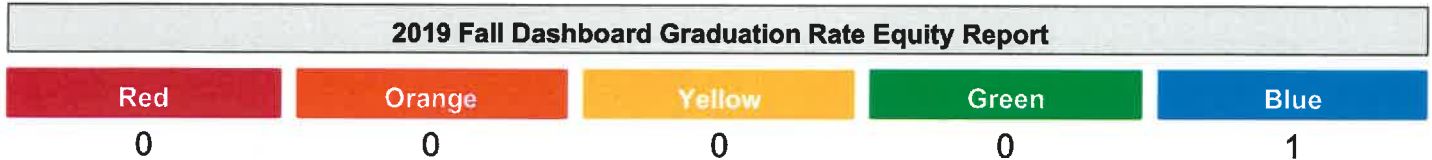
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
100	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +4.2	4	1
78		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	100	Less than 11 Students - Data Not Displayed for Privacy
5	Increased +4.7	10
	54	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
100	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
13	1		3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
100	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	100
Maintained 0	4	3	Increased +16.7
22			32

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
95.8	100

Conclusions based on this data:

1. We continue to have the majority of our students graduate and the data presented is somewhat misleading as it includes students who have left SVHS but did not graduate from their receiving school and students with disabilities who based on their IEPS need a 5th year of high school.

School and Student Performance Data

Conditions & Climate
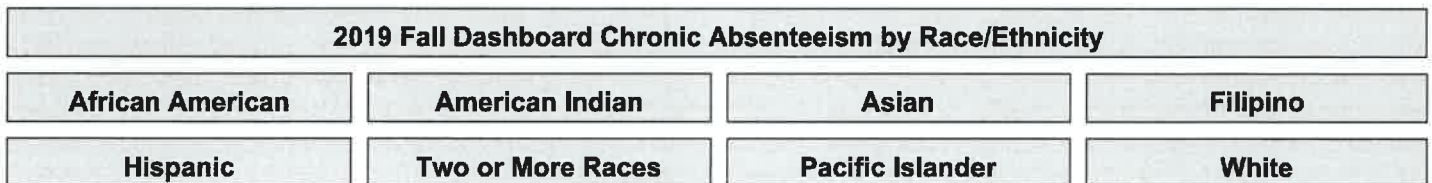## Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	2	0	0
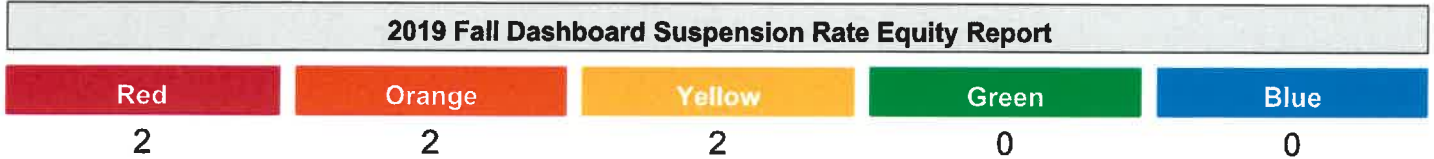
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	
7.4	7.1	
Increased +0.5	Declined -1.9	
443	14	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Yellow
23.5	10.8	8.5
Increased +23.5	Increased Significantly +3.2	Declined -3.5
17	222	47

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
11.3	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
	9	5	7
Increased +5.8			
53			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Orange	No Performance Color	Orange
7.6	7.1	0	7.3
Declined -4.1	Increased +4.4	Maintained 0	Increased +1
144	42	18	165

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	6.9	7.4

Conclusions based on this data:

1. The data shows that there was an increase in the number of suspensions over the course of the last three years and that the suspensions with the increases suspensions being fairly distributed through our major ethnic subgroups, but with a most significant increase being associated to our students with disabilities. This suggest the need to better mediate issues before they progress to violations of education code such as fighting. To address this we have already established additional on site counseling services for both groups and individuals, In addition, we have acquired Social Emotional Learning, (SEL) curriculum and are determining how best to implement its' use.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Schoolwide Learner Outcomes (SLOs)

LEA/LCAP Goal

Build individual leadership skills of teachers, administrators, and parents fostering positive relationships, effective communication, and creating a culture of recognition and excellence.
Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with stakeholders.

Goal 1

The newly adopted SLOs need to be incorporated into all learning environments.

Identified Need

Due to the newly adopted SLOs, the expectations of how to incorporate these goals into classrooms needs to be discussed and evaluated. Successful incorporation of the SLOs into all classrooms to maximize graduates' post high-school choices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP, ICAs, STAR Reading, STAR Math, WASC Report Analysis, Senior Exit Portfolio/Interview	SLOs are newly adopted	Senior students will be monitored every quarter by the Senior Portfolio/Exit Interview coordinator to check on their progress and provide feedback on the students' progress towards meeting the portfolio/exit interview requirements for graduation. All students will be monitored every quarter through an assigned staff member to ensure all students are collecting evidence for each of the SLOs in every class, giving staff an opportunity to review and comment on the student's progress. Students and their families will have a better understanding of the SLOs and how the SLOs will help the students be better

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		prepared for their post-high school choices.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will incorporate lessons, projects, or assignments that allow students to create and collect evidence for each of the SLOs.

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students have the responsibility of gathering evidence to show their progress towards meeting the SLOs via his or her student Google Drive portfolio. Teachers, guidance office, parents/guardians and Senior Portfolio/Exit Interview coordinator will have shared access to these portfolios as well, to allow them to monitor and comment on student's progress towards meeting the SLOs in order to prepare for the Senior Exit Interview process and graduation.

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

Amount(s)	Source(s)
1,500.00	District Funded 1000-1999: Certificated Personnel Salaries

	Appendix B for Senior Portfolio/Exit Interview coordinator

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified None Specified

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified
	None Specified

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified
	None Specified

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified
	None Specified

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

	None Specified None Specified

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified None Specified

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified None Specified

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified

	None Specified

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified None Specified

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified None Specified

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improving a-g Completion Rates

LEA/LCAP Goal

All student will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well-balanced course of study, including Career Technical Education.
Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with stakeholders.

Goal 2

The historic pattern of high numbers of D/F grades needs to be decreased, promoting higher a-g completion rates. The existing informal academic Response to Intervention (RTI) system, needs to evolve into a structured, tiered RTI model school wide, using classroom and school wide assessments.

Identified Need

In order to increase the amount of college ready students, student academic progress needs to be continuously monitored and communicated in a timely manner to parents/guardians of at risk students. Students needing academic support will receive appropriate tiered interventions to ensure that they have an understanding of the course work inn order to successfully show mastery in the the course. The incorporation of College and Career readiness Standards into all courses will allow students to be more prepared for their chosen post-secondary path. Additional professional development (internal and/or external) is needed to ensure that useful differentiation strategies are needed within the curriculum areas, incorporating different learning styles to ensure that all students are being successful.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a-g and D/F tracking student schedules for first/best placement, RTI interventions TFI process Analysis/examples of student work, professional development	See WASC Self Study from 2018-2019 for D/F rates	The total number of D/F grades will be monitored each formal grading period by the Academic Intervention Coach, Guidance counselor, and administrator. Tiered interventions for identified at risk students will be documented by the relevant teachers and communicated to the Academic Intervention Coach, guidance counselor and administrator as necessary.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		List of students attending after-school targeted tutoring will be monitored and measured for effect by changes in their course grades at each formal grading period. Students who receive failing grades at the semester, after the appropriate tiered interventions have been attempted, will be placed in credit recovery courses to aid students in maintaining a-g compliance. More evidence of college career readiness need to be examined and collected to ensure the use of Project based Learning (PBL) in all curricula. More professional development in PBL, differentiation, and rigor will assist the teachers in the incorporation of college and career readiness in their classes. With improved monitoring and communication internally at the school, as well as with the parents/guardians, students' progress toward completing their coursework and meeting their goals will be improved. D/F grades should decrease following the increase in appropriate interventions and communication with parents/guardians. a-g completion rates should rise, allowing for an increase in students being able to successfully meet their post-high school choices. Incorporation of more PBL strategies will increase student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		involvement in classes which should decrease apathy, increasing success in all courses.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All incoming freshmen from feeder schools will be placed in thew most appropriate classes based on their previous teachers' recommendations and their formal assessment results.

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Newly enrolled transfer students will be placed in the appropriate classes based on their current/prior courses in which they were enrolled and considering their post-high school goals.

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

Amount(s)	Source(s)
	None Specified

	None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Any time it becomes evident that a student is in danger of failing, teachers must contact parent/guardians, Academic Intervention Coach, and Guidance Counselor. The teacher and Academic Intervention Coach must then continue to monitor the student's progress and provide appropriate tiered academic supports.

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

Amount(s)	Source(s)
7,500.00	District Funded 1000-1999: Certificated Personnel Salaries Grade Level Academic Coaches/Team Leaders: 9th, 9th, 10th, 11th, 12th

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students requiring more significant academic support will be expected to attend targeted intervention after-school tutoring.

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

Amount(s)	Source(s)
16,000.00	District Funded 1000-1999: Certificated Personnel Salaries Targeted After School Interventions and Tutoring

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Club activities create additional possibilities for project based learning based on student choices.

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

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increasing Rigor Schoolwide

LEA/LCAP Goal

All students will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well-balanced course of study, including Career Technical Education.
Increase staff and family's ability to support student academic, social/emotional and physical needs

Goal 3

The further training of staff and implementation of AVID WICOR strategies focusing on improving our students' writing and listening skills must be expanded to all classrooms, supporting increased rigor throughout the school.

Identified Need

In order to increase the number of our college and career ready students, we need to expand the ability of all staff to implement WICOR strategies within all school settings, with the vision of improving student performance on CAASPP tests in the specific areas of writing and listening.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data, AVID professional development, AVID WICOR class walk-throughs, school PLCs dedicated to building and sharing WICOR strategy implementation in different settings		AVID Summer Institute trainings will be made available to willing staff and teacher participants. Wednesday PLC time will be utilized for WICOR strategy discussion and implementation. By increasing the number of AVID trained staff and teachers, WICOR strategies will be used schoolwide. With the increased usage of WICOR strategies, students will receive more specific instruction on writing and listening skills in all content areas. This increase in exposure to WICOR strategies should allow for an increase in CAASPP achievement levels in the ELA literacy areas for writing and listening.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

There will be an increase in achievement levels in CAASPP scores in ELA literacy areas, specifically the writing and listening strands.

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will continue to increase the number of teachers and staff who are AVID trained.

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

Amount(s)	Source(s)
14,000.00	District Funded 5000-5999: Services And Other Operating Expenditures RIMS AVID and AVID Center Training

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified
	None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified
	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified
	None Specified

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Culture

LEA/LCAP Goal

Build individual leadership skill of teachers, administrators, and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence.
Increase staff and family's ability to support student academic, social/emotional and physical needs.

Goal 4

Current school culture needs to continue to improve through better communication and collaboration of all stakeholders, and with improved training and utilization of Schoolwide PBIS strategies.

Identified Need

In order to improve our school culture, we need to increase student engagement and improve communication within the school and with the families of students. We must first provide proper training to increase the knowledge and ability of all staff to implement PBIS strategies within all school settings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS data, Golden Ticket Bank, PBIS professional development, evidence of SLOs in Student Google Drive folders, data on Parent/Student Portal Access, parent survey data		PBIS trainings will be made available to willing staff and teacher participants. Wednesday PLC time will be utilized for PBIS strategies discussion and implementation. Quarterly Golden Ticket Bank data will be reviewed to verify student engagement. All students will be monitored every quarter through an assigned staff member to ensure the students are collecting evidence for each of the SLOs in every class, giving the staff an opportunity to review and comment on the student's progress. Annual Tiered Fidelity Inventory (TFI) results will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		allow us to monitor and continue to advance our PBIS implementation schoolwide. Annual School Climate Survey will show increased numbers of parents, guardians, and community members who know and understand our school wide expectations Possibility- track usage rates for Google Classroom (We are waiting for IT confirmation on this possibility.) Staff will report out their usage of posting in Google Classroom to increase communication every month. By increasing the number of PBIS trained staff and teachers, PBIS strategies will be used schoolwide. With the increased usage of PBIS strategies and communication, students will receive more positive recognition, as determined quarterly by eligibility for Golden Tickets. Students' increased exposure to the SLOs will allow them to be better prepared for their post-high school choices. By increasing the usage of Google Classroom, students and parents will have a clearer understanding of the work in classrooms as well as school events.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All staff and teachers will receive formalized training in PBIS strategies.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will continue to increase the number of teachers and staff who are PBIS trained.

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

There will be an increase in the number of students meeting the criterion to be eligible to receive Golden Ticket Recognition.

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

Amount(s)	Source(s)
12,000.00	District Funded 5800: Professional/Consulting Services And Operating Expenditures Schoolwide Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Google Drive usage will be increased to evidence to SLOs being utilized in all class settings.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will see improved results on our PBIS Tiered Fidelity Inventory.

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The number of parent/guardians/communities who know and understand our school wide expectations will increase.

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

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We are looking to increase communication with students to access Google Classroom on a more regular basis, allowing for successful communication with students. We would like parents to connect with their child's Google Classroom to ensure increased communication regarding class information, responsibilities, and requirements. Clubs, Schoolwide/ASB, and athletics will create Google Classrooms to communicate more effectively with the students involved in those activities.

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will be expected to update grades no later than every two weeks to ensure that students have the most up to date information regarding their success and struggles in a given class.

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

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$51,000.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District Funded	$51,000.00

Subtotal of state or local funds included for this school: $51,000.00

Total of federal, state, and/or local funds for this school: $51,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	51,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,000.00
5000-5999: Services And Other Operating Expenditures	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	25,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	12,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,500.00
Goal 2	23,500.00
Goal 3	14,000.00

| Goal 4 | 12,000.00 |

School Site Council Membership

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

1 School Principal

5 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
Michael Sullivan	Principal
Tracie Dazzi	Classroom Teacher
Juan Delgado	Classroom Teacher
Starla Negin	Classroom Teacher
Crystal Nielsen	Classroom Teacher
Jo Nemec	Other School Staff
Mercy Vallejos	Other School Staff
Lisa Stevens	Parent or Community Member
Mark Moore	Parent or Community Member
Kileen Nelson	Parent or Community Member
Mia Somers	Parent or Community Member
Breanna Dubois	Secondary Student
Ryan Flores	Secondary Student
Letha Jarman	Secondary Student
Franci Adjangba	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature   **Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on November 4, 2019.

Attested:

Principal, Michael Sullivan on 10/5/2020	
SSC Chairperson, Letha Jarman on 10/5/2020	

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

the strategies/activities to achieve the articulated goal.

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

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

Recommendations and Assurances

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

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

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

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

Signature   **Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on November 4, 2019.

Attested:

Principal, Michael Sullivan on 10/5/2020

SSC Chairperson, Letha Jarman on 10/5/2020