

School Year: **2021-22**

# 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	November 15, 2021	December 14, 2021

## 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 year. We have continued carrying out the implementation of our WASC Goals though through Distance Learning model of instruction.

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

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Parent survey conducted Spring, 2021: 1. When you visit your child's school, is the staff friendly and helpful? 95% All or most of the time; 2. Are the administrators easy to talk to? 94% All or most of the time; 3. Are parents involved in planning, implementing, or evaluating school programs? 40% yes, 51% don't know; 4. School staff consider my opinion when it comes to decisions concerning my child? 96% Agree or Strongly Agree; 5. My involvement in my child's education is valued at my school? 92% 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? 92% Agree or Strongly Agree; 8. The school rewards good student choices and behavior? 87% Agree or Strongly Agree; 9. I would recommend my child's school to other parents? 92% Yes.

Student survey conducted Spring, 2021: At my school, there is a teacher or some other adult who tells me when I do a good job? 61% 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? 68% Agree or Strongly Agree; 4. The teachers and other adults treat students fairly? 80% Agree or Strongly Agree; 5. I feel safe at my school? 86% 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? 79% Agree or Strongly Agree; 8. I see the principal in my classroom? 8% All or most of the time, 40% Some of the time; 9. I would recommend my school to other kids? 61% 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, Exact Path from Edmentum for Reading, Language Arts, and Mathematics. We also use 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. In 2020 2021 more than a dozen staff members were trained and built lessons for Project Based Learning.

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 ensure first best placement, In Class Response to Intervention, including Tests Retakes, Extended Time for Completion of Assignments. We also provide Differentiated Expectations for our potentially At-Promise students and After School Tutoring for our formally identified At Promise students. We provide proactive academic counseling services with monitoring at grading periods to identify and provide ongoing support for academically At-Promise students. For students that are credit deficient we provide online credit recovery through Ed Options Academy. and Edmentum Courseware.

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-Promise students, Guidance Office and Counseling support, Ed Options and Edmentum Credit Recovery, Collaboration Two-Way Transition Program with AEC/SVHS. We also have embedded Social Emotional Learning into our regular school program; offering two Elective Classes, and as a whole school impact during our Advisory Classes.

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)

After School Tutoring, Ed Options Academy and Edmentum Courseware

### 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. We also surveyed our students and community members as it relates to changes to one of our WASC Goals as it pertained to changes in our SLOs and the Senior Exit Interview Process.

## **Resource Inequities**

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

None



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.83%	1.78%	1.5%	7	7	5
African American	11.26%	8.91%	10.0%	43	35	34
Asian	0.52%	0.51%	0.3%	2	2	1
Filipino	1.83%	1.53%	2.1%	7	6	7
Hispanic/Latino	30.89%	36.39%	38.4%	118	143	131
Pacific Islander	4.45%	4.33%	3.8%	17	17	13
White	40.05%	39.69%	35.8%	153	156	122
Multiple/No Response	%	0.25%	7.6%		26	26
<b>Total Enrollment</b>				382	393	341

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	117	106	108
Grade 10	98	111	77
Grade 11	83	99	79
Grade 12	84	77	77
<b>Total Enrollment</b>	382	393	341

### 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	9	9	11	2.4%	2.3%	3.2%
Fluent English Proficient (FEP)	34	24	19	8.9%	6.1%	5.6%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	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-Promise 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.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
393	52.2	2.3	0.3

This is the total number of students enrolled.

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

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

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

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	2.3
Foster Youth	1	0.3
Homeless	20	5.1
Socioeconomically Disadvantaged	205	52.2
Students with Disabilities	61	15.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	8.9
American Indian	7	1.8
Asian	2	0.5
Filipino	6	1.5
Hispanic	143	36.4
Two or More Races	26	6.6
Pacific Islander	17	4.3
White	156	39.7






### 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
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		
<b>College/Career</b>  Orange		

#### Conclusions based on this data:

1. Our graduation rate has consistently been one of the highest in the county and state. 3 years in a row 100%. 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 in 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 and Concurrent Courses, the purchase of interactive display units in Math and Science Classes and now throughout most classrooms, along with moving to 1:1 laptops for all students. 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. In 2021-2022 We also started a pilot of Med Core 1 taught by our District Nurse.

# School and Student Performance Data

## Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>26.8 points above standard</p> <p>Declined Significantly -22.4 points</p> <p>73</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>18.9 points above standard</p> <p>Declined -3.2 points</p> <p>35</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 52.2 points above standard Increased Significantly ++18.1 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 24.1 points above standard Declined Significantly -27.7 points 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 1	Less than 11 Students - Data Not Displayed for Privacy 1	19 points above standard Declined Significantly -41.6 points 62

**Conclusions based on this data:**

- The data shows that we increased or maintained our English Language Arts academic performance in our three significant ethnic groups.
- The data shows we increased our English Language Arts academic performance for our Socioeconomically Disadvantaged subgroup.
- 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.

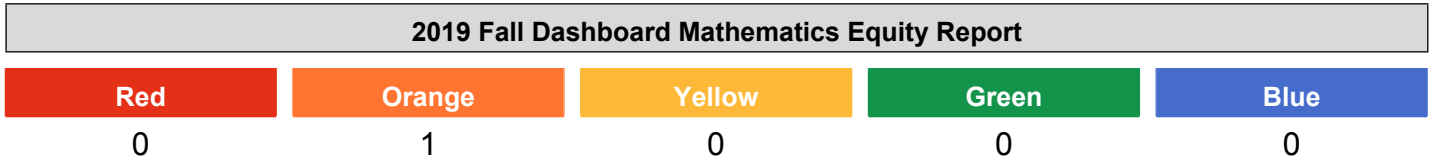
# School and Student Performance Data

## Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 67.8 points below standard Declined Significantly -28.5 points 73	<p><b>English Learners</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 83.7 points below standard Declined -8.8 points 35	<p><b>Students with Disabilities</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 48.1 points below standard Increased ++4.1 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 81.2 points below standard Declined Significantly -53.8 points 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 1	Less than 11 Students - Data Not Displayed for Privacy 1	69.9 points below standard Declined Significantly -40.9 points 62

#### Conclusions based on this data:

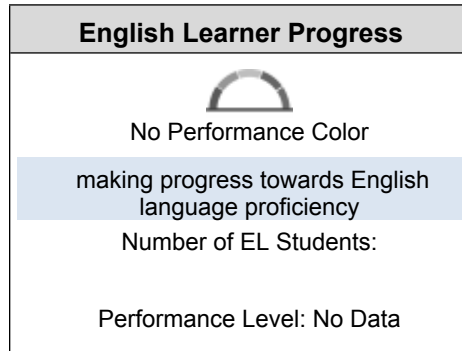
1. The data shows that we increased in two of our three significant ethnic subgroups for Mathematics academic performance, but simultaneously all three were still below standard.
2. The data shows we increased our Mathematics academic performance for our Socioeconomically Disadvantaged subgroup, but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



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

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
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Conclusions based on this data:

- 1.

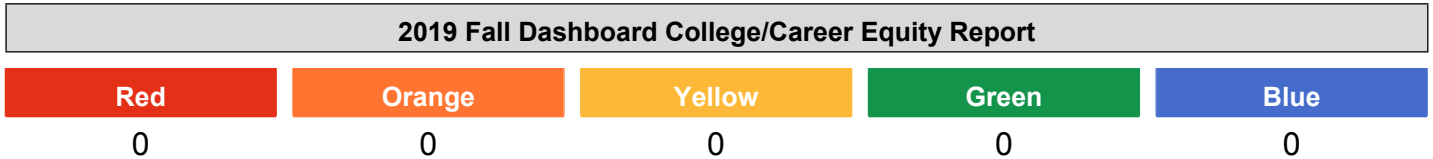
# School and Student Performance Data

## Academic Performance College/Career







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



This section provides number of student groups in each color.











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

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



**2019 Fall Dashboard College/Career by Race/Ethnicity**

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

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

**2019 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
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:**

- 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.

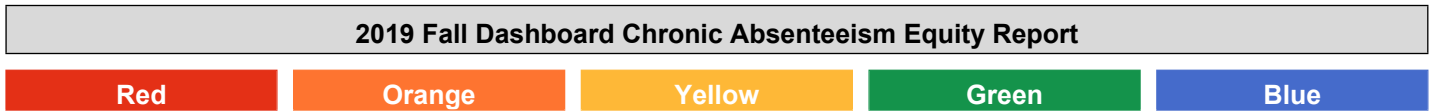
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

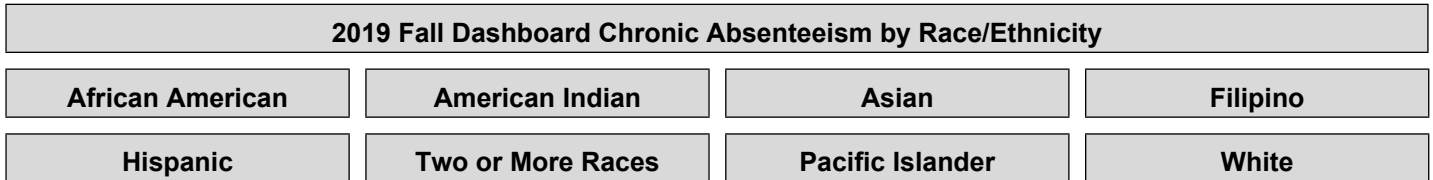
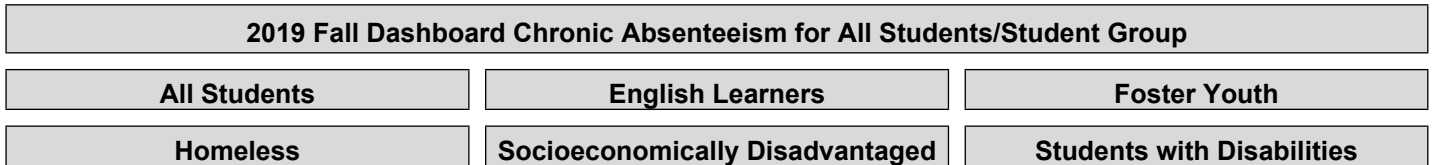
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

- 1.

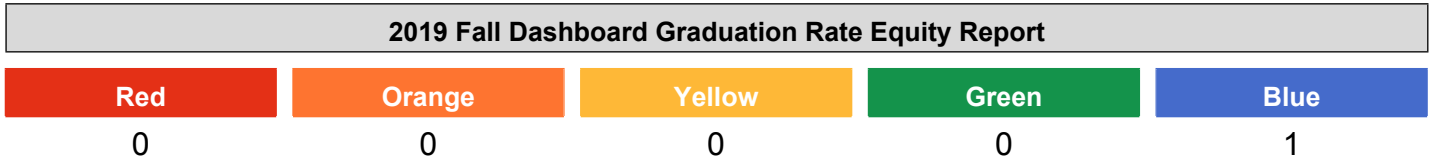
# School and Student Performance Data

## Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Blue</p> <p>100</p> <p>Increased +4.2</p> <p>78</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>100</p> <p>Increased +4.7</p> <p>54</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 100 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 100 Maintained 0 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 100 Increased +16.7 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.

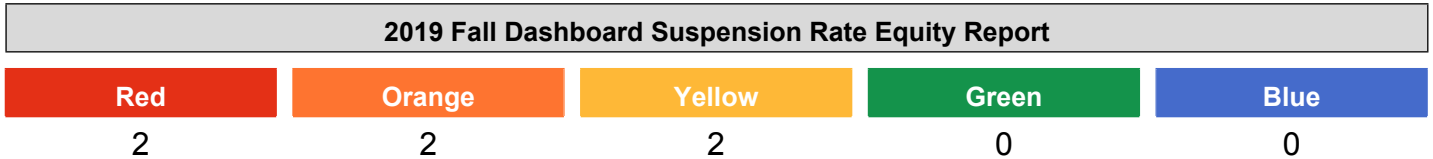
# School and Student Performance Data

## Conditions & Climate Suspension Rate






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











This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red <span style="background-color: #e0e0e0; padding: 2px;">11.3</span> Increased +5.8 53	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e0e0e0; padding: 2px;">7.6</span> Declined -4.1 144	 Orange <span style="background-color: #e0e0e0; padding: 2px;">7.1</span> Increased +4.4 42	 No Performance Color <span style="background-color: #e0e0e0; padding: 2px;">0</span> Maintained 0 18	 Orange <span style="background-color: #e0e0e0; padding: 2px;">7.3</span> Increased +1 165

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:**

- 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 have started with two Elective Courses, along with embedding SEL lessons within our Advisory Period.

# 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 School-wide Learner Outcomes (SLOs) need to be incorporated into all learning environments.

## Identified Need

Students will reflect on how the SLOs have helped them evaluate their post-high school choices.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Senior Portfolio/Exit Interview WASC Report Analysis Student/Parent/Guardian Feedback Surveys	The portfolio and exit interview process has drastically changed. We do not yet have actual outcome information as this change will go into effect the 21/22 school year.	Senior Students will complete the following for a written portfolio: Resume & Cover Letter Letter of Recommendation from staff Personal Insight Questions Future Goals essay  Students will create and share a Celebration Showpiece. This will be presented to the family members and chosen support persons (to be chosen by the students) during a reception at the end of the school year.

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

The Portfolio/Exit Interview Coordinator will work with all seniors to ensure that all aspects of the written portfolio are completed on time.

This may also be worked on during Senior Advisory Classes to allow all students in-school time to complete the written portfolio.

All aspects will be reviewed by the Portfolio/Exit Interview Coordinator, Administration, and Counseling.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500.00

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Appendix B for Senior Portfolio/Exit Interview  
Coordinator

### 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 will complete a Future Goals Essay in which they evaluate how they have changed throughout high school, discuss their post-high school goals, and discuss how their time at SVHS has helped prepare them for their future.

### 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

Students will participate in a celebration/reflection presentation. This will be a way to include the parents/guardians and support persons in celebrating the student’s successes during high school, and not just academically.

**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)

[Empty box for Amount(s)]

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.

[Empty box for Amount(s)]

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.

[Empty box for Amount(s)]

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.

[Empty box for amount and funding source details]

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.

[Empty box for amount and funding source details]

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.

[Empty box for amount and funding source details]

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
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**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
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## Annual Review

**SPSA Year Reviewed: 2020-21**

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

### ANALYSIS

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

Due to the imposed CDPH and County COVID Restrictions and Limitations on In Person Instruction; we lessened the expectations previously established for our Senior Portfolio and Exit Interview process, and thus did not have the anticipated implementation.

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

We did have students submit their E-Portfolios but did not hold formal exit interviews. We also permitted all seniors who met the graduation requirements to attend our graduation ceremony whether they completed the E-Portfolio or not.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The changes that are made are listed under Planned Improvements: Goal 1

# 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 in 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
The number of D/F grades and a-g eligibility each semester will be documented on a Google Sheet in our shared SVHS WASC Drive.	2018-2019: <ul style="list-style-type: none"> <li>Number of Ds/Fs: 747</li> <li>Number of a-g eligible Students: 26</li> </ul> 2019-2020: <ul style="list-style-type: none"> <li>Number of Ds/Fs: 601</li> <li>Number of a-g eligible students: 29</li> </ul>	There will be a 2% growth in a-g eligibility and an average of 5% decrease in Ds/Fs annually.

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 the 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)
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## Annual Review



## **SPSA Year Reviewed: 2020-21**

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

### **ANALYSIS**

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

Over the course of the year even though we were limited by COVID restrictions. We were still able to reduce the number of Ds and Fs overall in Semester 1 and barely did not meet our goal Semester 2.

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

In addition to our planned implementation, we were able to bring not only students with IEPs onto campus early in fall of 2020 but were also permitted to bring our most vulnerable academically needy students. Out of the 82 students we identified as academically needing In Person instruction, 34 agreed to come in to school. Those students who chose to come out performed their peers in the larger group significantly improving their grades and reducing the number of classes failed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# 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
All certificated staff will be trained in AVID strategies and will implement WICOR strategies in the classroom.	2018-2019: 48% 2019-2020: 64%	By the end of the 2020-2021 school year, at least 75% of certificated staff and all core subject teachers will be trained through AVID. and at least 75% of certificated staff will be implementing WICOR strategies in the classroom.

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

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

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

### **ANALYSIS**

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

Due to COVID Restrictions we did not send many staff to AVID Summer Institute as it was only offered Virtually. We thus fell slightly short of our goal with 72% of staff being AVID trained.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# 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 School-wide 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
All certificated staff will be trained in PBIS strategies and will implement Social Emotional Learning (SEL) strategies in the classroom. Communication with all stakeholders will occur minimally on a bi-weekly basis on varying platforms.	2018-2019: PBIS 70%/ SEL 0% 2019-2020: PBIS 100%/ SEL 0%	Social Emotional Learning (SEL) instruction will be implemented in 100% of advisory classes. Staff will be receiving training for implemented SEL strategies. Continued communication will be made available across multiple platforms (i.e.: email, Facebook Live, social media, etc.) to enhance community involvement.

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)

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

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

## **ANALYSIS**

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

COVID restrictions limited some of our ability to build relationships with our students. Typically we are use to face to face positive interactions, and most students elected to keep their cameras off during Zoom classes, but we continued to honor them and recognize them for their positive accomplishments by sending them E Gift Certificates and doing Drive Through Ceremonies. Our communication with students and their families did benefit from the Signiant increase of Google Classroom during Distance Learning.

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



Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# 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
Yolanda Curlee Olivas	Classroom Teacher
Stephanie Luna	Classroom Teacher
Rebecca Heldreth	Classroom Teacher
Brandon Leming	Classroom Teacher
Jennifer Schooler	Classroom Teacher
Sheila Bowers	Other School Staff
Bev Garcia	Other School Staff
Tami Reeck	Parent or Community Member
Mark Moore	Parent or Community Member
Elena Malautea	Parent or Community Member
Kristina Andrade	Parent or Community Member
Ndege Amandla	Secondary Student
Dominga Figueroa	Secondary Student
Mia Moore	Secondary Student
Naomi Spalty	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 15, 2021.

Attested:

Principal, Michael Sullivan on 11/15/2021

SSC Chairperson, Naomi Spalty on 11/15/2021

# 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.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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](mailto: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](mailto: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](mailto: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 as 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.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of 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.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# 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 <small>DocuSigned by: Michael Sullivan</small>	Principal
Yolanda Curlee Olivas <small>DocuSigned by: Yolanda Curlee Olivas</small>	Classroom Teacher
Stephanie Luna <small>DocuSigned by: Stephanie Luna</small>	Classroom Teacher
Rebecca Heldreth <small>DocuSigned by: Rebecca Heldreth</small>	Classroom Teacher
Brandon Leming <small>DocuSigned by: Brandon Leming</small>	Classroom Teacher
Jennifer Schooler <small>DocuSigned by: Jennifer Schooler</small>	Classroom Teacher
Sheila Bowers <small>DocuSigned by: Sheila Bowers</small>	Other School Staff
Bev Garcia <small>DocuSigned by: Bev Garcia</small>	Other School Staff
Tami Reeck <small>DocuSigned by: Tami Reeck</small>	Parent or Community Member
Mark Moore <small>DocuSigned by: Mark Moore</small>	Parent or Community Member
Elena Malautea <small>DocuSigned by: Elena Malautea</small>	Parent or Community Member
Kristina Andrade <small>DocuSigned by: Kristina Andrade</small>	Parent or Community Member
Ndege Amandla <small>DocuSigned by: Ndege Amandla</small>	Secondary Student
Dominga Figueroa <small>DocuSigned by: Dominga Figueroa</small>	Secondary Student
Mia Moore <small>DocuSigned by: Mia Moore</small>	Secondary Student
Naomi Spalty <small>DocuSigned by: Naomi Spalty</small>	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 15, 2021.

Attested:

Principal, Michael Sullivan on 11/15/2021	DocuSigned by: <i>Michael Sullivan</i>
SSC Chairperson, Naomi Spalty on 11/15/2021	0617B03E36C24A... DocuSigned by: <i>Naomi Spalty</i> C1E18FC2C1F740A...