School Year: **2020-21**

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
Sacramento Academic and Vocational Academy-EGUSD	3467314 0137281	October 29, 2020	November 10, 2020

Purpose and Description

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

Schoolwide Program

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.

SAVA used input from various stakeholders to develop a plan to effectively meet the learning needs of SAVA students and meet all requirements under ESSa in alignment with the Local Control Accountaibility Plan and other federal, state and local programs. The school will invest heavily in instructional staff and classroom supplies and materials in order to meet the indiviudal learning needs of all students enrolled at SAVA. SAVA staff will particiapte in various professional development opportunities focused on best practices in teaching strategies, school culture and culturally relevant instruction.

Table of Contents

Comprehensive Needs Assessment Components

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

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

Upon enrollment, students complete surveys detailing any pertinent information that has affected their academic growth throughout their high shcool years. Students also complete a career and college interest survey during the enrollment process. The results of these student surveys show that SAVA has a large percentage of high risk students. Over 70% of new enrollees at SAVA qualify for at least one of the Dashboard Alternative School status (DASS) indicators. Many students credit deficient, homeless and foster youth, pregnant or parenting teens, and have large gaps in their education. This information has led to the creation of school goal #4, providing more academic and social services to help SAVA students overcome the extreme challenges they have encountered during high school and sometimes even back to their elementary years.

Teachers at SAVA complete a cultural analysis survey every fall semester. The survey taken in April 2020 showed very positive results. Overall, most teachers are very pleased with the safe, positive culture throughout the school.

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

All teachers are observed, at minimum, once per semester. For full time teachers, the observation and overall work performance is tied to a performance stipend. These results are shared with the teacher in a meeting with an administrator prior to the end of the school year.

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)

CAASPP testing results are available via our student data system (AERIES). Core content Specialists have created benchmark exams that are used throughout SAVA. Teachers use the school developed course assessment package tailored to each grade level and class to backwards map the essential standards needed to perform well on the test. Periodic testing of the skills leading up to benchmark exams assist teachers in the development of powerful lesson plans and master based instruction and learning in the classroom. Students also take a Renaissance STAR Reading and Math assessment multiple times a year to assess academic growth in these core content areas.

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

SAVA uses Renaissance Learning assessments to track student growth throughout the school year. Renaissance instructional growth reports are used to help teachers properly identify areas of needed improvement and to modify instruction to meet the academic needs of the student.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at SAVA are highly qualified and meet all requirements set by the state of California to posses a valid teaching credential.

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

All SAVA teachers hold a valid CA teaching credential. Professional development is built into the weekly schedule to provide adequate training for all instructional materials used at SAVA. SAVA has a sufficient number of credentialed teachers on staff at all times and keeps student/teacher ratios below a 25:1 mark.

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

SAVA and GCC Central Administration work hand-in-hand to assess professional-training needs in the area of standards based instruction. The focus for staff development will be a sustained team approach rather than isolated, "one shot" workshops. Teachers have many avenues of support through regularly held classes, specialized requested training and Teacher Induction for newly credentialed teachers. The California Teaching Standards are referred to and covered as needed in all trainings. Weekly staff development meetings provide further opportunity for staff to collaborate on assessing, analyzing, and planning for instructional needs.

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

SAVA participates in GCC wide professional development activities which meets bi-monthly to share best practices across all GCC schools. SAVA Administration participates in bi-weekly meetings with GCC administrators, and principals meet with the Superintendent individually on a monthly basis.

SAVA has worked hard to create a culture and climate of respect, trust and collaboration. SAVA emphasizes and promotes the GCC Core Values of SERVICE; Student focused, Excellence, Responsibility, Valuing others, Integrity, Collaboration, and Empowerment. These values are addressed in staff meetings, through student and staff of the month awards, student appreciation events and in daily interactions across all sites.

GCC continually provides trainings to ensure everyone is implementing "Capturing Kids' Hearts" with integrity. Professional development across the entire GCC for Capturing Kids' Hearts was first implemented in 2010. Since then, the administration for all sites have remained focused on this model, using it in staff meetings and routine practices with students. Additionally, a number of SAVA staff attended a follow-up Process Champions training and now have the leadership skills to train new staff and support current staff with the CKH process. These Process Champions are responsible for ensuring sites incorporate strategies correctly. The goal of this model is to strengthen school culture between all stakeholders, as well as build relationships between stakeholders by maintaining accountability and respect when dealing with conflict.

SAVA staff meet together on a weekly basis for professional development every Monday morning. These meetings focus on school-wide initiatives such as Coherence, Renaissance Learning and CKH. SAVA also attends outside community training's or brings outside community members into SAVA meetings to share important information.This designated professional development time also provides opportunities for sharing of important information, discussion time and collaboration on new programs as well as best practices focused on equity for curriculum and instruction.

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

Every teacher is assigned to a cohort to collaborate and enhance curriculum in their subject matter area.

Teaching and Learning

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

All core curricula has a course of study outline that is aligned to state content standards, materials and performance expectations. The teaching staff is a blend of content-area specialists and multiple subject teachers. Each content area specialist is highly trained in their specific content area and focuses their instructional strategies and use of materials to reflect this strict alignment with the state content and performance standards. Content-area specialists provide direct support to the students. Specialists also provide collegial support and professional development to the multiple subject teachers if there are questions concerning specific curriculum.

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

N/A

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

N/A

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

Course outlines for all of our content areas are available to every teacher at SAVA through the site principal, campus principal, and curriculum coach. Curriculum and other supplemental materials are adopted with a focus on alignment with the state content standards and SAVA's six pillars of instruction which align with the school's Instructional Framework. Supplemental materials for our EL students are utilized as tools to drive student achievement to grade level or beyond. Technology is incorporated into our instructional strategies to further enhance standards based learning of all students of every level.

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

Course outlines for all of our content areas are available to every teacher at SAVA through the campus principal and curriculum coach. Curriculum and other supplemental materials are adopted with a focus on alignment with the state content standards. Supplemental materials for our EL students are utilized as tools to drive student achievement to grade level or beyond. Technology is incorporated into our instructional strategies to further enhance standards based learning of all students of every level.

Opportunity and Equal Educational Access

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

Our school is a non-classroom based program, therefore, each student receives individualized differentiated insctruction based on academic need. For every class a SAVA student takes, the curriculum is based on that student's individual needs. For students with special needs, curriculum and pacing can be modified by the teacher. All students have access to enroll in A-G curriculum and SAVA provides IEP services for students with special needs. Staff works to create meaningful and powerful relationships with students and is able to draw out information regarding past educational challenges and experiences through weekly student-teacher meetings.

Possessing high expectations for students encourages them to achieve at a higher level. SAVA has students who are socioeconomically and linguistically diverse. Many SAVA students come from chaotic home environments and/or are teen parents. Some are dealing with gang issues and many are academically behind. SAVA has a significant number of students with special learning disabilities and English Language Learners. Our charter school supplies materials for students to complete their art projects or science labs (as some students are unable to acquire supplies at home). Due to the nature of our non-classroom based program, staff can differentiate our instruction to fit all student needs. Modifications and accommodations are made on a case-by-case situation.

At SAVA, students demonstrate content knowledge and simultaneously prove engagement by completing standard-based assessments and weekly assignments. Weekly assignments include oral presentations, oral summaries, evidence of active reading, and question/answer checks for understanding while reading. Students take notes, define vocabulary, complete book work, and complete labs and assessments from a standards-based curriculum. During weekly Teacher of Record meetings, one-on-one discussions and scaffolding activities address any lack of understanding or knowledge the student may have encountered during their independent learning experience.

All curricula at SAVA are state adopted and aligned to State Standards. All high school curricula are prepared by subject-area specialists

Evidence-based educational practices to raise student achievement

SAVA has adopted the Renaissance Learning program to provide reading and math assessments to all students three times per year—upon enrollment, and at the end of each semester. These tests, which are completed online, employ item-response theory to provide a computer-adaptive assessment that dynamically adjusts to each student's responses, quickly and efficiently determining student achievement levels and zone of proximal development. Upon completion of the test, teachers and students are provided with immediate feedback on the student's performance, including the student's scaled score, grade equivalency, instructional reading level, and national percentile rank.

Testing students upon enrollment ensures that they are placed into the correct curriculum level to best support their needs. Each additional time a student takes the test in a given academic year, the student's growth is determined, and teachers then use these results to better focus their instruction.

Parental Engagement

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

For students who have financial burdens, SAVA offers bus passes to and from school. There are also snack bags available at school, donated by the local food bank. Lunch is available daily to all students on campus at SAVA. SAVA Counselors offer job and career assistance and help looking into college or vocational programs and scholarships. They also provide resources for students living on their own or facing difficult life situations.

Student Support Specialists are available to implement students home visits for student who are not meeting school expectations. During these howm visits, additoinal resources and supports are made available to students to support their social emotional and academic needs.

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)

SAVA holds quarterly School Site Council meetings where parents, community representatives, classroom teachers, other school personnel and students assist in the planning and implementation of school programs.

Funding

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

Teachers are required to attend staff development sessions on instructional strategies to help meet the needs of these students. A student intervention program is in place for teachers to refer students so that other avenues may be explored to increase the student's academic success. The focus of this intervention process is to identify the use of intensive strategies that will increase the students proficiency level to grade level or above as well as support social emotional needs.This is achieved through the efforts of all the student's teachers, the administration, the parents and the student. EL students are able to attend a Designated ELD Class offered through the English Language Specialist and ELD support labs in a small group setting. This environment enables them to get additional assistance in core subject areas.

All students not meeting the standards in English and/or Math are encouraged to attend support labs for additional instructional assistance.

Students with Individualized Education Plans (IEP) also attend additional ELA and Math support classes. A teacher working in collaboration with the Special Education Specialist provides instructional support to students in a one-on-one or small group environment.

Fiscal support (EPC)

The schools principal works with the superintendent and CBO to create a budget each school year. The Title 1 budget is then shared with and approved by the School Site Council. The principal, superintendent and CBO have quarterly budget meetings to review spending and make sure all funds are being used in accordance with state and federal guidelines.

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

The SPSA plan was developed with the input of various stakeholders. Title one expenditures as well as other expenditures were reviewed with teachers, classified staff, students and parents at school site council meetings. The plan was approved by the school site council on October 30, 2020 and approved by the Gateway Community Charters Board on November 10, 2020.

Resource Inequities

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

There were no resource inequities identified through the needs assessment.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	1.9%	1.33%		6	4
African American	%	27.22%	22.92%		86	69
Asian	%	2.22%	5.65%		7	17
Filipino	%	2.22%	2.66%		7	8
Hispanic/Latino	%	47.15%	49.17%		149	148
Pacific Islander	%	0.95%	1%		3	3
White	%	14.87%	14.95%		47	45
Multiple/No Response	%	2.85%	1.33%		9	4
			Total Enrollment		316	301

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 8		1	
Grade 9		89	76
Grade 10		72	73
Grade 11		72	85
Grade 12		82	67
Total Enrollment		316	301

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners		23	28		7.3%	9.3%
Fluent English Proficient (FEP)		43	38		13.6%	12.6%
Reclassified Fluent English Proficient (RFEP)		0	0		0.0%	0.0%

Conclusions based on this data:

1.

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 8			*			*			*			
Grade 11			93			87			87			93.5
All			94			88			88			93.6

* 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 8			*			*			*			*			*
Grade 11			2515.			2.30			25.29			31.03			41.38
All Grades	N/A	N/A	N/A			2.27			25.00			30.68			42.05

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8			*			*			*
Grade 11			11.49			41.38			47.13
All Grades			11.36			42.05			46.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8			*			*			*
Grade 11			6.98			52.33			40.70
All Grades			6.90			52.87			40.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8			*			*			*
Grade 11			5.75			77.01			17.24
All Grades			5.68			76.14			18.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8			*			*			*
Grade 11			5.75			49.43			44.83
All Grades			5.68			48.86			45.45

Conclusions based on this data:

1.

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 8			*			*			*			
Grade 11			93			84			84			90.3
All			94			85			85			90.4

* 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 8			*			*			*			*			*
Grade 11			2459.			0.00			3.57			10.71			85.71
All Grades	N/A	N/A	N/A			0.00			3.53			10.59			85.88

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8			*			*			*
Grade 11			1.19			8.33			90.48
All Grades			1.18			8.24			90.59

	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8			*			*			*
Grade 11			0.00			38.10			61.90
All Grades			0.00			37.65			62.35

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8			*			*			*
Grade 11			2.38			40.48			57.14
All Grades			2.35			40.00			57.65

Conclusions based on this data:

1.

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		*		*		*		7
Grade 10		*		*		*		6
Grade 11		*		*		*		6
Grade 12		*		*		*		6
All Grades								25

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
All Grades		16.00		60.00		24.00		0.00		25

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
All Grades		32.00		52.00		16.00		0.00		25

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
All Grades		8.00		36.00		52.00		4.00		25

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
All Grades		8.00		84.00		8.00		25

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
All Grades		80.00		20.00		0.00		25

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		8.00		68.00		24.00		25

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		12.00		88.00		0.00		25

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
316	**68.0**	**7.3**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	23	7.3
Foster Youth	3	0.9
Homeless	2	0.6
Socioeconomically Disadvantaged	215	68.0
Students with Disabilities	38	12.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	86	27.2
American Indian	6	1.9
Asian	7	2.2
Filipino	7	2.2
Hispanic	149	47.2
Two or More Races	2	0.6
Pacific Islander	3	0.9
White	47	14.9

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

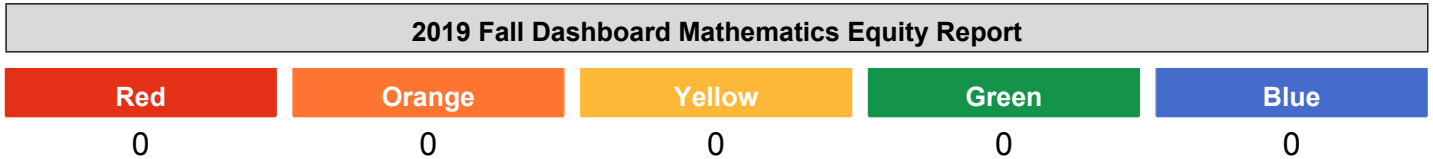| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** No Performance Color
Mathematics No Performance Color	**Chronic Absenteeism** No Performance Color	
College/Career No Performance Color		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
69.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
53	6	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	77 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	39	5

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
92.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
12	1	2	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
80.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	30.3 points below standard
23	1		12

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

| 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	61.5 points below standard
4	2	37

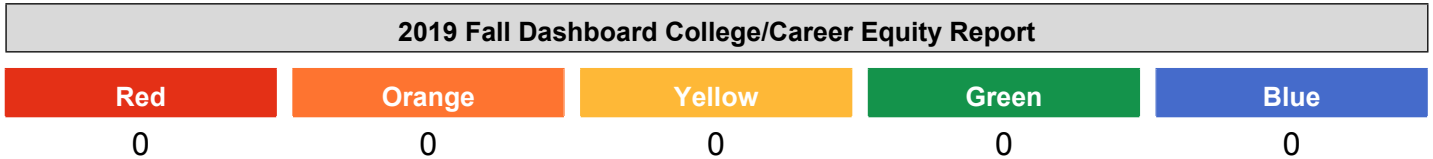**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	
154.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
51	6	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	No Performance Color
	156.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	38	5

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
176.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
12	1	2	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color		No Performance Color
152.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy		130.1 points below standard
23	1		11

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	149.2 points below standard
4	2	35

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46.2 making progress towards English language proficiency
Number of EL Students: 13
Performance Level: Low
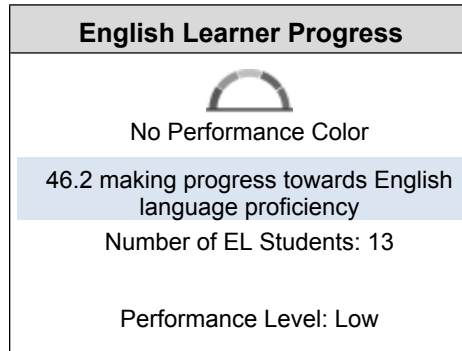
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30.7	23.0	7.6	38.4

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
5.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
93	0 Students	0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	**Prepared**	5.4 **Prepared**
Approaching Prepared	**Approaching Prepared**	20.4 **Approaching Prepared**
Not Prepared	**Not Prepared**	74.2 **Not Prepared**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0
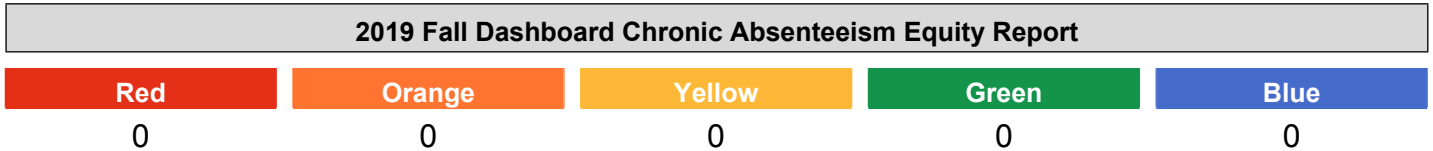
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	0	0

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	1	0

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

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

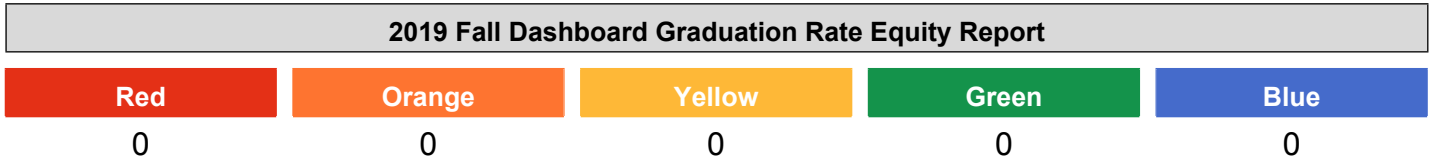**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
75.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
93	8	2
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	73.3	60
1	60	15

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
88.9	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
18		3	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
68	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	75
50	1	2	16

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**
	75.3

**Conclusions based on this data:**

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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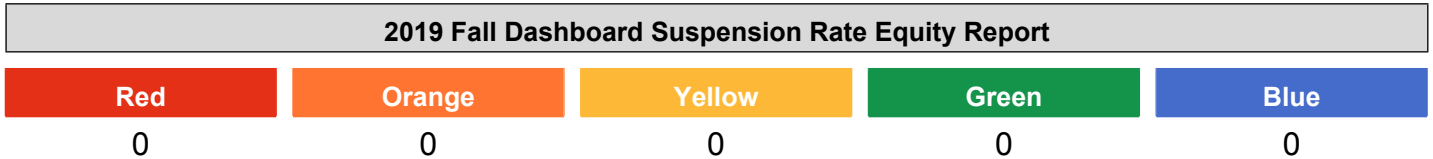
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
0.4	0	Less than 11 Students - Data Not Displayed for Privacy
468	35	9
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0.3	0
2	319	45

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy 9	0	0
122		24	11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy 5	3
216	15		66

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
		0.4

Conclusions based on this data:

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

College and Career Readiness

LEA/LCAP Goal

Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

Goal 1

Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

Identified Need

The percentage of students at the "prepared" level on the dashboard college and career indicator is well below the state average. There is also an achievement gap showing white students significantly outperforming African American, Hispanic and Low Income students on this indicator.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Average Distance from Proficient - All Students - Foster - EL - Low Income - African American - Hispanic - White	69.3points from proficient	50 points from proficient
CAASPP Math Average Distance from Proficient - All Students - Foster - EL - Low Income - African American - Hispanic - White	159.4 points from proficient	150 points from proficient

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)

English Learners

Strategy/Activity

Hire addiitonal staff to support EL students

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)
23735.60	Title I 2000-2999: Classified Personnel Salaries Para-educator salaries
14974.35	Title I 3000-3999: Employee Benefits Employee benefits for hired personnel

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

Professoinal development focused on content standards and cultuarrally relevent teaching practices

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)
9873.00	Title I 5000-5999: Services And Other Operating Expenditures Professional Development
21573.10	Title I 4000-4999: Books And Supplies Culturally relevant curricum

4705.00	Title I
	7000-7439: Other Outgo
	Indirect costs

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.

Amount(s)   Source(s)

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.

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)

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.

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)

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.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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.

NA

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

NA

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.

NA

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

School Culture

LEA/LCAP Goal

Foster a respectful, collaborative and reflective school culture that ensures academic success and social/emotional well-being for each student

Goal 2

Foster a respectful, collaborative and reflective school culture that ensures academic success and social/emotional well-being for each student

Identified Need

The percentage of students receiving counselor support and needing IEP/ 504 support based on anxiety, depression, emotional disturbance is high at SAVA. SAVA students also have high numbers of Adverse Childhood Experiences (ACE's) as indicators to need extra support around Social Emotional Learning (SEL) well-being and positive school culture. Research has shown that implementing SEL strategies has increased student achievement and created positive school cultures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Survey Reflecting Positive School Culture	90% of usrvey reflect positive school culture	maintain 90% or greater reflecting positive school culture
Parent Survey Reflecting Positive School Culture	90% of usrvey reflect positive school culture	maintain 90% or greater reflecting positive school culture
Retention Rate	72% rention rate	80% retention rate

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

Certificated student support staff (ie. social workers & counselors) to provide social emotional support to low-income and foster students through increased counseling services and classes focused on self-esteem, self awareness and leadership. Providing these extra support services to

students will increase students' self-esteem and sense of belonging at school and help promote a positive culture that will lead to increased academic success.

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)
60000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Salaries
25000	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for certificated personnel

Strategy/Activity 2
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.

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)

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.

Amount(s)   Source(s)

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.

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)

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.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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.

NA

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

NA

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.

NA

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

Student Retention

LEA/LCAP Goal

Increase student engagement and retention in school.

Goal 3

Increase student engagement and retention in school.

Identified Need

Over 70% of SAVA's student population has experienced factors that make them highly at-risk of dropping out of school. Increasing student enrollment into Career Technical Education (CTE) and providing a wide variety of learning opportunities and supports. will ensure student engagement and increase graduation rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
One Year Graduation Rate • All Students • Foster • EL • Low Income • African American • Hispanic • White	75.3% Graduation Rate	80% Graduation Rate
College/Career Indicator: % Prepared • All Students • Foster • EL • Low Income • African American • Hispanic • White	5.4% prepared	10% prepared

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)

Low income, foster youth, English Learners

Strategy/Activity

Provide materials and supplies for academic enrichment classes to help re-engage low-income, foster/homeless and EL students in learning. Providing resources for these classes and programs will lead to increased retention and engagement for these student subgroups.

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)
20000	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Provide materials and supplies for academic enrichment classes

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

English Learners

Strategy/Activity

Provide culturaaly relevant curriculum and classroom materials to support student student engagement in learning.

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)
4237	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies curriculum and classroom materials
8932	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Professional development focused on culturally relevant teaching strategies

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.

Amount(s)   Source(s)

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.

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)

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.

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)

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.

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)

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.

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)

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.

Amount(s)   Source(s)

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.

Amount(s)   Source(s)

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.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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.

NA

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

NA

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.

NA

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 4

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.

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 2
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.

Amount(s)	Source(s)

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	$193,030.05

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 ($)
Title I	$74,861.05
Title II Part A: Improving Teacher Quality	$8,932.00
Title III Part A: Language Instruction for LEP Students	$4,237.00
Title IV Part A: Student Support and Academic Enrichment	$20,000.00

Subtotal of additional federal funds included for this school: $108,030.05

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 ($)
LCFF - Supplemental	$85,000.00

Subtotal of state or local funds included for this school: $85,000.00

Total of federal, state, and/or local funds for this school: $193,030.05

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
LCFF - Supplemental	85,000.00
Title I	74,861.05
Title II Part A: Improving Teacher Quality	8,932.00
Title III Part A: Language Instruction for LEP Students	4,237.00
Title IV Part A: Student Support and Academic Enrichment	20,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	60,000.00
2000-2999: Classified Personnel Salaries	23,735.60
3000-3999: Employee Benefits	39,974.35
4000-4999: Books And Supplies	45,810.10
5000-5999: Services And Other Operating Expenditures	18,805.00
7000-7439: Other Outgo	4,705.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	60,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	25,000.00
2000-2999: Classified Personnel Salaries	Title I	23,735.60

3000-3999: Employee Benefits	Title I	14,974.35
4000-4999: Books And Supplies	Title I	21,573.10
5000-5999: Services And Other Operating Expenditures	Title I	9,873.00
7000-7439: Other Outgo	Title I	4,705.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	8,932.00
4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	4,237.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,861.05
Goal 2	85,000.00
Goal 3	33,169.00

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

1 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Ric Reyes	Principal
AnneMarie Caro	Classroom Teacher
Summer Ash	Principal Other School Staff
Coleen Castro	Other School Staff
Jack Kelly	Secondary Student
Jaiden Solis	Secondary Student
Amari McBride	Secondary Student
Heather Kelly	Parent or Community Member
Juanita Isaac	Parent or Community Member
Pavla Smirokova	Parent or Community Member

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
	English Learner Advisory Committee
	Special Education Advisory Committee

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 October 30, 2020.

Attested:

Principal, Ashley Madden on 10/30/2020
SSC Chairperson, Moriah Theroux on 10/30/2020