# 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 |
|---|---|---|---|
| Spring Valley Academy | 37-68197-0134155 | May 28, 2020 | June 30, 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

Comprehensive Support and Improvement

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.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

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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).

The 2020 La Mesa-Spring Valley Parent Survey solicited input from our school site's families in a variety of areas:
- 90% Agree that school meets academic needs of their child
- 88% Satisfied with teacher's communication about child's academic needs
- 94% Feel welcome and respected in classroom and school
- 89% Report child feels safe at school
- 85% Feel school is active in preventing bullying
- 93% Satisfied with communication from school
- 85% Satisfied with level of engagement and participation related to decisions regarding their child's education

Our parent participation and engagement in the Parent/Family Survey increased substantially from the previous year. 135 surveys were collected this year compared to 49 surveys collected the previous year. This is a direct result of the emphasis we (as a site) are placing on building positive relationships with our students and families. Overall parent satisfaction increased in 4 out of the 7 categories as compared to the previous year. The other three areas each showed a decrease of 1%. There was a significant increase in the satisfaction of parents regarding decisions related to their child's education (up by 12% to 85%). There were also substantial increases in satisfaction in the areas of parent engagement at school-sponsored meetings and events with a dramatic increase of parents stating that they found the trainings offered at school useful. Meeting the academic needs of their child, an area needing improvement last year, significantly increased this year to 90%. The parent survey also showed a 3% increase in satisfaction with communication from the school.

Respondents expressed interest in the following parent education topics:
- Social and emotional needs of children 28% respondents
- Ways to get involved and support their child's education 27% respondents
- Homework help strategies 25% respondents
- Math development strategies and the math curriculum 30% respondents
- Bullying prevention 22% respondents
- Reading development strategies and the language arts curriculum 16% respondents

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at our school site. The survey provides a method of monitoring needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities. Highlights from this year's data include 100% of families from the survey feel the ESS Program provides a safe and happy environment

Based on feedback from surveys that were administered, ongoing work is being done at our school in the areas of: Student Safety and Teacher Communication to parents regarding their child's academic needs.

## Classroom Observations

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

Daily principal Observations:
To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Supervisory Classroom Observations:
Formal teacher evaluations, to evaluate teacher's performance as outlined by the labor contract. These are observation cycles that include both formal and informal observations with feedback meetings.

District Walks:
To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Network Walks:
To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

## 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)

Through Professional Learning Communities, teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

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

Teachers use curriculum-embedded unit, weekly and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

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

All teachers and counselors at our school site are properly credentialed.

Teachers are afforded the opportunity to participate in professional development online and face-to face that includes:

Online Courses
- Functions of Behavior
- Interim Assessments for Instruction and Learning
- Math is...
- Professional Learning Communities
- Formative Assessments
- Student Engagement Through the Lens of the 5D (5 Dimensions) Framework for High-Quality Teaching and Learning
- Academic Conversations
- Integrating ELD into Content Areas Grades 6-8
- Collaborative Conversations
- Illuminate Math
- Crisis Management
- Proactive Behavior Management
- Supporting ALL Students in a SAI Model

Face to Face and Blended Courses
- Creating Behavior Plans
- Google Suite
- Revisiting Write to Learn
- Intro to Chromebooks
- Reading Level Assessments
- iMovie
- Evaluating Assessment Data
- All things Illuminate
- CPM (Math)
- Mindful Math
- Igniting ELD

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

All staff development is focused on the use of:
- California Common Core State Standards (CCSS) in English-Language Arts and Literacy in History-Social Studies, Mathematics, and Science (Next Generation Science Standards-NGSS)
- California English Language Development Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- The Development of Strong PLCs
- Classroom instruction and best practices that are research based.
- The creation and use of assessments to inform and modify instruction

Staff development at our school site in the 2020-21 school year will continue to focus on building positive connections with all of our constituents (Students, Families and Staff) all aligned with improving delivery of our state adopted standards. We will also continue our work around equity.

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

Professional collaboration, principal observation and support, and RtI support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

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

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations surround data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

## Teaching and Learning

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

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

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

Units of Study in math and language arts supply a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

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

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

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 students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses.  Use of materials is monitored by school administration on a daily basis.

## Opportunity and Equal Educational Access

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments, common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for school site council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is the major focus to raise student achievement.

In 2020-21 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:
Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)
Individual Learning Plans (ILP's)
Incorporate PLAY into the school daily schedule

## Parental Engagement

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

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, the district is committed to engaging parents through:
- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee and the District English Learner Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

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)

All stakeholders (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of funds and the implementation of programs. Specifically, at our school site, the members of School Site Council (SSC) and English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly stakeholder meetings with parents (DELAC and District Advisory Committee (DAC) where district programs are discussed. In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

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

Academic Behavior Interventionist
Assistant Principal 60%
IB Coordinator 40%
After School Enrichment Programs
Social Worker 40%

Parent engagement funds will be used to offer parent education and additional family support provided by a credentialed social worker.

Fiscal support (EPC)

Our school receives Title I money based on the number of pupils in our school who qualify for free and reduced meals.

# 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**

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for the 2020-21 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review Goals.

School stakeholder involvement meeting dates were as follows:
- ELAC #3 Meeting, 3/6/2020, ELAC #4, 6/4/2020
- SSC #4 Meeting, 2/11/2020, SSC #5, 5/28/2020
- Staff Meetings where the 2020-21 SPSA goals, metrics were discussed: 3/12/2020 7:45AM
- Other meetings where the 2020-21 SPSA goals, metrics were discussed: Guiding Coalition 3/5/2020

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

# Resource Inequities

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

The needs assessment involved the review of SBAC Dashboard Data of all students with special attention being given to the data of our students with disabilities, our African American, Hispanic, Caucasian, and Students of two or more races. All at-risk students receive support through Specialized Academic Instruction (SAI), with a focus on IEP specific academic goals, or work with the Academic Behavior Intervention teacher. Students who qualify for special education receive SAI support. Students in grades 5-8 who perform below grade level on SBAC ELA and SBAC MATH and/or are not at grade level in reading are supported by the ABI specialist, IB/ Academic Support Provider and SAI teachers. All students in grades 5-8 have access to either an Ipad or ChromeBook and core curriculum. Through the needs assessment, we have determined that there are not any resource inequities for our identified student groups.

The needs assessment also discovered that we need to pay special attention to the Absenteeism of our Hispanic, Caucasian, African American and students of two or more races. A review of the SBAC Dashboard Data also showed that our Hispanic, Caucasian, African American and Students of two or more races were in the Red in regards to Suspension data. We need to allocate resources and develop programs to combat and improve our data in these two areas.To reduce the suspension rate and improve attendance, the administrative, ABI, and IB/Academic Support Provider teams (the CSI team) will work with staff to implement PBIS and Restorative practices. Adopting a PBIS framework and restorative practices changes the focus of discipline from punishment of negative behaviors to recognition of positive ones. The social-emotional connection that teachers build with students through PBIS helps to build a positive school climate. Students who see school as a positive place to be are more apt to attend regularly. The CSI team will collect data consistently to measure progress and make decisions.

We are dedicated to ensuring that every student receives the services he/she needs and increasing the academic achievement of all our students. As such, our school is participating in an Equity Grant through San Diego County Office of Education with the goal of promoting equity, increased opportunities, and accelerated learning for our underserved students. Through this grant, staff members will attend trainings, conferences, and workshops with the goal of developing a continuous improvement habit with the goal of implementing sustainable system change for all students, but with a more intense focus on our students with disabilities, our English learner students, and our homeless students.

Finally, because we want all of our 8th Grade Students to be on track to promote with their peers, we will have an Individual Learning Plan (ILP) program to place any student at risk of not going through 8th grade promotion due to their academic, behavior, or attendance status, on an ILP. The ABI Teacher and IB/Academic Support Provider will monitor and meet with the students placed on an ILP. They will specifically target and support Hispanic, African American and students of two or more races. Again, the CSI team will collect data consistently to measure progress and make decisions.

# 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** | 0.48% | 0.36% | 0.44% | 4 | 3 | 3 |
| **African American** | 16.06% | 14.94% | 14.08% | 133 | 124 | 97 |
| **Asian** | 0.85% | 1.69% | 2.03% | 7 | 14 | 14 |
| **Filipino** | 1.93% | 1.33% | 1.89% | 16 | 11 | 13 |
| **Hispanic/Latino** | 57.13% | 59.64% | 63.86% | 473 | 495 | 440 |
| **Pacific Islander** | 1.09% | 1.81% | 0.87% | 9 | 15 | 6 |
| **White** | 16.43% | 14.22% | 11.32% | 136 | 118 | 78 |
| **Multiple/No Response** | % | % | 5.52% | | | 0 |
| | | | **Total Enrollment** | 828 | 830 | 689 |

## Student Enrollment
## Enrollment By Grade Level

| Grade | Number of Students | | |
|---|---|---|---|
| | 17-18 | 18-19 | 19-20 |
| **Grade 4** | 57 | 55 | |
| **Grade 5** | 84 | 71 | 51 |
| **Grade 6** | 102 | 106 | 69 |
| **Grade 7** | 299 | 288 | 275 |
| **Grade 8** | 286 | 310 | 294 |
| **Total Enrollment** | 828 | 830 | 689 |

**Conclusions based on this data:**

1. SVA's Hispanic population has grown by 2.24% from the 2016-2017 to the 2018-2019 school year.

2. SVA's African American population has decreased by 1.06% from the 2016-2017 to the 2018-2019 school year.

3. SVA's African American population has decreased by 1.28 from the 2016-2017 to the 2018-2019 school year.

# 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** | 153 | 179 | 162 | 18.5% | 21.6% | 23.5% |
| **Fluent English Proficient (FEP)** | 195 | 178 | 137 | 23.6% | 21.4% | 19.9% |
| **Reclassified Fluent English Proficient (RFEP)** | 37 | 5 | 8 | 28.7% | 3.3% | 4.5% |

**Conclusions based on this data:**

1. SVA's EL enrollment has increased 4.9% from the 2016-2017 to the 2018-2019 school year.

2. SVA's FEP decreased by 2.2% from the 2017-2018 to 2018-2019 school year.

3. 3.3% of EL students were reclassified FEP in the 2018-2019 school year.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Overall Participation for All 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 4 | 66 | 58 | 48 | 66 | 56 | 42 | 66 | 56 | 42 | 100 | 96.6 | 87.5 |
| Grade 5 | 70 | 87 | 64 | 70 | 85 | 59 | 70 | 85 | 59 | 100 | 97.7 | 92.2 |
| Grade 6 | 97 | 102 | 102 | 92 | 100 | 99 | 91 | 100 | 99 | 94.8 | 98 | 97.1 |
| Grade 7 | 277 | 281 | 284 | 267 | 279 | 269 | 267 | 279 | 268 | 96.4 | 99.3 | 94.7 |
| Grade 8 | 241 | 269 | 290 | 231 | 261 | 281 | 231 | 260 | 281 | 95.9 | 97 | 96.9 |
| All Grades | 751 | 797 | 788 | 726 | 781 | 750 | 725 | 780 | 749 | 96.7 | 98 | 95.2 |

| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Overall Achievement for All 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 | 16-17 | 17-18 | 18-19 |
| Grade 4 | 2451. | 2421. | 2432. | 12.12 | 12.50 | 9.52 | 28.79 | 26.79 | 26.19 | 25.76 | 5.36 | 11.90 | 33.33 | 55.36 | 52.38 |
| Grade 5 | 2475. | 2480. | 2458. | 5.71 | 12.94 | 8.47 | 30.00 | 25.88 | 28.81 | 32.86 | 32.94 | 15.25 | 31.43 | 28.24 | 47.46 |
| Grade 6 | 2512. | 2507. | 2512. | 12.09 | 11.00 | 10.10 | 29.67 | 34.00 | 28.28 | 32.97 | 24.00 | 38.38 | 25.27 | 31.00 | 23.23 |
| Grade 7 | 2533. | 2517. | 2518. | 9.74 | 6.45 | 8.58 | 36.33 | 29.03 | 30.22 | 26.97 | 32.97 | 25.37 | 26.97 | 31.54 | 35.82 |
| Grade 8 | 2531. | 2523. | 2512. | 6.06 | 6.92 | 4.98 | 26.84 | 27.69 | 26.33 | 36.36 | 27.69 | 28.11 | 30.74 | 37.69 | 40.57 |
| All Grades | N/A | N/A | N/A | 8.69 | 8.33 | 7.48 | 31.17 | 28.72 | 28.17 | 31.17 | 28.08 | 26.57 | 28.97 | 34.87 | 37.78 |

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| **Reading** **Demonstrating understanding of literary and non-fictional texts** | | | | | | | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 4 | 21.21 | 12.50 | 19.05 | 53.03 | 46.43 | 35.71 | 25.76 | 41.07 | 45.24 |
| Grade 5 | 11.43 | 14.12 | 18.64 | 65.71 | 60.00 | 44.07 | 22.86 | 25.88 | 37.29 |
| Grade 6 | 15.38 | 14.00 | 14.14 | 48.35 | 48.00 | 50.51 | 36.26 | 38.00 | 35.35 |
| Grade 7 | 16.48 | 13.26 | 15.67 | 50.94 | 46.95 | 39.55 | 32.58 | 39.78 | 44.78 |
| Grade 8 | 14.29 | 12.31 | 13.88 | 45.02 | 41.92 | 38.08 | 40.69 | 45.77 | 48.04 |
| All Grades | 15.59 | 13.08 | 15.22 | 50.34 | 46.79 | 40.59 | 34.07 | 40.13 | 44.19 |

## 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 4 | 9.09 | 16.07 | 11.90 | 53.03 | 25.00 | 38.10 | 37.88 | 58.93 | 50.00 |
| Grade 5 | 10.00 | 15.29 | 15.25 | 57.14 | 51.76 | 38.98 | 32.86 | 32.94 | 45.76 |
| Grade 6 | 16.48 | 19.00 | 14.14 | 50.55 | 51.00 | 57.58 | 32.97 | 30.00 | 28.28 |
| Grade 7 | 21.72 | 12.54 | 14.55 | 53.18 | 52.33 | 54.85 | 25.09 | 35.13 | 30.60 |
| Grade 8 | 15.58 | 12.31 | 8.90 | 51.08 | 43.08 | 54.09 | 33.33 | 44.62 | 37.01 |
| All Grades | 16.83 | 13.85 | 12.28 | 52.55 | 47.05 | 52.74 | 30.62 | 39.10 | 34.98 |

## 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 4 | 9.09 | 17.86 | 11.90 | 71.21 | 51.79 | 61.90 | 19.70 | 30.36 | 26.19 |
| Grade 5 | 14.29 | 9.41 | 13.56 | 60.00 | 67.06 | 45.76 | 25.71 | 23.53 | 40.68 |
| Grade 6 | 16.48 | 9.00 | 11.11 | 62.64 | 68.00 | 71.72 | 20.88 | 23.00 | 17.17 |
| Grade 7 | 11.99 | 5.38 | 12.31 | 61.42 | 66.31 | 60.07 | 26.59 | 28.32 | 27.61 |
| Grade 8 | 10.39 | 9.23 | 5.69 | 65.80 | 66.15 | 63.35 | 23.81 | 24.62 | 30.96 |
| All Grades | 12.00 | 8.46 | 9.75 | 63.72 | 65.51 | 61.82 | 24.28 | 26.03 | 28.44 |

## 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 4 | 18.18 | 14.29 | 16.67 | 54.55 | 41.07 | 54.76 | 27.27 | 44.64 | 28.57 |
| Grade 5 | 20.00 | 20.00 | 11.86 | 52.86 | 56.47 | 42.37 | 27.14 | 23.53 | 45.76 |
| Grade 6 | 23.08 | 31.00 | 19.19 | 51.65 | 41.00 | 58.59 | 25.27 | 28.00 | 22.22 |
| Grade 7 | 22.10 | 19.00 | 18.28 | 55.81 | 54.48 | 47.76 | 22.10 | 26.52 | 33.96 |
| Grade 8 | 18.61 | 21.54 | 12.81 | 49.78 | 46.92 | 49.11 | 31.60 | 31.54 | 38.08 |
| All Grades | 20.55 | 21.15 | 15.75 | 52.97 | 49.49 | 49.67 | 26.48 | 29.36 | 34.58 |

**Conclusions based on this data:**

1. 44% of SVA students were below standard in the area of Reading - Demonstrating understanding of literary and non-fictional texts. This area had the highest percentage of below standard of the 4 tested areas.

2. 7th grade students had the largest amount of students that met or exceeded the standards.

3. The area of listening had the largest percentage of students at or near the standard.

# 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 Scores | | | % of Students Tested | | |
| | 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 4 | 66 | 58 | 48 | 66 | 57 | 45 | 66 | 57 | 45 | 100 | 98.3 | 93.8 |
| Grade 5 | 70 | 87 | 64 | 70 | 86 | 60 | 70 | 86 | 60 | 100 | 98.9 | 93.8 |
| Grade 6 | 97 | 100 | 102 | 95 | 98 | 99 | 95 | 98 | 99 | 97.9 | 98 | 97.1 |
| Grade 7 | 277 | 281 | 284 | 269 | 280 | 270 | 269 | 280 | 270 | 97.1 | 99.6 | 95.1 |
| Grade 8 | 241 | 270 | 289 | 236 | 263 | 283 | 236 | 263 | 283 | 97.9 | 97.4 | 97.9 |
| All Grades | 751 | 796 | 787 | 736 | 784 | 757 | 736 | 784 | 757 | 98 | 98.5 | 96.2 |

| Overall Achievement for All Students | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 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 4 | 2429. | 2425. | 2438. | 1.52 | 0.00 | 4.44 | 13.64 | 31.58 | 20.00 | 45.45 | 29.82 | 44.44 | 39.39 | 38.60 | 31.11 |
| Grade 5 | 2453. | 2463. | 2435. | 7.14 | 9.30 | 5.00 | 5.71 | 5.81 | 15.00 | 34.29 | 37.21 | 20.00 | 52.86 | 47.67 | 60.00 |
| Grade 6 | 2473. | 2484. | 2484. | 8.42 | 6.12 | 11.11 | 13.68 | 19.39 | 11.11 | 26.32 | 33.67 | 32.32 | 51.58 | 40.82 | 45.45 |
| Grade 7 | 2490. | 2472. | 2475. | 9.67 | 4.64 | 3.70 | 13.38 | 9.64 | 15.93 | 34.57 | 30.00 | 28.89 | 42.38 | 55.71 | 51.48 |
| Grade 8 | 2507. | 2500. | 2484. | 10.59 | 8.37 | 7.42 | 12.29 | 14.45 | 12.72 | 27.12 | 25.10 | 25.09 | 50.00 | 52.09 | 54.77 |
| All Grades | N/A | N/A | N/A | 8.83 | 6.25 | 6.21 | 12.36 | 13.65 | 14.27 | 32.07 | 29.59 | 28.14 | 46.74 | 50.51 | 51.39 |

| 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 4 | 3.03 | 12.28 | 6.67 | 33.33 | 35.09 | 42.22 | 63.64 | 52.63 | 51.11 |
| Grade 5 | 8.57 | 13.95 | 11.67 | 24.29 | 25.58 | 25.00 | 67.14 | 60.47 | 63.33 |
| Grade 6 | 11.58 | 11.22 | 16.16 | 35.79 | 35.71 | 27.27 | 52.63 | 53.06 | 56.57 |
| Grade 7 | 15.24 | 7.14 | 7.78 | 27.88 | 26.07 | 30.00 | 56.88 | 66.79 | 62.22 |
| Grade 8 | 13.98 | 12.55 | 9.89 | 30.08 | 33.08 | 28.62 | 55.93 | 54.37 | 61.48 |
| All Grades | 12.64 | 10.59 | 9.91 | 29.76 | 30.23 | 29.46 | 57.61 | 59.18 | 60.63 |

| Problem Solving & Modeling/Data Analysis<br>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 4** | 12.12 | 10.53 | 17.78 | 46.97 | 47.37 | 33.33 | 40.91 | 42.11 | 48.89 |
| **Grade 5** | 8.57 | 8.14 | 11.67 | 40.00 | 37.21 | 31.67 | 51.43 | 54.65 | 56.67 |
| **Grade 6** | 10.53 | 11.22 | 8.08 | 33.68 | 45.92 | 40.40 | 55.79 | 42.86 | 51.52 |
| **Grade 7** | 8.92 | 6.07 | 5.56 | 41.26 | 45.36 | 44.81 | 49.81 | 48.57 | 49.63 |
| **Grade 8** | 11.44 | 9.51 | 9.54 | 39.83 | 46.39 | 36.75 | 48.73 | 44.11 | 53.71 |
| **All Grades** | 10.19 | 8.42 | 8.59 | 40.22 | 45.03 | 39.50 | 49.59 | 46.56 | 51.92 |

| Communicating Reasoning<br>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 4** | 9.09 | 5.26 | 13.33 | 36.36 | 45.61 | 31.11 | 54.55 | 49.12 | 55.56 |
| **Grade 5** | 4.29 | 8.14 | 0.00 | 47.14 | 48.84 | 45.00 | 48.57 | 43.02 | 55.00 |
| **Grade 6** | 8.42 | 9.18 | 15.15 | 46.32 | 45.92 | 44.44 | 45.26 | 44.90 | 40.40 |
| **Grade 7** | 12.27 | 7.86 | 8.52 | 50.56 | 50.36 | 49.63 | 37.17 | 41.79 | 41.85 |
| **Grade 8** | 11.02 | 9.51 | 9.54 | 49.15 | 49.81 | 43.82 | 39.83 | 40.68 | 46.64 |
| **All Grades** | 10.33 | 8.42 | 9.38 | 47.96 | 49.11 | 45.31 | 41.71 | 42.47 | 45.31 |

**Conclusions based on this data:**

**1.** 20% of students at SVA Met or Exceeded the Standard for the 2018-2019 school year in Math.

**2.** 60% of SVA students were below standard in the area of Applying mathematical concepts and procedures. This area had the highest percentage of students below standard.

**3.** 45 % of SVA students were at or near standard in the area of Communicating Reasoning - Demonstrating ability to support mathematical conclusions.

# 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** |
| **830** | **76.5** | **21.6** | **0.5** |
| 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** | 179 | 21.6 |
| **Foster Youth** | 4 | 0.5 |
| **Homeless** | 65 | 7.8 |
| **Socioeconomically Disadvantaged** | 635 | 76.5 |
| **Students with Disabilities** | 146 | 17.6 |

**Conclusions based on this data:**

1. SVA's English Learner population increased by 3.1% from the previous school year.

2. SVA's Homeless population grew by 2% from the previous school year.

3. SVA's total enrollment grew by 2 students.

# School and Student Performance Data

## Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students |
|---|

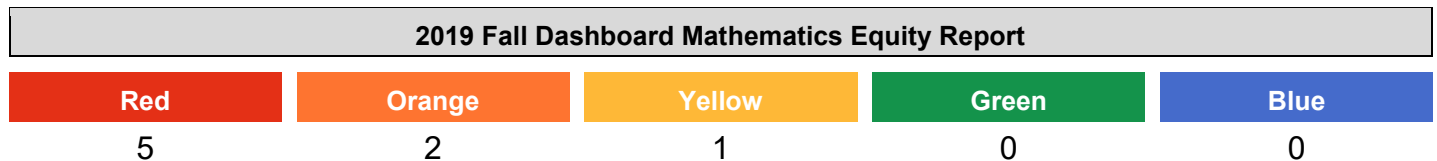| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Orange | **Chronic Absenteeism**<br>Orange | **Suspension Rate**<br>Red |
| **Mathematics**<br>Orange | | |

# 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** |
| 3 | 3 | 1 | 1 | 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** |
| Orange | Red | No Performance Color |
| 38.8 points below standard | 74.6 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -4.4 points | Declined -9.5 points | 3 |
| 709 | 242 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Red | Orange | Red |
| 80.1 points below standard | 48.1 points below standard | 116 points below standard |
| Maintained ++1.9 points | Maintained -0.9 points | Maintained ++0.7 points |
| 50 | 583 | 134 |

| 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Yellow | No Performance Color | No Performance Color | No Performance Color |
| 61 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 |
| Increased ++6.3 points | 3 | 10 | 10 |
| 107 | | | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | Orange | No Performance Color | Green |
| 46.4 points below standard | 31.6 points below standard | 29.5 points below standard | 10.8 points above standard |
| Declined -5.2 points | Declined Significantly -24.6 points | 11 | Increased ++12.2 points |
| 439 | 38 | | 91 |

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** |
| 105.7 points below standard | 24 points below standard | 28.1 points below standard |
| Maintained -1.6 points | Maintained -0.1 points | Declined -5.4 points |
| 150 | 92 | 392 |

**Conclusions based on this data:**

**1.** Three out of six subgroups were in the Red Zone.

**2.** Two out of six subgroups were in the Orange Zone.

**3.** African American students increased by 6.3 points.

# School and Student Performance Data

## Academic Performance
## Mathematics

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

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

This section provides number of student groups in each color.

### 2019 Fall Dashboard Mathematics Equity Report

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 5 | 2 | 1 | 0 | 0 |

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

### 2019 Fall Dashboard Mathematics Performance for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|---|---|
| Orange | Red | No Performance Color |
| 85.3 points below standard | 127.5 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -5.8 points | Declined -6.5 points | |
| 708 | 242 | 3 |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Red | Red | Red |
| 124.7 points below standard | 98 points below standard | 173.4 points below standard |
| Declined -10 points | Declined -4.6 points | Declined -10.4 points |
| 49 | 583 | 135 |

| 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Orange | No Performance Color | No Performance Color | No Performance Color |
| 105.1 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 |
| Increased ++3.5 points | 3 | 10 | 10 |
| 106 | | | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Red | Orange | No Performance Color | Yellow |
| 96.1 points below standard | 61.3 points below standard | 84 points below standard | 36.9 points below standard |
| Declined -8.9 points | Declined -9.2 points | 11 | Increased ++11.6 points |
| 439 | 38 | | 91 |

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** |
| 159.8 points below standard | 75 points below standard | 71.6 points below standard |
| Maintained -2.5 points | Increased ++7.7 points | Declined -11.1 points |
| 150 | 92 | 391 |

**Conclusions based on this data:**

**1.** Four out of six subgroups are in the Red Zone.

**2.** One out of six subgroups are in the Orange Zone.

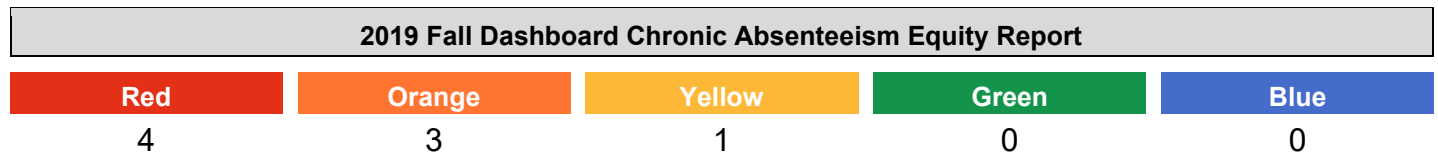**3.** African American Students increased by 3.5 points.

# 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 |
| :---: | :---: | :---: | :---: | :---: |
| 4 | 3 | 1 | 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 |
| :---: | :---: | :---: |
| Orange | Orange | No Performance Color |
| 20.8 | 19.7 | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -0.6 | Maintained +0.1 | 6 |
| 889 | 198 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| :---: | :---: | :---: |
| Red | Orange | Red |
| 42.7 | 22.6 | 33.9 |
| Increased +3 | Declined -0.7 | Increased Significantly +6.6 |
| 82 | 730 | 174 |

| 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Orange | No Performance Color | No Performance Color | No Performance Color |
| 20.2 | Less than 11 Students - Data Not Displayed for Privacy | 6.3 | 36.4 |
| Declined -6.5 | | 16 | Increased +25.3 |
| 129 | 3 | | 11 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Red | Yellow | No Performance Color | Red |
| 21.2 | 15.8 | 30 | 21.7 |
| Maintained +0.1 | Declined -6.9 | 20 | Increased +4.3 |
| 533 | 57 | | 120 |

**Conclusions based on this data:**

1. Three out of six subgroups were in the Orange Zone.

2. Two out of six subgroups were in the Red Zone.

3. African American students showed a positive increase in attendance for the school year.
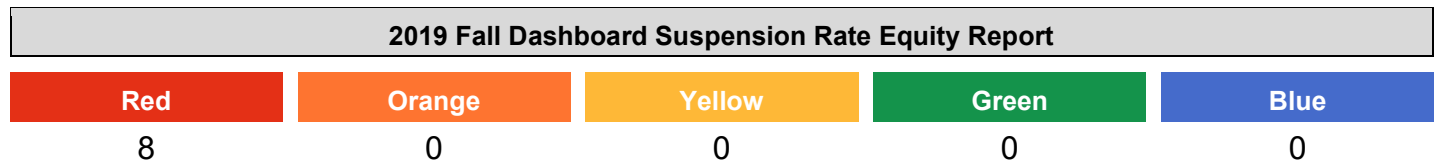
# School and Student Performance Data

## 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** |
| 8 | 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 |
|---|---|---|
| Red | Red | No Performance Color |
| 13.9 | 15.7 | Less than 11 Students - Data Not Displayed for Privacy |
| Increased Significantly +4.5 | Increased Significantly +7.8 | |
| 933 | 204 | 10 |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Red | Red | Red |
| 25.6 | 15.1 | 16.5 |
| Increased +9.1 | Increased +3.9 | Increased Significantly +9.8 |
| 86 | 764 | 182 |

| 2019 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Red | No Performance Color | No Performance Color | No Performance Color |
| 16.9 | Less than 11 Students - Data Not Displayed for Privacy | 6.3 | 0 |
| Increased +0.4 | 3 | 16 | Declined -5 |
| 142 | | | 11 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Red | Red | No Performance Color | Red |
| 13 | 24.2 | 15 | 12.1 |
| Increased Significantly +4.9 | Increased +9.9 | 20 | Increased +5.2 |
| 555 | 62 | | 124 |

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

| 2019 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2017** | **2018** | **2019** |
| | 9.4 | 13.9 |

**Conclusions based on this data:**

**1.** Five out of six subgroups are in the Red.

**2.** The suspension rate increased with all races except Filipino students.

**3.** PBIS and Restorative practices and systems are severely needed at SVA!

# 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

Academic Excellence

## LEA/LCAP Goal

LCAP #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

# Goal 1

We will ensure high-quality teaching and learning that is standards-aligned and results in mastery for each and every student.

## Identified Need

Students did not meet their previous years growth goals. More than half of our students are not meeting state standards in the areas of ELA or Math. Our Hispanic and students of two or more races were in the Orange in the ELA performance by race and ethnicity category. Our Hispanic, African American and students of two or more races were in the Orange in the Mathematics performance by race and ethnicity category.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| English Language Arts<br><br>• Students meeting standard on SBAC will increase 3%. | (17-18) 37% of students in grades 4-8 met/exceeded standard as measured by SBAC in ELA.<br><br>(18-19) 36% of students in grades 4-8 met/exceeded standard as measured by SBAC in ELA. | 40% of students in grades 6-8 will meet or exceed standard as measured by SBAC ELA. |
| Mathematics<br>• Students meeting standard on SBAC will increase 3%.<br>• Student groups scoring below the school average will show an increase greater than 3%. | (17-18) 20% of students in grades 4-8 met/exceeded standard as measured by SBAC in Mathematics.<br><br>(18-19) 21% of students in grades 4-8 met/exceeded standard as measured by SBAC in Mathematics. | 24% of students in grades 6-8 will meet or exceed standard as measured by SBAC Mathematics. |

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

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.
- Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.
- Horizontal and vertical planning by department.

**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

Our site will utilize the 5 Dimensions of Teaching and Learning Instructional Framework to develop a common language and shared vision for high-quality instruction.
- Establish a shared understanding and common language for high quality teaching and learning using the Framework for the Five Dimensions of High Quality Teaching and Learning (5Ds).
- Classroom walk-throughs to observe analyze and calibrate evidence of high quality teaching and 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)

## 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

Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.
- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.
- Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA & Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.
- Grade-level departments and teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.
- Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise and understanding of the new curriculum.

### 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)

All Students with a focus on our Hispanic, African American and students of two or more races

Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students with a focus on our Hispanic, African American and students of two or more races. The school will employee an Academic/ Behavior interventionist to assist and focus the site in meeting the specific needs of our Hispanic, African American and students of two or more races.
- Grade-level teams and departments will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.
- Grade-level departments and teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- SBAC, District benchmark data and grade level assessments will be analyzed by site principal, assistant principals, teachers and academic/behavior intervention teacher to determine placement in fluid intervention programs.

- Department teams will use assessment data to determine which students would best benefit from Math Support Class, Leadership class, or extra support from the ABI Teacher and IB/Academic Support Provider.
- 8th Grade Students will be placed on Individual Learning Plans if students are at risk of not going through 8th grade promotion due to their academic, behavior or attendance status. The ABI Teacher and IB/Academic Support Provider will monitor and meet with the students placed on an ILP. They will specifically target and support Hispanic, African American and students of two or more races.

**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) |
|---|---|
| 128,000 | CSI<br>1000-1999: Certificated Personnel Salaries<br>Fund one Academic/Behavior Intervention Teachers |
| 48000 | CSI<br>1000-1999: Certificated Personnel Salaries<br>IB/Academic Support Provider |

# Annual Review

**SPSA Year Reviewed: 2019-20**

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.

Staff meetings, site learning days, and grade-level meetings were used to develop strong PLCs and Collaborative teams based on collective responsibility, and trust. Positive and trusting relationships were expected and then created within each group that increased productivity and collaboration. Classroom walk-throughs were used to to observe analyze and calibrate evidence of high quality teaching and learning and to establish trust with students and staff. Much of our Staff Professional Development centered on Trauma informed care and Equity. Site Level and Department teams use assessment data to determine which students would best benefit from Support Classes, Leadership Classes, extra support from the ABI Teacher and in the creation of new systems.

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

There were no major differences between the intended implementation and/or the budgeted expenditures. Due to the Pandemic, some programs and events did not occur such as field trips and enrichment programs during trimester three.

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.

We will staff two Assistant principals. We will fund an additional day or two of a site social worker. The District will provide an additional 2 days of a social worker. We will fund one ABI teacher.

# 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

Closing the Achievement Gap

## LEA/LCAP Goal

LCAP Goal #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

# Goal 2

As a school committed to high levels of learning and achievement for all students, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

## Identified Need

Students did not meet their previous years growth goals. More than half of our students are not meeting state standards in the areas of ELA or Math. Our Hispanic and students of two or more races were in the Orange in the ELA performance by race and ethnicity category. Our Hispanic, African American and students of two or more races were in the Orange in the Mathematics performance by race and ethnicity category.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| English Learner Progress<br><br>• We will increase the percentage of students making progress toward English proficiency, or we will maintain the percentage of students at the highest level of English Proficiency (Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator. | 48.4% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4). | 52% of English Learners who will make progress toward English proficiency or who will maintain status at the highest level of English Proficiency. (Level 4). |
| Socioeconomically Disadvantaged<br><br>• We will increase the percentage of | (17-18) 32% of Socioeconomically Disadvantaged students in grades 5-8 met/exceeded standard as measured by | 35% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Socioeconomically Disadvantaged students who meet standard as measured by SBAC. | SBAC in ELA. 15% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.<br><br>(18-19) 32% of Socioeconomically Disadvantaged students in grades 5-8 met/exceeded standard as measured by SBAC in ELA.<br><br>(18-19) 30% of Socioeconomically Disadvantaged students in grades 5-8 met/exceeded standard as measured by SBAC in Mathematics. | 33% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics. |
| Students with Disabilities<br><br>• We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. | (17-18) 7% of Students with Disabilities in grades 5-8 met/exceeded standard as measured by SBAC in ELA.<br><br>(17-18) 2% of Students with Disabilities in grades 5-8 met/exceeded standard as measured by SBAC in Mathematics.<br><br>(18-19) 12% of Students with Disabilities in grades 5-8 met/exceeded standard as measured by SBAC in ELA.<br><br>(18-19) 13% of Students with Disabilities in grades 5-8 met/exceeded standard as measured by SBAC in Mathematics. | 15% of Students with Disabilities in grades 5-8 will meet/exceed standard as measured by SBAC in ELA.<br><br>16% of Students with Disabilities in grades 5-8 will meet/exceed standard as measured by SBAC in Mathematics. |

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

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).
- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teachers to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.

We will monitor English Learner progress and provide timely and systematic intervention.
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.

### 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)

Students with Disabilities

Strategy/Activity

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).

**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: 2019-20

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.

Students were clustered by EL Proficiency level for designated ELD instruction in August of the school year. English Learners received a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse. Staff meetings and/or site learning days were used to support consistent and effective implementation of integrated and designated ELD. Select teachers worked with the District EL Resource Teachers and deepened their understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards. Teachers implemented integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development. Teachers increased their use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

Common Collaboration time for SAI teachers will continue to be eliminated but additional classes will be added to reduce class size and allow for greater flexibility and movement.

# 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 Wellness

## LEA/LCAP Goal

LCAP Goal #2 – Each and every student will be equipped with the skills and disposition necessary for success in high school, life, and workplace.

# Goal 3

As a site we will establish and cultivate a climate and build a culture of respect, connectedness, and physical and emotional safety for our students staff and SVA families.

## Identified Need

Per discussions with District, and Site personnel and the members of the Transitional team, SVA is in need of a cultural restructuring/rebuilding. Systems and procedures are needed to rebuild trust. SVA will pay special attention to the Absenteeism of our Hispanic, Caucasian, African American and students of two or more races with the addition of a school social worker who will be given the charge to reduce absences. A review of the SBAC Dashboard Data also showed that our Hispanic, Caucasian, African American and Students of two or more races were in the Red in regards to Suspension data our ABI Teacher and an additional Assistant Principal will work to reduce suspensions for the students that the Dashboard indicates.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| We will measure students' social-emotional competencies in grades 5-8 (self-management, self-efficacy, growth mindset, social awareness) as these complement academic preparation and long-term learning. Competencies will be measured by the CORE Social-Emotional survey. Our goal is to increase the percentage of students who have an overall performance level of "Healthy" or "Very Healthy". | As measured by the CORE Social-Emotional Survey, XX% of students have an overall performance level of "Healthy" or "Very Healthy". (Once administered in Fall 2020, a baseline for students' social-emotional competencies will be set for the 2020-21 school year.) | As measured by the CORE Social-Emotional Survey, more than XX% of students will have an overall performance level of "Healthy" or "Very Healthy". (Expected Outcome will be developed once a baseline in Fall 2020 has been established). |
| School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year. | (17-18) The school attendance rate is 93.75% for the previous school year. | The school attendance rate will increase by 0.05% to a rate of 93.8% for the coming school year. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | (18-19) The school attendance rate was 93.63%. | |
| The percentage of students with chronic absenteeism will decrease by 1% each year. | (17-18) The percentage of students with chronic absenteeism was 22.63% for the previous school year.<br><br>(18-19) The percentage of students with chronic absenteeism was 20.8%. | The percentage of students with chronic absenteeism will decrease by 1% to a rate of 19.8% during the coming school year. |
| Hold students accountable for their behavior so that other student's feel safe and trust is rebuilt according to CHKS and parent surveys and conversations. | (17-18) 3.55% of students were suspended during the previous school year.<br><br>(18-19) 14.5% of students were suspended. | Students, parents and staff will feel safer and trust will begin to be rebuilt in the school because all staff are holding all students accountable for their behavior. We will reduce the percentage of students who are suspended. |

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

Character Education

- Continue implementing and expanding the Boys to Men program, anti-bullying programs, No Place for Hate, Words of Wisdom, Leadership Programs, IB and other Character Education programs.

## 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

Consistent Attendance
- Engage students and parents with a warm and welcoming school environment that emphasizes building positive relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices).
- Social worker and other school staff will monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).
- Social worker and other school staff will personalize early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Work with Student Supports/Probation Officer and social worker (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.
- Social worker will conduct parent meetings for foster students within 14 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Elementary schools will use an SST format. MS meeting consists of records review with parents and Counselor.

**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) |
|---|---|
| 20562.84 | CSI<br>1000-1999: Certificated Personnel Salaries<br>Social Worker |

# 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

Restorative Practices
- Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc.
- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.

- Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with 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)

# 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

Behavior
- Investigate and implement alternatives to students being sent out of class for negative behavior.
- Implement (PBIS) strategies that will help address chronic and/or extreme negative behaviors.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.
- Establish and implement After School Enrichment Programs to further build positive relationships at SVA specifically focussing on student groups that the dashboard data indicated have the most suspensions.

**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) |
|---|---|
| 106000 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Assistant Principal |
| 15000 | CSI<br>5000-5999: Services And Other Operating Expenditures<br>After School Enrichment Programs |

# Annual Review

**SPSA Year Reviewed: 2019-20**

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.

SVA implemented and expanded the Boys to Men program, anti-bullying programs, No Place for Hate, Words of Wisdom, Leadership Programs, IB and other Character Education programs.We worked with families to address situations that were leading to absences and offered resources when and if it was appropriate. We put a system in place to contact and work with parents of chronically absent or tardy students, providing incentives for improvement. We conducted parent meetings for foster students within 14 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. We worked with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm. We held numerous PD and trainings around this topic. We worked with Student Supports to train Campus Attendants to use Restorative principles when intervening with students and invited them to the Staff PD. We Implemented (PBIS) strategies that helped address chronic and/or extreme negative behaviors. We participated in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.  We established After School Enrichment Programs that further built positive relationships at SVA that in turn increased attendance and feeling of wellbeing.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

Based on SSC and the SVA Transition Team Feedback, we will continue to hold students accountable for their behavior choices. We will expand the Boys to Men Program, create a Girls Group, and explore more student Leadership program opportunities. We will continue to expand our offerings of our after school enrichment programs (Strategy 4).

# 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

Parent/Community Engagement

## LEA/LCAP Goal

LCAP Goal #3 – We will fully engage our parents, community, and staff in the education of our students.

# Goal 4

Establish meaningful partnerships with our parents and community organizations to promote student success.

## Identified Need

Based on feedback and conversations with parents and students from 2019-2020. SVA needs to RISE, SOAR, and have an opportunity to SHINE. Positive connections need to be made.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Percentage of parents who regularly attend school-sponsored meetings/events as measured by the annual Parent/Family Survey | (18-19) percentage of parents who regularly attend school-sponsored meetings/events is 25.5%.<br><br>(19-20) percentage of parents who regularly attend school-sponsored meetings/events is 53%. | The percentage of parents who regularly attend school-sponsored meetings/events will increase to _60__%. |
| Percentage of parents who agree that the school meets the academic needs of their child as measured by the annual Parent/Family Survey | (18-19) percentage of parents who agree that the school meets the academic needs of their child is 59.2%<br><br>(19-20) percentage of parents who agree that the school meets the academic needs of their child is __90_%. | The indicator of parent satisfaction regarding the school meeting the academic needs of children will increase to _93__%. |

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

To insure our parents are partners, parent education and training will be offered.
- Hold a variety of parent events establishing relationships with school staff.
- Work with District staff to provide training for ELAC and SSC.
- Work with District staff to determine and implement best practices in parent education.
- Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year.
- Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.

### 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) |
|---|---|
| 2,562.84 | Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Credentialed Social Worker |

## 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 communicate with parents regularly about student progress and school activities.
- Utilize parent information systems such as Blackboard Connect, and Friday Folders to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.

### 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

Community engagement

- Establish, maintain, and utilize website updates, and other social media platforms to foster communication with parents and families specifically, and the community at large.

**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: 2019-20**

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.

To insure our parents are partners, parent education and training was offered at SVA. We held a Jupiter training and made the training available for 5 days. This lead to an increase in the amount of parents accessing the program which helped during the pandemic. We also held a variety of parent events that helped establish relationships and trust with school staff. We communicated with parents regularly about student progress and school activities. We utilized parent information systems such as Blackboard Connect, Google Classroom and Jupiter to enhance our home/school communication.We also provided translation and interpreters at parent workshops and provided translation of written materials when indicated.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

We will have a credentialed social worker who will engage our parents (Strategy 1) in the coming year.

# 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 | $196,916.37 |
| Total Federal Funds Provided to the School from the LEA for CSI | $232,241 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $320,125.68 |

## 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 ($) |
|---|---|
| CSI | $211,562.84 |
| Title I | $106,000.00 |
| Title I Part A: Parent Involvement | $2,562.84 |

Subtotal of additional federal funds included for this school: $320,125.68

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 ($) |
|---|---|

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

Total of federal, state, and/or local funds for this school: $320,125.68

# 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 |
|---|---|---|
| Title I | 194,353.53 | 88,353.53 |
| Title I Part A: Parent Involvement | 2,562.84 | 0.00 |
| CSI | 232,241 | 20,678.16 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| CSI | 211,562.84 |
| Title I | 106,000.00 |
| Title I Part A: Parent Involvement | 2,562.84 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 305,125.68 |
| 5000-5999: Services And Other Operating Expenditures | 15,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | CSI | 196,562.84 |
| 5000-5999: Services And Other Operating Expenditures | CSI | 15,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 106,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Parent Involvement | 2,562.84 |

# Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 176,000.00 |
| Goal 3 | 141,562.84 |
| Goal 4 | 2,562.84 |

# 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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

| Name of Members | Role |
|---|---|
| Matt Thompson | Principal |
| Bill Thomas | Classroom Teacher |
| Carolyn Lindstrom | Classroom Teacher |
| Heather Filippelli | Classroom Teacher |
| Eddie Iriqui | Other School Staff |
| Benita Snerling | Parent or Community Member |
| Jessica Robinson | Parent or Community Member |
| Adriana Espinoza | Parent or Community Member |
| Marisela Lopez | Parent or Community Member |
| Susana Ibarra | 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 |
|---|---|
| *(signature)* | English Learner 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 5/28/2020.

Attested:

| Signature | |
|---|---|
| *(signature)* | Principal, Matt Thompson on 5/28/20 |
| *(signature)* | SSC Chairperson, Eddie Iriqui on 5/28/20 |

# 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.