

The School Plan for Student Achievement

School: Stanislaus Military Academy at Teel
CDS Code: 50105045030085
District: Stanislaus County Office of Education
Principal: Daniel Vannest
Revision Date: 4/28/2023

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

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

Contact Person: Daniel Vannest
Position: Principal
Phone Number: 209-238-6603
Address: 5255 1st Street
Empire, CA 95357
E-mail Address: dvannest@stancoe.org

The District Governing Board approved this revision of the SPSA on 6/13/23.

Table of Contents

School Vision and Mission	4
School Profile.....	4
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
ELPAC Results	13
Planned Improvements in Student Performance	17
School Goal #1.....	17
School Goal #2.....	20
School Goal #3.....	22
School Goal #4.....	24
School Goal #5.....	25
School Goal #6.....	26
School Goal #7.....	27
School Goal #8.....	28
School Goal #9.....	29
School Goal #10.....	30
Centralized Services for Planned Improvements in Student Performance	31
Centralized Service Goal #1	31
Centralized Service Goal #2.....	32
Centralized Service Goal #3.....	33
Centralized Service Goal #4.....	34
Centralized Service Goal #5.....	35
Summary of Expenditures in this Plan.....	36
Total Allocations and Expenditures by Funding Source	36
Total Expenditures by Object Type.....	37
Total Expenditures by Object Type and Funding Source.....	38
Total Expenditures by Goal	39
School Site Council Membership.....	40

School Vision and Mission

Stanislaus Military Academy at Teel's Vision and Mission Statements

Stanislaus Military Academy at Teel recognizes that each student is an individual, that all students are creative, and that all students have a right to succeed. We will focus on the development of academic, social, and character skills to optimize each student's potential. We are committed to providing a quality education that will prepare students for a college and career-ready environment.

School Profile

Stanislaus Military Academy at Teel provides an innovative high school education in a military-style environment that strives to provide a wide array of educational options for the students and families it serves.

Stanislaus Military Academy (S.M.A.), offers daily school for high school-aged students. The program offers its students a variety of character-building programs, and its students participate in a number of community service projects. All "cadets" in the academy learn and strive to live by five core values: Commitment, Courage, Discipline, Honor, and Respect. They seek to apply these values to all aspects of their life—both in and outside of the school day.

Students who need or desire Independent Study have that opportunity at both S.M.A., as well as the Stanislaus Culinary Arts Institute(Oakdale Site). Those students can choose traditional IS or a modified IS option. In the traditional IS option, students attend at least one hour per week but may come as often as needed. In a modified option students come in daily, if desired, and participate in a variety of hands-on activities offered by instructors at the site.

Class sizes at Stanislaus Military Academy are generally smaller, allowing for more teacher and student interaction. Both a credentialed teacher as well as a Drill Instructor staffs each classroom, and it is not uncommon to have a resource specialist in the classroom providing support to special needs students as well. In addition to academic supports, S.M.A. students are provided additional resources to help them achieve success in a variety of ways. Students have virtually unlimited access to an academic counselor, school psychiatrist, drug and alcohol counselor, a career navigator, and a student support advocate.

The site itself is a closed campus that has but one entrance and exit located at the front of the school. All other access point points remain locked throughout the school day. Student safety and security is paramount as Stanislaus Military teachers and staff serve the S.M.A. students and their families. In addition to these programs, we have crisis and drug and alcohol counseling. The sessions provide additional character training, counseling, and behavior management and control techniques as an aid to assist those students who struggle most in the classroom.. We also assist families with parenting by offering classes and have multiple liaisons that facilitate the provision of other county and non-county sponsored support and services.

Student success is the focus of the staff at Stanislaus Military Academy. With the wide array of educational services that we provide, students and their families are likely to find a program designed to meet their unique needs. Our teachers and staff are always dedicated to serving our students and their families.

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).

stakeholder survey indicated that 77% of 55 respondents are either neutral or satisfied with the programs and services offered, relationships with faculty and staff, lunch services, technology, and quality of instruction overall. Only 7% of respondents indicated an overall dissatisfaction with the aforementioned.

Classroom Observations

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

Site administrators conduct ongoing informal walk-throughs and formal classroom observations on an on-going basis throughout the academic year. Teachers are evaluated based upon the CTC's California Standards for the Teaching Profession, and teachers use a variety of research-based instructional strategies and best teaching practices to deliver our Common Core standards-based curriculum.

Through direct explicit instruction, group work, real life application, and modeling our teaching staff encourages, inspires, demonstrates, and provides timely and relevant feedback to students. Our classrooms are organized, inviting and exciting. Classroom routines and procedures are evident and students know how to be successful. Teachers are versed in a variety of instructional strategies and the use of technology. Through Smart Boards, PowerPoint, audio and video teachers thoughtfully enhance lessons and learning. The teacher's enthusiasm for the subject matter is evident and their passion is contagious. Students are provided every opportunity to achieve academic excellence.

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

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

Stanislaus Military Academy at Teel will continue to disaggregate data provided by the state and District on standardized testing (e.g. CELDT, SBAC, CAASPP interim and summative assessments), as well as additional classroom assessment reports that identify performance gaps and assist teachers in targeting and adjusting their instruction to those specific needs.

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

Data from formal and informal assessments are used to monitor, construct, and guide instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All classroom and independent study teachers are fully credentialed.

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

All teachers are fully credentialed and attend professional development provided bi-weekly by highly qualified district personnel.

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

SMA @ Teel will continue to implement professional staff development through bi-weekly district office meetings and on-site monthly meetings. The focus will be Common Core alignment, data driven lesson planning integrated with technology, and implementation of and use of the Chromebook and Edmentum Curriculum. Expert teachers and instructional coaches will share best practices in methodology, pedagogy, and implementation of technology.

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

In addition to bi-monthly professional development at the district level, lead teachers/coaches are available throughout Stanislaus County Office of Education. Teachers are also encouraged to pursue additional professional development as needed.

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

Teachers continually collaborate during the bi-monthly professional development meetings both departmentally and by grade level.

Teaching and Learning

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

Stanislaus Military Academy at Teel will continue with monthly staff meetings ensuring a focused approach to review student assessments that support the academic goals. We will continue to assist our teachers in professional development by encouraging them to attend conferences that facilitate Common Core standards and best teaching practices in all subject matter areas including, but not limited to, a focus on integrating technology in the classroom and the diverse applications of Chromebooks and Google applications as instructional tools.

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

Stanislaus Military Academy at Teel will continue to meet instructional minutes for reading/language arts and mathematics.

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

Stanislaus Military Academy at Teel's master schedule provides for academic intervention as needed.

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

Stanislaus Military Academy at Teel will continue to purchase and use approved common core curriculum and supplemental materials.

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

Teachers will continue to collaborate and discuss best practices in the use of County approved curriculum and content, as well as the best practices for integrating this technology.

Opportunity and Equal Educational Access

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

Stanislaus Military Academy at Teel teachers will ensure all EL students receive universal access to the Common Core standards-based curriculum and receive necessary support and intervention to optimize opportunities for success.

There is a need to continue to offer and expand the Stanislaus Military Academy.

There is a need to continue using the Student Study Team (SST), composed of school site staff, students and parents. They will continue to meet regularly to discuss and implement academic and behavioral strategies and interventions for at-risk students.

14. Research-based educational practices to raise student achievement

Stanislaus Military Academy at Teel utilizes teaching practices, such as those described in Marzano's meta-analysis of best teaching practices as well as those practices taught by experts at the district level.

Parental Involvement

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

Stanislaus Military Academy at Teel recognizes that a vital aspect of increasing academic achievement and lowering instances of absenteeism and unwanted behavior is parent involvement with their children. When new students come into the school, we meet with the student and their parent to ascertain what type of assistance is needed. A team is then built between the parent, the student, and the school to assist and guide the child toward accomplishing these goals. Parents are invited to be part of the School Site Council, which is comprised of the principal, teachers, support staff, parents, community members, and students. The council sets goals and objectives for the school and the means by which those goals and objectives will be met.

Stanislaus Military Academy at Teel has an open-door policy and notifies parents of attendance issues, student academic progress, disciplinary actions taken, and any other concerns as needed. We know that students perform better knowing that their parent is actively participating in their education and therefore seek to involve the parent in every way possible. We encourage all parents to be active participants in their child's academic and social life.

Stanislaus Military Academy at Teel has a full-time Student Support Advocate from the district office that has an open-door policy for students and their parents as well. She assists the school in reaching out to the community and even with engaging reluctant parents. Stanislaus Military Academy at Teel staffs a full time mental health counselor and a full time academic guidance counselor available for students and their family members.

Contact Person Name: Claudia Ruiz.

Contact Person Phone Number: 209-238-6604

16. 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 of Stanislaus Military Academy at Teel's stakeholders are encouraged to participate in the planning, implementation, and evaluation of Stanislaus Military Academy at Teel's programs and activities. Opportunities exist for parents to participate in School Site Council (SSC) and the English Learner Advisory Council (ELAC) meetings, as well as support and attend BCT graduation ceremonies, Open Houses, Back to School Night, and a variety of other fundraisers and social events that celebrate our student's achievements and activities.

Funding

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

Stanislaus County will continue to offer and expand the Stanislaus Military Academy.

Mental health and academic counseling services will continue to be offered.

We will provide parent education opportunities to all parents and guardians to improve student academic achievement and decrease student risky behavior.

We will support the average class size of twenty-five or fewer students.

We will offer intervention programs both during regular school and after school hours.

We will offer extended learning opportunities, staff development, and parent involvement.

18. Fiscal support (EPC)

Refer to the fiscal section of this report for details.

Description of Barriers and Related School Goals

1. Based upon free and reduced lunch program data, our student population struggles economically.
2. Student truancy and attendance issues continue to remain high.
3. While there is a decrease in suspensions overall, SMA @ Teel is committed to ensuring that every option short of suspension is exhausted before recourse to formal suspension.
4. Student drug use, high risk behavior, and mental health impede student learning and achievement.
5. Low student academic achievement.

1. Look at restorative justice and PBIS (Positive Behavior Intervention and Supports) to address alternative disciplinary strategies for effectively changing student behavior.
2. There is a need for teachers, parents and students to continue to network with all stakeholders to reduce classroom disruptions, and to increase students' presence and participation at school.
3. School counselors will continue to work with at-risk students to improve their social skills and increase school academic achievement.
4. School staff and the school principal will continue to meet regularly to evaluate, develop, and implement sound intervention programs to meet the needs of all students.
5. Counseling services, school administrators, and parents will continue to identify causes of and to discover solutions that decrease student drug use, risky behavior, and disciplinary issues while increasing student attendance and success.
6. Continue to provide parent education opportunities to help foster teacher-parent relationships that result in greater student academic achievement while decreasing risky behavior.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	5	15		*	14		*	14			93.3	
Grade 7	18	30		13	28		12	27		72.2	93.3	
Grade 8	34	27		31	22		31	21		91.2	81.5	
Grade 11	23	36		14	18		14	18		60.9	50.0	
All Grades	80	108		61	82		60	80		76.3	75.9	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	2370.		*	0.00		*	0.00		*	14.29		*	85.71	
Grade 7	2446.	2383.		0.00	0.00		8.33	0.00		41.67	7.41		50.00	92.59	
Grade 8	2447.	2439.		0.00	0.00		9.68	4.76		22.58	23.81		67.74	71.43	
Grade 11	2499.	2472.		7.14	5.56		7.14	16.67		35.71	11.11		50.00	66.67	
All Grades	N/A	N/A	N/A	1.67	1.25		8.33	5.00		31.67	13.75		58.33	80.00	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	3.23	*		41.94	*		54.84	*	
Grade 11	*	*		*	*		*	*	
All Grades	5.00	5.06		48.33	34.18		46.67	60.76	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	0.00	*		32.26	*		67.74	*	
Grade 11	*	*		*	*		*	*	
All Grades	1.67	1.30		33.33	16.88		65.00	81.82	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	3.23	*		64.52	*		32.26	*	
Grade 11	*	*		*	*		*	*	
All Grades	1.67	1.27		75.00	68.35		23.33	30.38	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	0.00	*		70.97	*		29.03	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	2.53		73.33	48.10		26.67	49.37	

Conclusions based on this data:

1. Producing clear and purposeful writing is a clear area of need. The site needs to develop ELA activities around writing and writing to learn. Writing conventions and sentence fluency needs to be emphasized, and student writing activities should be relevant and engaging.
2. Reading is an area of need. 60% of students are below standard and greater emphasis needs to be placed on improving reading comprehension for both literary and non-fictional texts.
3. Choral and independent reading selections with periodic comprehension checks for understanding including written summaries and feedback to be implemented across curricular subject areas.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	5	15		*	14		*	14			93.3	
Grade 7	18	30		12	28		12	28		66.7	93.3	
Grade 8	34	27		26	22		26	22		76.5	81.5	
Grade 11	23	38		9	19		9	19		39.1	50.0	
All Grades	80	110		50	83		50	83		62.5	75.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	2351.		*	0.00		*	7.14		*	0.00		*	92.86	
Grade 7	2429.	2375.		0.00	0.00		0.00	3.57		50.00	7.14		50.00	89.29	
Grade 8	2424.	2399.		0.00	0.00		3.85	4.55		19.23	0.00		76.92	95.45	
Grade 11	*	2425.		*	0.00		*	0.00		*	10.53		*	89.47	
All Grades	N/A	N/A	N/A	0.00	0.00		2.00	3.61		28.00	4.82		70.00	91.57	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	2.00	0.00		32.00	10.84		66.00	89.16	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		40.00	39.76		60.00	60.24	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	1.20		66.00	45.78		34.00	53.01	

Conclusions based on this data:

1. Because 92% of students are below mathematical standards in concepts and procedures, our site recognized the need to provide remedial skills and coursework. The school has now implemented the FASTT Math online program (Fluency and Automaticity through Systematic Teaching and Technology).
2. Data reveals a need for additional support across all mathematical subsections.
3. Place particular emphasis on and provide intervention in the area of “Applying mathematical concepts and procedures.”

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	7	
8	*	*		*	*		*	*		10	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		4	4	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		4	*	
All Grades										27	24	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	3.70	0.00		22.22	29.17		40.74	29.17		33.33	41.67		27	24	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	7.41	4.17		29.63	37.50		29.63	25.00		33.33	33.33		27	24	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	4.17		7.41	12.50		55.56	29.17		37.04	54.17		27	24	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	11.11	20.83		62.96	41.67		25.93	37.50		27	24	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	22.22	8.33		40.74	66.67		37.04	25.00		27	24	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	3.70	4.17		37.04	25.00		59.26	70.83		27	24	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	3.70	0.00		81.48	79.17		14.81	20.83		27	24	

Conclusions based on this data:

1. SMA will continue using the ELPAC data to determine best practices to assist EL students.
2. SMA will continue employing a Para in 2023/2024 to assist and tutor EL students as needed.
3. We will continue to search for appropriate supplemental curriculum to assist our EL students.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Engagement
LEA GOAL:
Student will participate in a rigorous and relevant academic program. The LEA expects consistent positive growth toward county average scores in all significant student subgroups (including expelled pupils, foster youth, English learners, pupils with disabilities and socioeconomically disadvantaged pupils,) as an initial target until the CAASPP performance bands and norms are established and a specific point or percentage can be established. Additionally, LEA will assure that intervention and support programs such as courses to increase literacy, language, and math skills are utilized for targeted instruction for students with such needs. The LEA will actively engage parents in activities that both connect them to each school's learning environment as well as provide opportunities for input about their students' education. Extra effort will be made to ensure that parents/guardians of expelled youth, EL students, and Foster youth are included. All events involving parents will have sign in sheets to track attendance and/or participation. Students will build strong, positive relationships at schools and in the community by becoming actively engaged in activities both inside and outside the classroom.
SCHOOL GOAL #1:
Students will participate in a rigorous and relevant academic program that ensures intervention and support programs such as courses to increase literacy, language, and math skills which are utilized for targeted instruction. Students and their parents will build strong, positive relationship at school and in the community by becoming actively involved both inside and outside the classroom resulting in a decrease in the number of off-site suspensions, absenteeism, and demerits issued.
Data Used to Form this Goal:
Healthy Kids and stakeholder surveys, and suspension, truancy, drop out, and expulsion rates. Attendance rates, self-reports from students, actual number of community service opportunities/participation percentage of community service opportunities, number of extra-curricular activities/participation percentage of extra curricular activities, informal classroom walk-throughs, grades, graduation rate, and credits earned. Sign-in sheets, survey completion, and usage of the school dialer were used for data as well.
Findings from the Analysis of this Data:
Discipline issues are often connected to drug and alcohol use/abuse through self-reports and discipline reports. Students remain in need of on-site mental health services and drug/alcohol treatment services. Parents report disengagement from school due to their experiences and their child's experiences and behaviors.
How the School will Evaluate the Progress of this Goal:
Data collection from the following assessments: Healthy Kids survey, suspension rate, truancy rate, drop out rate, expulsion rate, and stakeholder survey. Continue to collect data for attendance, enrollment, graduation, and credits earned. Throughout the 2022-2023 school year we will continue to collect data on participation rate of community service activities and participation rate in extra curricular activities. Continue to survey parents to understand their needs and wants. Continue to collect sign in sheets for all school functions that involve parents, collect sign in sheets from offices, and then disaggregate data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Resource Officer	2023-2024 school year	Principal	Site Safety	2000-2999: Classified Personnel Salaries	Local Categorical	92,756.50
				2000-2999: Classified Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	19,795.50
SARB	2023-2024 school year	Principal	Attendance	5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,012.50
Alternative Ed Teacher	2023-2024 school year	Principal	Culinary Arts	1000-1999: Certificated Personnel Salaries	Title I	46,663.00
				3000-3999: Employee Benefits	Title I	7,506.00
PBIS	2023-2024 school year	Principal	Interventions	5800: Professional/Consulting Services And Operating Expenditures	Title I	2,100.00
Cadet Promotion/Graduation from BCT ceremonies	2023-2024 school year	Principal, counselor, support staff, teachers	materials and supplies	4000-4999: Books And Supplies	Title I	200.00
Miri Center	2023-2024 school year	Principal	classified staff/mental health	2000-2999: Classified Personnel Salaries	Title I	29,786.00
			classified staff/mental health	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	4,619.00
			classified staff/mental health	2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	30,844.00
SEL Art Education	2023-2024 school year	Principal	SEL Teacher	5000-5999: Services And Other Operating Expenditures	Title I	23,551.50
Uniforms	2023-2024 school year	Principal, support staff	supplies	4000-4999: Books And Supplies	LCFF	5,000.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Outcomes
LEA GOAL:
LEA expects students to be prepared for success in today's global society, including a rigorous high school education, development of career skills, and building character for citizenship. LEA to maintain county-wide coordination of services for the educational needs of foster youth.
SCHOOL GOAL #2:
Increase the number of students qualifying for and enlisting in military service, as well as increasing the number of students enrolling in and attending post secondary schooling supported by an academic counselor, within technical trade schools and certification programs. Students will have access to a career navigator to explore employment opportunities at local industries.
Data Used to Form this Goal:
Data from graduation rates and current class offerings in Master Schedule are used. Baseline data regarding post secondary enrollment, technical/trade school enrollment and gainful employment will be established in the 2021-2022 year to included formal surveys of graduates, parents and current students. Assessment data collected from AYP and API documents, CELDT scores and CAASPP results.
Findings from the Analysis of this Data:
Baseline data for this goal and stakeholders repeatedly emphasized the need for job skills training and career-readiness activities. An increase in awareness of "After-High School" opportunities was requested, including a job/career fair, college speakers, and financial aid workshops. There were requests for formalizing awards for graduation focusing on academic achievement and core values. Another identified need is character building. Many of the students in the county operated programs are expelled or have been incarcerated and have experienced difficulty with life-choices. There was a request for a mentoring program, character building culture (including curriculum) and peer mediation and tutoring to be a priority in support of academic achievement.
How the School will Evaluate the Progress of this Goal:
Data collection for number of students graduating and accepted to college, technical/trade school, military service, or other post-secondary institution. Collect data for the number of students graduating with a job offer or already employed at the time of graduation. Collect data from course offering from school to include enrollment numbers and course offerings. Data will continue to be collected through State assessments. The school will assess student growth through daily and weekly informal assessments as well as weekly, monthly and quarterly assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Career Navigator	2023-2024 school year	Principal, Counselor	salary	2000-2999: Classified Personnel Salaries	Title I	25,395.00
			fringe Benefits	3000-3999: Employee Benefits	Title I	13,518.00
Academic Counselor	2023-2024 school year	Principal	salary	1000-1999: Certificated Personnel Salaries	Title I	53,633.00
			fringe Benefits	3000-3999: Employee Benefits	Title I	19,157.00
Establish job/career fair	2023-2024 school year	Principal, Counselor, Teacher	Supplies	4000-4999: Books And Supplies	Title I	1,000
Increase financial aid workshops / seminars	2023-2024 school year	Principal, Counselor, Teachers, support staff	materials and supplies	4000-4999: Books And Supplies	Title I	979.00
			refreshments	None Specified	Site Formula Funds	50.00
			incentives	None Specified	Site Formula Funds	50.00
Increase college awareness activities/Field trips	2023-2024 school year	Counselor, teachers, support staff	transportation	5800: Professional/Consulting Services And Operating Expenditures	Title I	250.00
Bus Tickets	2023-2024 school year	Counselor, teachers, support staff	transportation	5000-5999: Services And Other Operating Expenditures	Title I	4,000.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Conditions of Learning
LEA GOAL:
The LEA will ensure that teachers are assigned to teach courses within areas of expertise and credential, and ensure that teachers participate in Common Core State Standards Training, the adoption and implementation of materials aligned to the standards and designing standards aligned courses. All students will have access to CCSS aligned, a-g approved curriculum. School sites will create and maintain a positive and safe school climate to promote learning, and maintain a county-wide collaborative process for developing and revising the Countywide Plan for Expelled Youth and will continue to operate programs to meet this need.
SCHOOL GOAL #3:
Teachers are assigned to teach courses within areas of expertise, participate in CCSS training, and implement materials aligned to the standards. School site will create and maintain a positive, highly motivated school climate that promotes learning, participation, and school spirit.
Data Used to Form this Goal:
Lesson plans, stakeholder surveys, informal walk-throughs, formal observations and course descriptions.
Findings from the Analysis of this Data:
Current curriculum is aligned with CCSS though the use of online courses and curriculum. Teachers express varying levels of comfort with technology and continue to request and attend LEA offered instructional sessions.
How the School will Evaluate the Progress of this Goal:
Lesson plans, use of adopted aligned materials, informal walk-throughs and formal observations, course descriptions, student and parent surveys, student achievement on Common Core based assessments including CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers to attend Common Core training/professional development through County Office of Education	2023-2024 school year	Principal, counselor, teachers	training / professional development	5000-5999: Services And Other Operating Expenditures	Local Categorical	10,773.50
Teachers will collaborate bi-weekly to share best practices and design lessons that align to Common Core standards.	2023-2024 school year	Principal, teachers, District Office	Professional Development meetings	None Specified		0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will collaborate and identify areas of need with on-line courses for both Independent Study and classroom based instruction.	2023-2024 school year	Principal, counselor, teachers, District Office	Tech Coach	5000-5999: Services And Other Operating Expenditures	Local Categorical	872.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #9

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #9:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #10

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #10:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	227,738.50	0.00
Title I Part A: Basic Grants Low-Income	4,619.00	0.00
Title IV Part A: Student Support and	19,795.50	0.00
Local Categorical	104,402.00	0.00
Site Formula Funds	100.00	0.00
LCFF	7,012.50	0.00
Comprehensive Support and	30,844.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Comprehensive Support and Improvement (CSI)	30,844.00
LCFF	7,012.50
Local Categorical	104,402.00
Site Formula Funds	100.00
Title I	227,738.50
Title I Part A: Basic Grants Low-Income and Neglected	4,619.00
Title IV Part A: Student Support and Academic Enrichment	19,795.50

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	100,296.00
2000-2999: Classified Personnel Salaries	203,196.00
3000-3999: Employee Benefits	40,181.00
4000-4999: Books And Supplies	7,179.00
5000-5999: Services And Other Operating Expenditures	39,197.00
5800: Professional/Consulting Services And Operating	4,362.50
None Specified	100.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified		0.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement	30,844.00
4000-4999: Books And Supplies	LCFF	5,000.00
5800: Professional/Consulting Services And	LCFF	2,012.50
2000-2999: Classified Personnel Salaries	Local Categorical	92,756.50
5000-5999: Services And Other Operating	Local Categorical	11,645.50
None Specified	Site Formula Funds	100.00
1000-1999: Certificated Personnel Salaries	Title I	100,296.00
2000-2999: Classified Personnel Salaries	Title I	55,181.00
3000-3999: Employee Benefits	Title I	40,181.00
4000-4999: Books And Supplies	Title I	2,179.00
5000-5999: Services And Other Operating	Title I	27,551.50
5800: Professional/Consulting Services And	Title I	2,350.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	4,619.00
2000-2999: Classified Personnel Salaries	Title IV Part A: Student Support and	19,795.50

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	264,834.00
Goal 2	118,032.00
Goal 3	11,645.50

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Daniel Vannest	X				
Ed Cassinetto		X			
Jesse Verduzco			X		
Clauida Ruiz			X		
Norma Garibay			X		
Angela Lira				X	
Tatiana Vasquez				X	
Monica Valdez				X	
Michael Valdez					X
Darren Davis					X
Numbers of members of each category:	1	1	3	3	2

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 4/28/23.

Attested:

Daniel Vannest

Typed Name of School Principal

Signature of School Principal

Date

Daniel Vannest

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date