



School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
San Leandro Virtual Academy	01-61291-0141473	May 28, 2026	June 16, 2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), the School Site 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.

Plan Purpose

San Leandro Virtual Academy's 2026-2027 School Plan for Student Achievement supports the schoolwide program and specifically targets improved outcomes for students with disabilities, socioeconomically disadvantaged students, and English Learners. SLVA is continuing to operate as a virtual and independent study school and is now able to use multiple years of trend data to monitor student growth, attendance, engagement, and academic progress over time.

The plan focuses on strengthening strategic academic supports, improving English Learner services, increasing student participation and performance on standardized assessments, and providing targeted interventions for students with disabilities and socioeconomically disadvantaged students. Based on Dashboard, attendance, and local survey data, SLVA will also focus on improving mathematics outcomes, sustaining gains in ELA, reducing chronic absenteeism, increasing college and career readiness, and strengthening family engagement and school connectedness.

Plan Description

This plan is being used to meet the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs, aligning to the San Leandro Unified School District LCAP Goals:

Goal 1: Universally Designed Teaching and Learning for College and Career Success

Goal 2: Positive School Climate and School Connectedness

Goal 3: Equity and Inclusion with Families and Employee Engagement

This plan is being used to meet ESSA planning requirements in alignment with the Local Control and Accountability Plan,

federal and state programs, and San Leandro Unified School District's LCAP goals:

Goal 1: Universally Designed Teaching and Learning for College and Career Success

Goal 2: Positive School Climate and School Connectedness

Goal 3: Equity and Inclusion with Families and Employee Engagement

Goal 4: Equity Multiplier

Beginning in the 2026-2027 school year, San Leandro Virtual Academy will transition from a K-12 school to a secondary-only program serving grades 6-12 through an independent study instructional model. SLVA follows California Education Code requirements related to independent study and will continue serving students who benefit from flexible, personalized, and alternative pathways for learning. The school serves approximately 140 students and has five full-time teachers and one educational specialist to support students with Individualized Education Programs. Instruction is primarily delivered through Edgenuity/EdgeEX and supplemental instructional platforms designed to support standards-based learning, intervention, credit recovery, and college and career readiness.

The SPSA aligns academic, social-emotional, attendance, family engagement, and equity-focused actions to ensure students can access curriculum, make progress toward standards, and experience SLVA as a meaningful school of choice in San Leandro Unified School District.

Education Partner Involvement

Involvement Process for the SPSA and Annual Review and Update

San Leandro Virtual Academy's School Site Council met during the 2025-26 school year to review implementation progress, school data, budget priorities, and actions connected to the SPSA. SSC reviewed available Dashboard, attendance, LCAP, CAASPP, and ELPAC data to identify strengths, needs, and priorities for improvement. Staff were informed and engaged through weekly collaboration and monthly staff meetings.

Families were invited to provide input through LCAP and site plan engagement opportunities, School Site Council, and English Learner Advisory Committee outreach. SLVA will continue to strengthen family participation by improving

communication, offering translation and interpretation as needed, and creating accessible opportunities for families to participate in school planning and governance.

Date	Community Partner Group	Engagement Description
02-05-26	Families	LCAP and Site Plans Input (AM Session)
02-07-26	Families	LCAP and Site Plans Input (PM Session)
02-11-26	Families	LCAP and Site Plans Input (PM Session)
03-10-26	Families	LCAP and Site Plans Input (AM Session)
Ongoing 2026-2027	School Site Council	Review of data, SPSA goals, actions, and expenditures
Ongoing 2026-2027	Staff	Weekly collaboration and monthly staff meetings to review student needs and SPSA implementation
Spring 2026	Staff and SSC	Review and refinement of SPSA goals, measurable outcomes, and planned actions

Comprehensive Needs Assessment

Student Demographics 2025-26

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
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102	14	0	83	23			
# Black/African American	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American Indian/Alaskan Native	# Two or more races
14	19	51	6	3	0	1	6

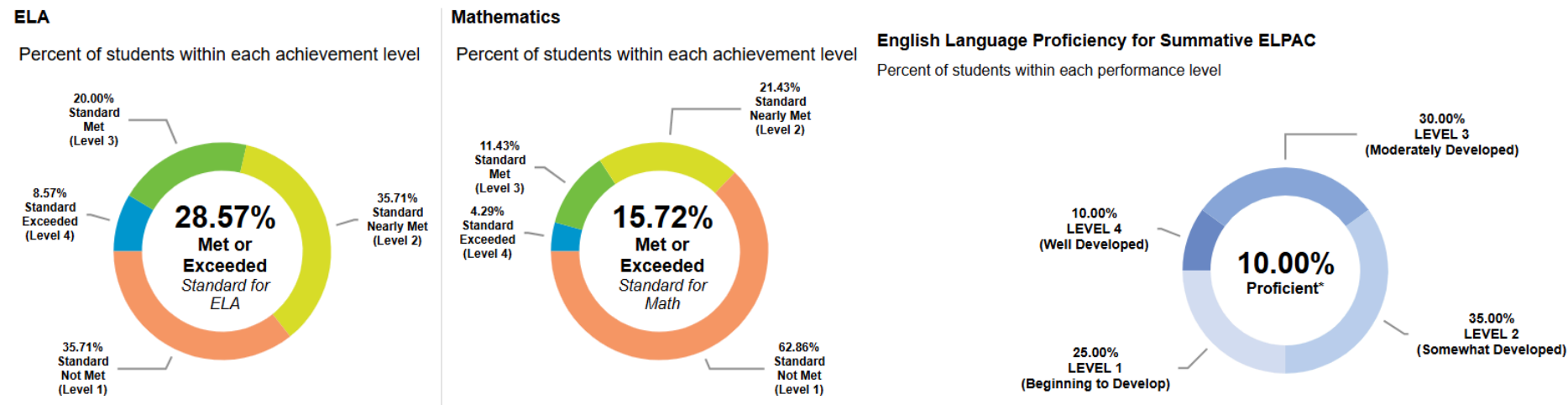
CA School Dashboard 2024

SLVA Student Group	ELA	Math	Science	Graduation Rate	Chronic Absenteeism	Suspension	College & Career	English Learner Progress
All Students	-29.9 pts ↑ 38.7 pts 44	-124.1 pts ↑ 4.7 pts 44	45.8 pts ↑ 13.9 pts 41	86.7% ↑ 31.7% 15	17.7% ↓ 10.1% 62	0.6% ↑ 0.6% 157	13.3% ↑ 8.3% 15	
English Learners	-39.9 pts ↑ 10.2 pts 12	-160.6 pts ↓ 66.7 pts 12	34.6 pts 14	**	0% ↓ 5.9% 11	0% 0% 29	**	30% -1.6% 20
Long-term EL	**	**	**	**	**	0% 0% 18	**	35.7% — 14
Foster Youth	**	**	**	**	**	**	**	
Homeless	**	**	**	**	**	**	**	
Socioeconomically Disadvantaged	-26.4 pts ↑ 58.3 pts 35	-126 pts ↑ 13.2 pts 35	44.5 pts ↑ 12.8 pts 32	85.7% ↑ 38.7% 14	18.4% ↓ 7.8% 49	0.8% ↑ 0.8% 130	14.3% ↑ 8.4% 14	

Students with Disabilities	**	**	**	**	44.4% ↑ 4.4% 18	0% 0% 30	**	
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SLVA Student Group	ELA	Math	Science	Graduation Rate	Chronic Absenteeism	Suspension	College & Career
All Students	-29.9 pts ↑ 38.7 pts 44	-124.1 pts ↑ 4.7 pts 44	45.8 pts ↑ 13.9 pts 41	86.7% ↑ 31.7% 15	17.7% ↓ 10.1% 62	0.6% ↑ 0.6% 157	13.3% ↑ 8.3% 15
African American	**	**	**	**	16.7% ↓ 10.6% 12	4% ↑ 4% 25	**
American Indian or Alaska Native	**	**	**	**	**	**	**
Asian	**	**	**	**	**	0% 0% 12	**
Filipino	**	**	**	**	**	**	**
Hispanic	-53.9 pts ↓ 6 pts 19	-146.9 pts ↓ 52.8 pts 19	45.4 pts 18	**	13.6% ↓ 5.8% 22	0% 0% 78	**
Native Hawaiian or Pacific Islander	**	**	**	**	**	**	**
White	**	**	**	**	**	0% 0% 16	**
Two or more races	**	**	**	**	18.2% 11	0% 0% 20	**

CAASPP/ELPAC Results



Additional Data

Site	22-23 ADA %	23-24 ADA %	24-25 ADA %
SLVA ES	83.39%	87.69%	97.52%
SLVA MS	70.91%	70.64%	72.30%
SLVA HS	52.94%	67.64%	78.22%

CalSCHLS Survey Key Indicators 2025-2026

Parent Surveys	All %
Parent Involvement	
• Promotion of parent involvement	69
• Parental Involvement in school	14
• School encourages me to be an active partner	56
• School actively seeks the input of parents	56
• Parents feel welcome to participate at this school	67
School Supports for Students	
• Student learning environment	66
• School is a safe place for my child	67
• School motivates students to learn	56
• School has adults who really care about students	78
• Opportunities for meaningful student participation	56
• Communication with parents about school	66

Teachers responsive to child's social and emotional needs	100
School provides parents with advice and resources to support my child's social and emotional needs	89
Rules & Facilities School enforces rules equally	67
School treats all students with respect	78
School promotes respect of cultural beliefs	62

Data Analysis

SLVA has shown important improvement across multiple indicators. As the school transitions to a secondary-only model for grades 6-12 in 2026-2027, staff will focus resources and supports specifically on middle and high school student needs, including attendance, credit completion, intervention, graduation readiness, and college and career preparation. ELA performance increased significantly for all students and socioeconomically disadvantaged students. Science performance is a strength, and graduation rate improved substantially to 86.7%. Chronic absenteeism decreased by 10.1 percentage points to 17.7%, indicating that the attendance work of the counselor, program coordinator, teachers, and support staff is having a positive impact.

Math remains the most urgent area for improvement. Although all students showed a slight increase in math, performance remains far below standard. English Learners declined in mathematics, and socioeconomically disadvantaged students remain significantly below standard. These results point to a need for more consistent math progress monitoring, targeted small group support, tutoring, practice assessments, and stronger use of instructional platform data.

CalSCHLS parent survey results show strengths in teacher responsiveness to students' social-emotional needs, resources for supporting social-emotional needs, and caring adult relationships. Areas for growth include parent involvement in school, motivation to learn, active parent partnership, parent input, meaningful student participation, and respect for cultural beliefs.

These data support continued work around family engagement, school connectedness, and culturally responsive practices.

Resource Inequities

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

Based on the comprehensive needs assessment, SLVA has not identified obvious resource inequities directly linked to performance on CAASPP, ELPAC, or report card data. However, SLVA has experienced multiple physical location changes during its first several years as a school. A stable location that serves as a student and family support hub remains important for providing consistent access to staff, instructional materials, technology support, counseling, academic intervention, translation/interpretation, and family engagement opportunities.

The school will continue monitoring whether students and families can equitably access in-person support, virtual instruction, learning platforms, technology, materials, academic intervention, and communication systems, especially for English Learners, students with disabilities, socioeconomically disadvantaged students, and students with attendance concerns.

Alignment to WASC Growth Areas

The 2026–2027 SPSA aligns with San Leandro Virtual Academy’s WASC areas for growth and continuous improvement priorities. WASC findings identified the need to strengthen academic interventions, ELD supports, systems for monitoring attendance and work completion, college and career readiness opportunities, family engagement, student voice, and shared decision-making processes. The SPSA goals, actions, and expenditures are designed to address these identified growth areas through targeted academic support, improved attendance systems, social-emotional learning, counseling supports, family engagement structures, and expanded college and career readiness opportunities.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success

Ensure a responsive and comprehensive academic program to address learning gaps, strengthen standards-based instruction, and improve student outcomes in English Language Arts, English Language Development, and mathematics.

ELA: Sustain growth in English Language Arts by implementing curriculum and associated instructional activities with fidelity to ensure alignment with state standards and improve student learning outcomes.

ELD: Utilize STAR Renaissance, MyPath, Imagine Learning, designated ELD, and integrated ELD practices to support English Learners' academic language development across reading, writing, listening, and speaking.

Math: Strengthen math instruction and intervention by using instructional platform data, practice CAASPP assessments, targeted small group support, tutoring, and progress monitoring to increase student readiness and performance.

By the second month of school, SLVA teachers will teach students to access and learn from curricular platforms, including EdgeEX/Edgenuity and supplemental digital instructional tools used in grades 6-12. Students will be trained to log in, navigate courses, monitor progress, and understand expectations. Throughout the year, teachers will identify gaps in ELA, math, and English language development through platform reports, assessment data, and one-on-one student meetings. Teachers will use these data to provide small group instruction, tutoring referrals, and individualized support.

Identified Need:

Dashboard data show that SLVA improved in ELA but continues to perform below standard. All students are 29.9 points below standard in ELA, and English Learners are 39.9 points below standard. Mathematics remains the greatest academic need. All students are 124.1 points below standard in math, socioeconomically disadvantaged students are 126 points below standard, and English Learners are 160.6 points below standard after a 66.7-point decline. These results indicate the need for targeted math

support, ELD support, stronger instructional fidelity, improved use of platform data, and consistent progress monitoring for students with the highest academic needs.

This goal also aligns to SLVA's WASC growth areas related to providing effective academic interventions for all students, strengthening ELD supports, improving systems for monitoring student work completion and attendance, and increasing varied course offerings and college/career readiness opportunities.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
ELA.1	Ensure staff are trained on effective use of EdgeEX/Edgenuity	Teachers attend training and design lessons to train students on how to navigate learning platforms.	Platform progress reports showing course/lesson completion and ELA quiz/test scores.	Hourly training support: \$1,100 Site Discretionary
ELA.2	Establish monthly review of ELA data to identify learning gaps.	Teachers provide small group reteaching and differentiated support based on student needs.	Differentiated lesson plans, intervention rosters, and student progress data.	District funded/collaboration time
ELD.1	Ensure English Learners receive designated and integrated ELD lessons.	Teachers create equity-based weekly schedules that include ELD instruction and language development supports.	Teacher schedules, ELD lesson documentation, and student language progress monitoring.	District funded
ELD.2	Arrange collaboration time with district personnel to develop individualized learning plans for English Learners using online platforms and	Teachers develop lesson plans based on students' language levels and academic needs.	Lesson plans, STAR/MyPath/Imagine Learning reports, and ELPAC progress monitoring.	Collaboration time

	standards-based supports.			
Math.1	Ensure staff are trained on effective use of math tools within EdgeEX/Edgenuity	Teachers attend training and provide explicit instruction on math platform use and progress monitoring.	Platform reports showing math lesson progress, quiz/test scores, and completion rates.	District funded
Math.2	Implement monthly math data review to identify gaps and target instruction.	Teachers reteach concepts through small group instruction, one-on-one support, and assigned practice.	Math intervention plans, differentiated lessons, and progress reports.	Collaboration time
Math.3	Ensure students can access tutoring and additional math support based on need.	Teachers maintain current lists of students needing math intervention and coordinate with counselor/support staff.	Increased work completion, tutoring participation, and improved Edgenuity/EdgeEX scores.	Title I - \$4,000
All	Provide learning materials for students to access curriculum, projects, and hands-on learning.	Teachers and staff ensure materials are available for monthly pickup and student use.	Materials distribution logs, student work, and project/activity records.	\$2,800 Title I \$7,667 Site Discretionary + \$4,720 LCAP/Supplemental

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Distance from Standard	All students are 29.9 points below standard; socioeconomically disadvantaged students are 26.4 points below standard; English Learners are	All students, socioeconomically disadvantaged students, and English Learners will improve by at least 10 points in ELA.

	39.9 points below standard.	
CAASPP Math Distance from Standard	All students are 124.1 points below standard; socioeconomically disadvantaged students are 126 points below standard; English Learners are 160.6 points below standard.	All students, socioeconomically disadvantaged students, and English Learners will improve by at least 10 points in mathematics.
English Learner Progress	English Learner Progress Indicator is 30%.	Increase English Learner progress by at least 5 percentage points.
Platform Progress Data	Students demonstrate uneven course completion and assessment performance across platforms.	Increase lesson completion, course progress, and assessment performance in EdgeEX/Edgenuity.

Goal 2

LCAP Goal 2: Positive School Climate and School Connectedness

Utilize morning meetings, one-on-one student meetings, counseling supports, attendance monitoring, and COST/SST processes to support students' academic, behavioral, attendance, and social-emotional goals.

By the end of each semester, teachers will compile and refine SEL-focused morning meeting lesson plans to be shared among teachers in the school Google Drive. By the end of the first semester, SLVA will review and revise COST and SST processes and ensure procedures are written, shared, and implemented consistently by staff.

Identified Need:

SLVA has reduced chronic absenteeism from 27.8% to 17.7%, but continued improvement is needed. Attendance and engagement remain essential for academic success in a virtual and independent study environment. Students, particularly socioeconomically disadvantaged students, English Learners, and students with disabilities, need consistent academic, social-emotional, and logistical

supports to access classes, complete coursework, and remain connected to school.

CaISCHLS parent survey data show strengths in teacher responsiveness to social-emotional needs and caring adult relationships. Areas for growth include motivation to learn, meaningful student participation, parent involvement, and school-family partnership. These data support the need to continue building school connectedness, SEL practices, and student support systems.

This goal aligns with WASC findings emphasizing the importance of strengthening morning meetings, student voice and choice, social-emotional learning, individualized student support, and systems for monitoring attendance and student engagement.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
2.1	Ensure teachers and staff provide students with regular opportunities to build SEL skills and school connectedness.	Teachers support students in developing healthy identities, managing emotions, setting goals, showing empathy, building relationships, and making responsible decisions.	Student goals shared with counselor and principal; SEL activities documented.	District funded
2.2	Support collaboration among teachers and support staff to develop SEL lesson plans.	Teachers use the CASEL framework to develop lessons focused on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	SEL lesson plans stored in shared Google Drive and used in morning meetings/advisory structures.	Collaboration time
2.3	Strengthen and revise	Teachers, staff, counselor,	Revised COST/SST	District funded

	COST and SST processes through data review and staff collaboration.	and administrators participate in training and implementation of referral and intervention procedures.	procedures, referral forms, meeting notes, and intervention tracking.	
2.4	Monitor chronic absenteeism and student engagement regularly.	Teachers identify students with attendance or engagement concerns and coordinate outreach with counselor/program coordinator.	Attendance reports, outreach logs, intervention records, and improved ADA/chronic absenteeism data.	District funded/Equity Multiplier support

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Chronic absenteeism is 17.7%.	Reduce chronic absenteeism by at least 5 percentage points.
School Connectedness/Climate	Parent survey: 78% report adults really care about students; 56% report school motivates students to learn; 56% report meaningful student participation.	Increase motivation to learn and meaningful student participation indicators by at least 5 percentage points.
COST/SST Implementation	COST/SST processes require continued refinement and consistent use.	Written procedures will be finalized, shared, and consistently implemented.

Goal 3

LCAP Goal 3: Equity and Inclusion with Families and Employee Engagement

Ensure a fully formed and effective School Site Council, following adopted bylaws, to oversee the development and implementation of the school plan, including Title I, Equity Multiplier, Special Education, and English Learner supports. Strengthen family engagement and shared decision-making so families, students, and staff have meaningful opportunities to inform school priorities and resource allocation.

By October 2027, SLVA will elect or confirm teacher, parent, student, and staff representatives to maintain a fully formed SSC with broad representation, including the principal. SLVA will also continue outreach for ELAC participation and ensure English Learner families have opportunities to provide input into programs and services.

Identified Need:

SLVA needs to increase family engagement in school governance and shared decision-making. Prior-year efforts established SSC bylaws and meeting structures, but participation in ELAC and broader family engagement remained limited. CalSCHLS parent survey data indicate that only 14% of respondents reported parental involvement in school, 56% reported that the school encourages parents to be active partners, and 56% reported that the school actively seeks parent input. These data show a need to strengthen outreach, communication, family leadership, and accessible opportunities for participation.

WASC findings also identified a need to strengthen communication systems, shared decision-making structures, and family engagement opportunities to ensure students, families, and staff experience belonging, voice, and partnership within the SLVA school community.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
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3.1	Principal communicates the school's vision for shared leadership with staff, parents, and students using data to guide goals and resource allocation.	Teachers and staff share SSC and ELAC information with families and students and support recruitment of members/officers.	SSC roster showing members and representation from required groups.	District funded
3.2	Calendar SSC and ELAC dates at the first meeting of the year and provide reminders throughout the year.	Teachers and staff attend meetings as appropriate and remind students/families of dates and times.	Meeting calendars, agendas, sign-in sheets, and minutes.	District funded
3.3	Ensure interpretation and translation services are provided as needed so parents feel welcome and able to participate.	Staff coordinate with district support staff to secure translation and interpretation services.	Meeting announcements and agendas in English and other languages represented in the school community.	\$552 Translation Budget
3.4	Use survey data and family feedback to improve communication and engagement.	Staff provide families with information about student progress, school supports, and opportunities to give input.	Family survey results, outreach logs, newsletters, meeting notes, and participation data.	District funded

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC Participation	SSC exists and includes parent, student,	Maintain a fully formed SSC with regular

	staff, and principal representation.	meetings, agendas, minutes, and representative participation.
ELAC Participation	ELAC participation has been limited.	Hold ELAC meetings or English Learner family input opportunities with administration, staff, and family participation, as applicable.
Parent Engagement	CalSCHLS: 14% parental involvement in school; 56% school encourages active partnership; 56% school seeks parent input.	Increase family engagement indicators by at least 5 percentage points.

Goal 4

LCAP Goal 4: Equity Multiplier

School Goal:

Support and retain students in SLVA as a secondary school of choice in San Leandro Unified School District by improving instructional quality, attendance, student transitions, counseling supports, family access, graduation readiness, and exposure to work-based learning and real-world connections.

As SLVA transitions to a secondary-only independent study program in 2026–2027, the school will strengthen systems that support graduation readiness, credit completion, intervention, attendance, college and career readiness, and student engagement.

Identified Need:

SLVA students and families require increased support to consistently attend school, access curriculum, complete coursework, participate in enrichment, and stay connected to the school community. Barriers such as chronic absenteeism, limited transportation, language access, transition needs, and lack of awareness of school programs can impact student engagement and academic success. Although chronic absenteeism improved to 17.7% and graduation rate improved to 86.7%, middle and high school attendance, math achievement, college/career readiness, and student retention remain priority areas.

WASC findings also identified a need to strengthen communication systems, shared decision-making structures, and family engagement opportunities to ensure students, families, and staff experience belonging, voice, and partnership within the SLVA school community.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
4.1	Support effective and engaging instruction through curriculum and platform training.	Teachers attend and implement Acellus and EdgeEX/Edgenuity training.	Training attendance, implementation evidence, platform usage and progress data.	\$7,500 Equity Multiplier: teacher hourly, substitutes, registration
4.2	Coordinate high-quality entry and exit transition processes for SLVA students.	Staff participate in meetings to support student transitions into and out of SLVA.	Staff meeting schedules, transition documentation, student/family communication records.	District funded
4.3	Strengthen office support and family/student connection systems.	n/a	.033 Office Technician to fulfill attendance clerk role and 1.0 Program Coordinator to support attendance, engagement, and family communication	\$82,290 Equity Multiplier
4.4	Provide academic and social-emotional supports through counseling.	n/a	0.3 FTE counselor provides attendance support, SEL support, academic check-ins, and referrals.	\$40,000 Equity Multiplier
4.5	Expand exposure to work-based learning and	Staff set up and facilitate field trips and activities.	Field trips to local colleges, training programs,	\$5,000 Equity Multiplier: transportation costs

	real-world connections.		career-connected learning opportunities, and participation records.	
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Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Middle School ADA	2024-2025 middle school ADA was 72.30%.	Increase middle school attendance by at least 5%.
High School ADA	2024-2025 high school ADA was 78.22%.	Increase high school attendance by at least 5%.
Chronic Absenteeism	Chronic absenteeism is 17.7%.	Reduce chronic absenteeism by at least 5 percentage points.
College and Career Readiness	College and career readiness is 13.3%.	Increase college and career readiness by at least 5 percentage points.
Student Retention/Engagement	SLVA continues to strengthen systems to retain students as a school of choice.	Increase student engagement, successful transitions, and retention.

Annual Review

SPSA Year Reviewed: 2025-26

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.

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

ANALYSIS

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

SLVA continued refining its academic, attendance, and student support systems. Several strategies were effective and produced measurable improvements. ELA performance increased significantly for all students and socioeconomically disadvantaged students. Science performance improved and is now an area of strength. Graduation rate increased to 86.7%, and chronic absenteeism decreased to 17.7%, reflecting the positive impact of attendance outreach, counseling support, program coordination, and closer monitoring of student engagement.

At the same time, mathematics remains an urgent area for improvement. All students continue to perform far below standard in math, and English Learners declined in math performance. While instructional platforms and progress monitoring were used, SLVA needs stronger fidelity of implementation, more consistent math intervention, earlier tutoring, and more structured data review. Family engagement also remains an area for growth. Parent survey data show strengths in care and responsiveness, but lower results related to parent involvement, active partnership, and parent input.

Overall, SLVA's strategies showed positive impact in attendance, graduation, ELA, science, and social-emotional responsiveness, while highlighting the need to strengthen math intervention, English Learner supports, family engagement, and student participation.

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

SLVA did not experience major differences between intended implementation and budgeted expenditures. However, one implementation adjustment identified was the timing and consistency of academic tutoring and targeted intervention. Tutoring and additional academic supports need to begin earlier in the school year and be more directly connected to platform data, CAASPP readiness, and teacher-identified learning gaps.

In addition, the use of the physical school hub for student and family support remains an important priority. The school continues to refine how in-person supports, materials distribution, technology support, counseling, attendance outreach, and family

engagement opportunities are coordinated through the school site.

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.

No major changes will be made to the overall goal areas; however, SLVA will refine strategies to improve implementation and impact. In Goal 1, the school will increase focus on mathematics intervention, English Learner support, CAASPP readiness, and monthly data review. In Goal 2, SLVA will continue strengthening attendance monitoring, SEL lessons, and COST/SST processes. In Goal 3, the school will increase efforts to improve family participation in SSC, ELAC, and other input opportunities, using CalSCHLS data to guide outreach. In Goal 4, Equity Multiplier actions will continue supporting staffing, counseling, transition processes, attendance, and work-based learning experiences.

These refinements are reflected in the updated actions, measurable outcomes, and expenditure descriptions in this SPSA.

Proposed School Site Budget

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

Unrestricted	Title I	LCAP Initiatives	Secondary Graduation	Secondary Athletics	Translation Budget	Outdoor Ed	Total Site Allocation
0000	3010	0888	0000	0000	0000	0999	
403	320	001	112	133	155	001	
\$8,767	\$6,800	\$4,720	\$1,000	n/a	\$552	n/a	\$20,039

DESCRIPTION**AMOUNT**

Total Funds Provided to the School Through the Consolidated Application [This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.]

N/A

Total Federal Funds Provided to the School from the LEA for CSI [Not applicable for ATSI schools – write “N/A”]

N/A

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA [This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.]

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title 1	\$6,800

Subtotal of additional federal funds included for this school: \$5,000

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 (\$)
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Unrestricted	\$8,767
LCAP Initiatives	\$4,720
Secondary Graduation	\$1,000
Translation Budget	\$552
Prop 28	\$19,558
Equity Multiplier	\$174,590

Subtotal of state or local funds included for this school: \$209,187

Total of federal, state, and/or local funds for this school: \$215,987

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	Role
Melissa Davalos	Parent Facilitator
Navin Bansal	Counselor
Joseph Stark	Parent
Jess Stark	Parent

Jasmin Apaldetti	Student
Dana Chavez	Principal

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:

Name	Signature	Committee
Elizabeth Martinez		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 May 28, 2026..

Name	Signature	Date	Role
Joseph Stark		05-28-26	SSC Chairperson
Dana Chavez		05-28-26	Principal