

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Alternative Family Education/Branciforte Small Schools Campus
Address	840 North Branciforte Ave. Santa Cruz, CA 95062
County-District-School (CDS) Code	44698234430195
Principal	Michelle McKinney
District Name	Santa Cruz City Schools
SPSA Revision Date	April 15, 2023
Schoolsite Council (SSC) Approval Date	May 6, 2023
Local Board Approval Date	June 16, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Inspired Purpose:

AFE supports, nurtures and inspires families and students to discover and develop their potential through engaged learning, problem solving, and community involvement.

Vision:

AFE cultivates...

the ability to use our minds well.
the tools to choose our paths.
the ability to act upon our passions.
the desire to contribute to the local community and the world.
the vision and heart to see and feel things from other perspectives.
the ability to express our own voices.
the habit of self-reflection.
a sense of well-being.

School Profile

Santa Cruz City Schools Alternative Family Education (AFE) is an independent home study school provided for kindergarten through twelfth grade students and families who prefer an individualized approach to education, combined with the support of school district resources. The program gives parents the responsibility to directly supervise instruction, with professional guidance from a credentialed teacher-consultant. The program is designed by and for homeschool families, with teacher-consultants who are knowledgeable and supportive of home-based learning, state frameworks, and school district curriculum guidelines. AFE shares a campus with three other small schools. You can read about our campus on the Branciforte Small Schools Campus (BSSC) website.

With the onset of COVID-19 school closures, AFE more than doubled its student population due to many elementary and secondary students attending public and private schools in 2019-20 choosing to opt for a more hands-on, family directed educational approach. When comprehensive schools re-opened for in-person instruction, AFE's enrollment dropped to 150. Two of the full-time staff returned to their former assignments and the school retains 4.8 FTE and one library media assistant to manage the materials. In accordance to AB130, AFE staff offer daily Zoom and weekly in-person enrichment classes in grade-span groupings, and teachers keep engagement logs as well as the conference and attendance records required by California Education Code. In order to ensure continuity of information, the administrative staff has taken on all intake communication, teacher assignment, and registration processes.

AFE classroom and office space is shared through a scheduling, and office space is being shared by teachers. The AFE parent and staff community continue to collaborate on several 'campus beautification' projects with the near completion of Bond construction to replace failing portable buildings.

Alternative Family Education, 840 N. Branciforte Ave, Santa Cruz, CA 95062

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

This plan is reviewed and approved annually by the School Site Council, which consists of students, parents, classified and certificated staff, and administrators. In addition, the parent group reviews the plan while planning fundraising goals. The plan is available to stakeholders via the school's website. District personnel, Director of Curriculum, and Assistant Superintendent of Educational Services also provide input and suggestions for goal setting based on student data.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.3%	1.69%	1.85%	3	2	2
African American	2.1%	5.93%	7.41%	5	7	8
Asian	1.3%	3.39%	3.7%	3	4	4
Filipino	0.8%	%	0%	2		0
Hispanic/Latino	17.2%	18.64%	25.93%	41	22	28
Pacific Islander	0.4%	%	0%	1		0
White	74.1%	64.41%	51.85%	177	76	56
Multiple/No Response	2.9%	4.24%	3.7%	7	5	4
Total Enrollment				239	118	108

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	28	6	4
Grade 1	24	8	6
Grade 2	21	11	6
Grade3	18	5	9
Grade 4	22	10	3
Grade 5	14	6	8
Grade 6	21	6	7
Grade 7	24	13	8
Grade 8	20	11	15
Grade 9	16	11	7
Grade 10	14	9	11
Grade 11	9	13	11
Grade 12	8	9	13
Total Enrollment	239	118	108

Conclusions based on this data:

1. Enrollment numbers are progressively higher through the rising grades.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	1	1	5	0.40%	0.8%	4.6%
Fluent English Proficient (FEP)	7	6	6	2.90%	5.1%	5.6%
Reclassified Fluent English Proficient (RFEP)	1			100.0%		

Conclusions based on this data:

1. AFE does not serve many students learning English as an additional language.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 3	19	6		0	*		0	*		0.0		
Grade 4	19	11		0	*		0	*		0.0		
Grade 5	14	9		0	4		0	4		0.0	44.4	
Grade 6	24	7		0	*		0	*		0.0		
Grade 7	22	17		0	*		0	*		0.0		
Grade 8	22	12		0	*		0	*		0.0		
Grade 11	10	13		0	*		0	*		0.0		
All Grades	130	75		0	15		0	15		0.0	20.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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 3		*			*			*			*			*	
Grade 4		*			*			*			*			*	
Grade 5		*			*			*			*			*	
Grade 6		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		26.67			33.33			6.67			33.33	

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 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

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 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

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 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

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 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Conclusions based on this data:

1. Too few students to draw conclusions.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 3	19	6		0	*		0	*		0.0		
Grade 4	19	11		0	*		0	*		0.0		
Grade 5	14	9		0	4		0	4		0.0	44.4	
Grade 6	24	7		0	*		0	*		0.0		
Grade 7	22	17		0	*		0	*		0.0		
Grade 8	22	12		0	*		0	*		0.0		
Grade 11	10	13		0	*		0	*		0.0		
All Grades	130	75		0	14		0	14		0.0	18.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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 3		*			*			*			*			*	
Grade 4		*			*			*			*			*	
Grade 5		*			*			*			*			*	
Grade 6		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		14.29			14.29			28.57			42.86	

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 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

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 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

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 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Conclusions based on this data:

1. Too few students participated to draw conclusions.

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
All Grades											*	

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
All Grades		*			*			*			*			*	

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
All Grades		*			*			*			*			*	

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
All Grades		*			*			*			*			*	

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
All Grades		*			*			*			*	

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
All Grades		*			*			*			*	

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
All Grades		*			*			*			*	

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
All Grades		*			*			*			*	

Conclusions based on this data:

1. Too small student population to draw conclusions.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
118	25.4	0.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Alternative Family Education/Branciforte Small Schools Campus.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	0.8
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	30	25.4
Students with Disabilities	24	20.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	5.9
American Indian	2	1.7
Asian	4	3.4
Filipino		
Hispanic	22	18.6
Two or More Races	5	4.2
Pacific Islander		
White	76	64.4

Conclusions based on this data:

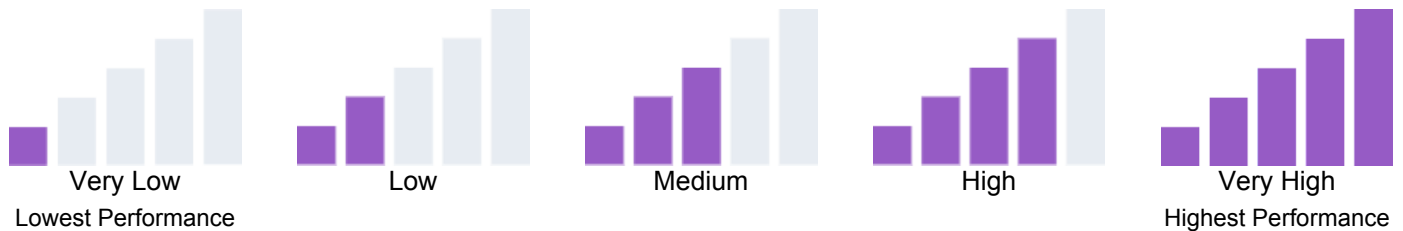
1. AFE has become more attractive to a diverse population, including Hispanic and MLL families.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	Graduation Rate No Performance Level	Suspension Rate Very Low
Mathematics Very Low	Chronic Absenteeism Medium	
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

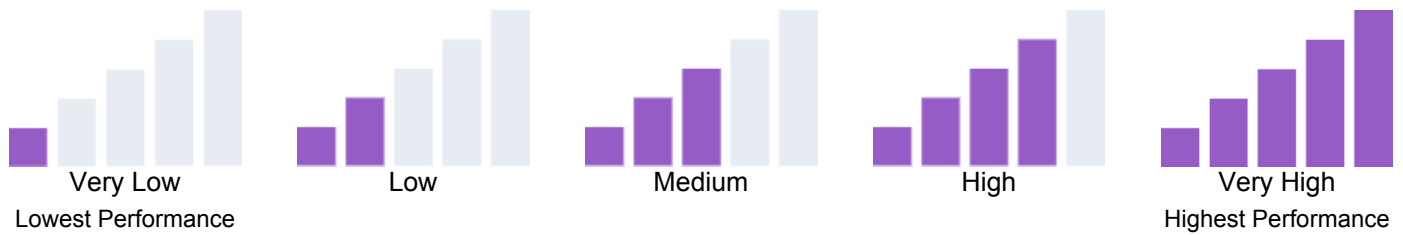
1. Attendance is a strength of the school.

School and Student Performance Data

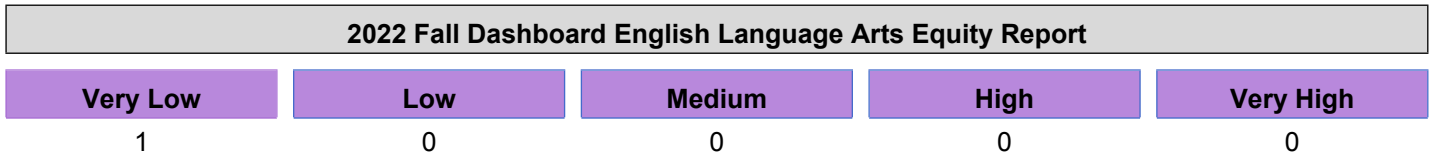
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

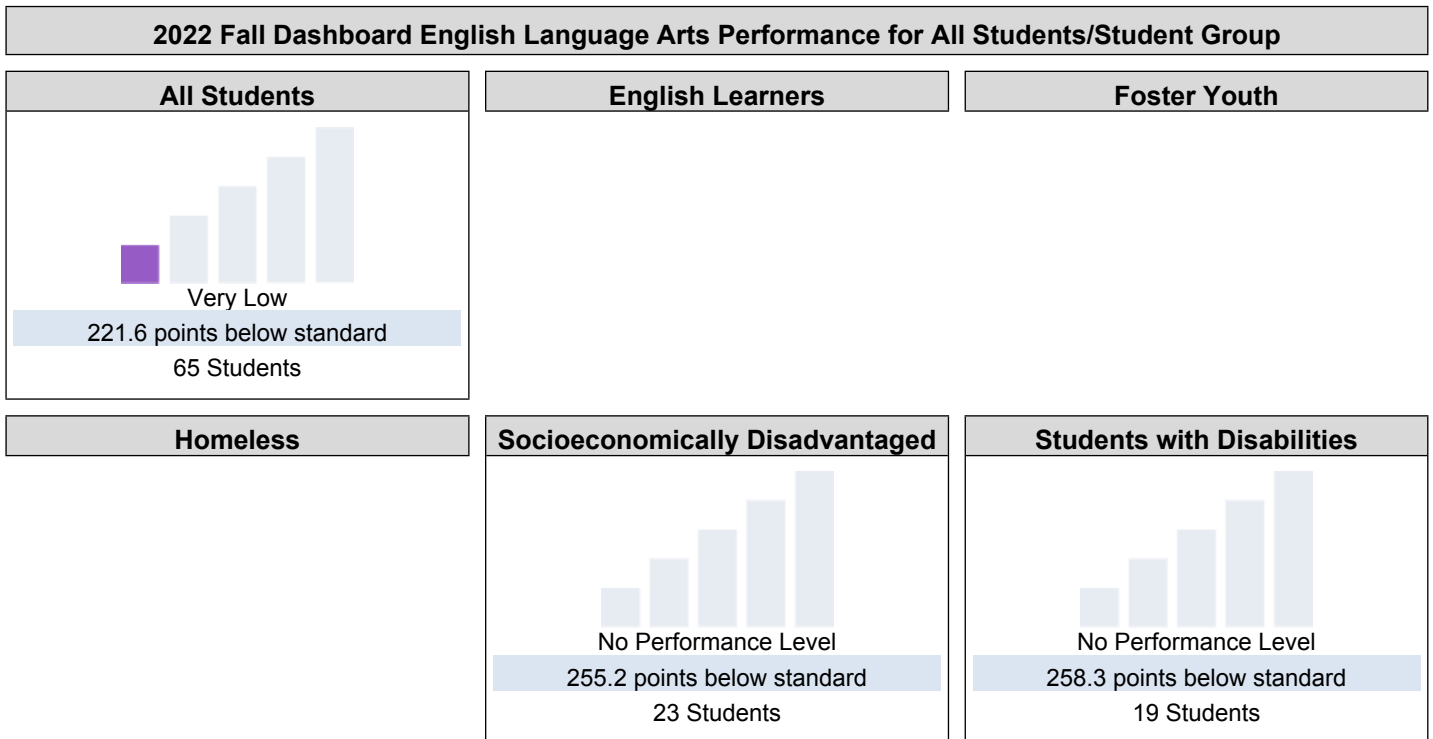
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



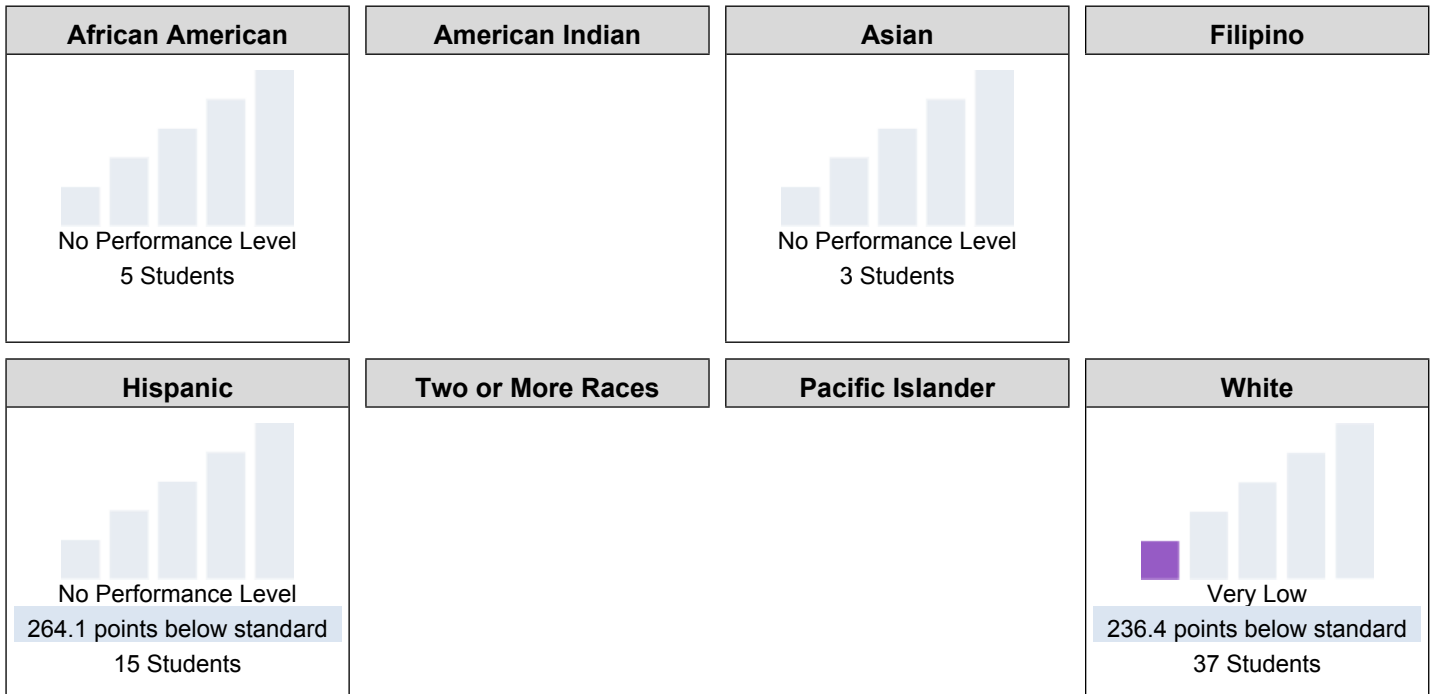
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		<p>231.9 points below standard</p> <p>61 Students</p>

Conclusions based on this data:

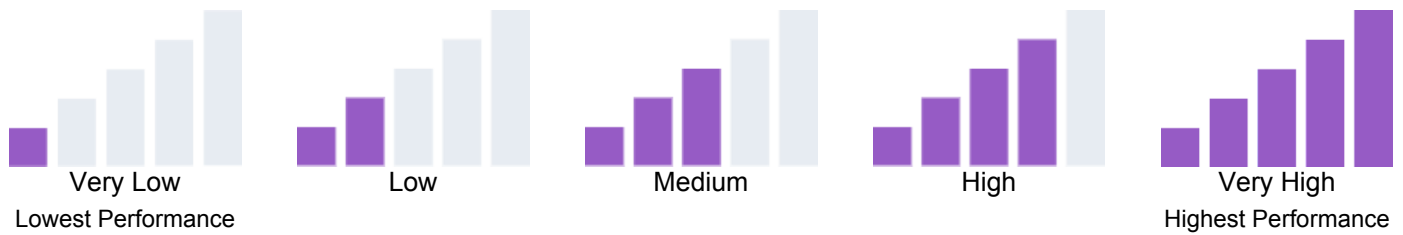
1. AFE's integrated ELA is meeting the needs of enrolled students.

School and Student Performance Data

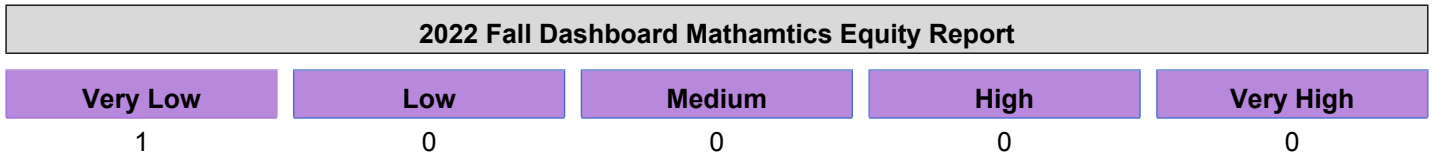
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

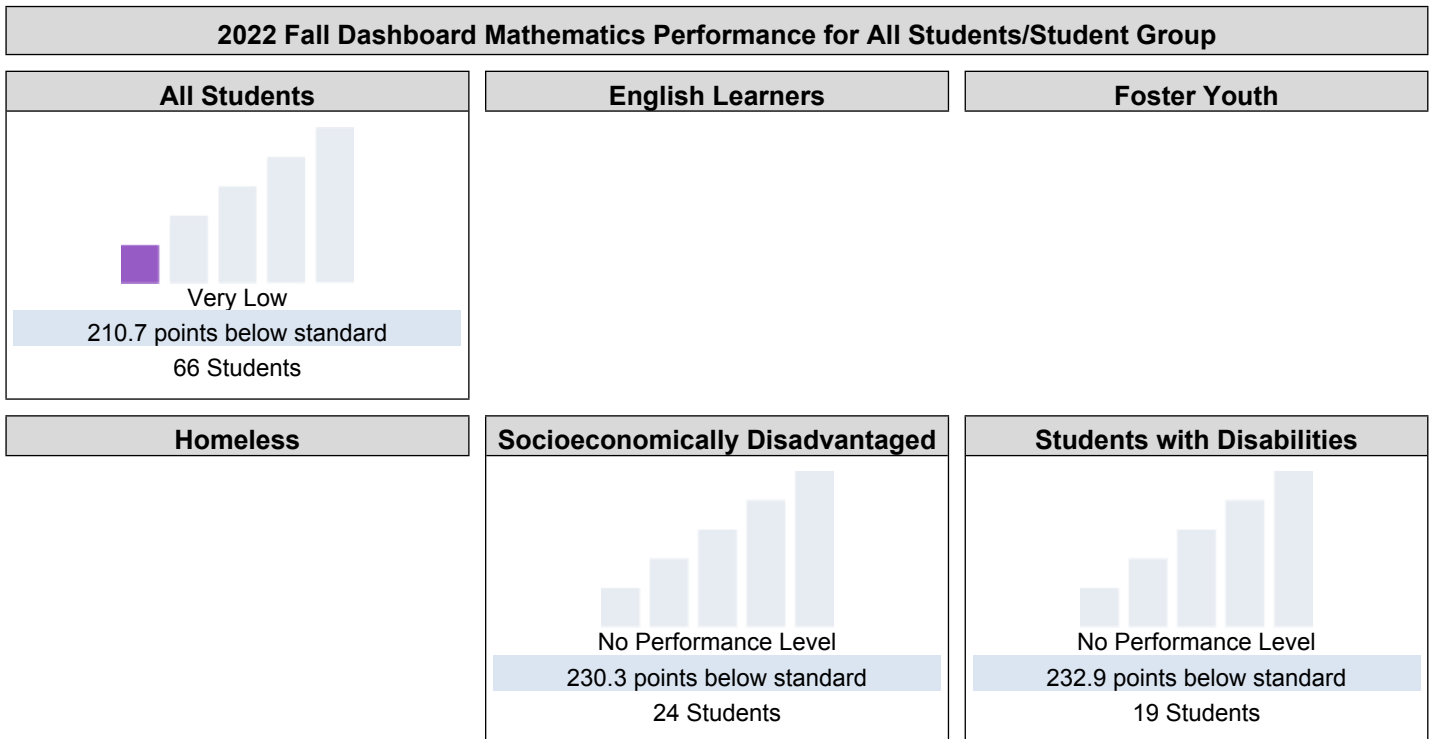
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



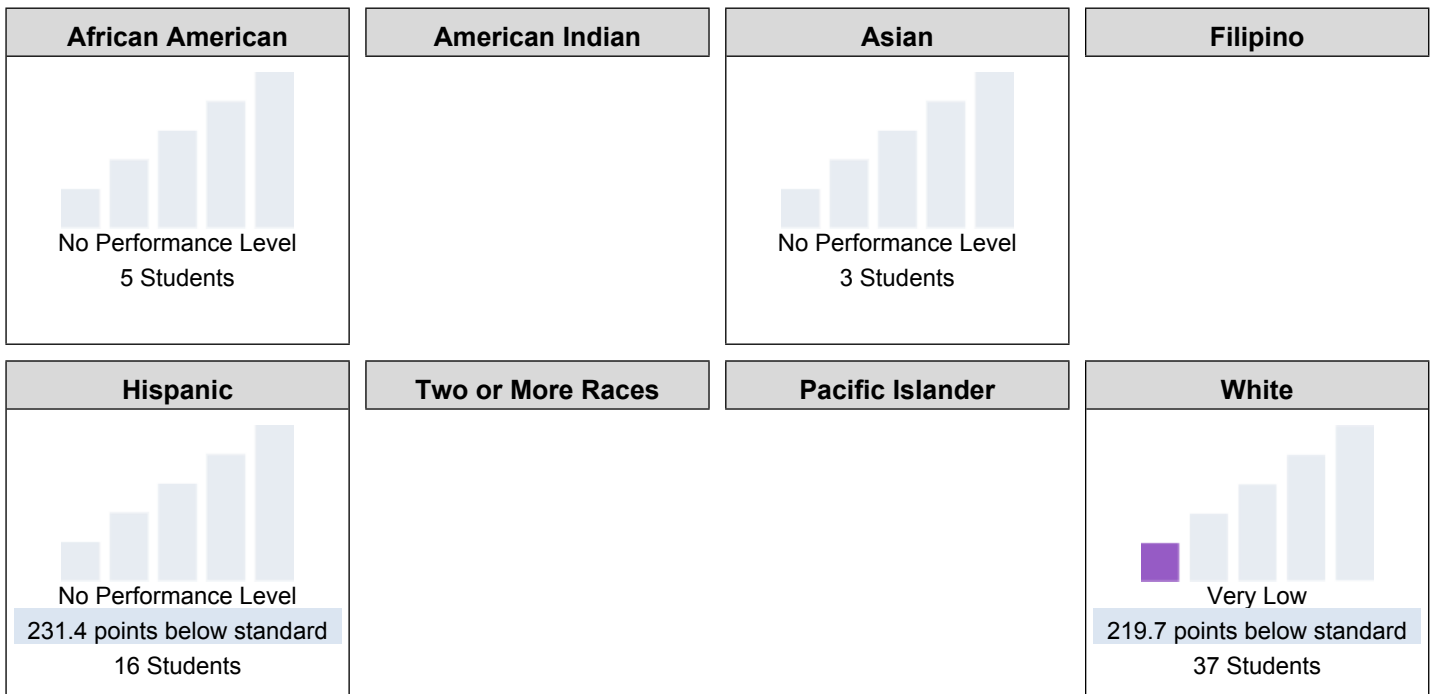
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

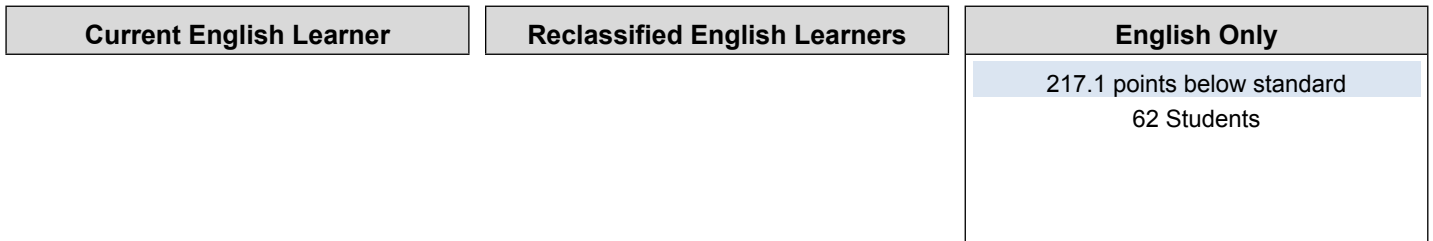


2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners



Conclusions based on this data:

1. AFE's mathematics instruction is meeting the needs of its students.

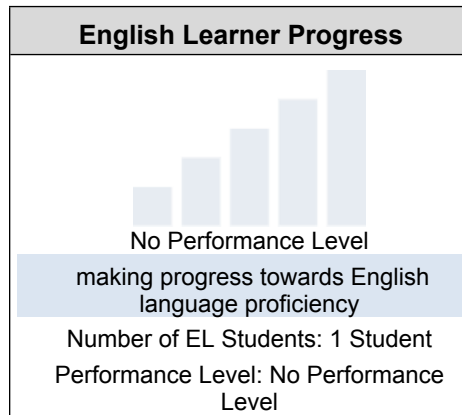
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. Not enough data to make a conclusion.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

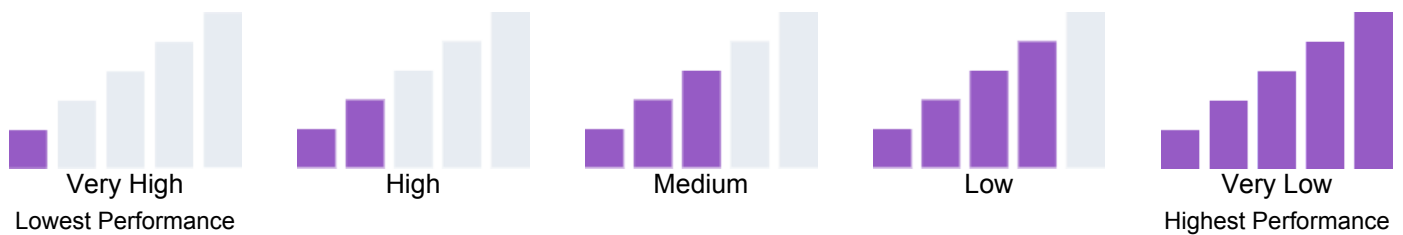
1. Relevant data is not available.

School and Student Performance Data

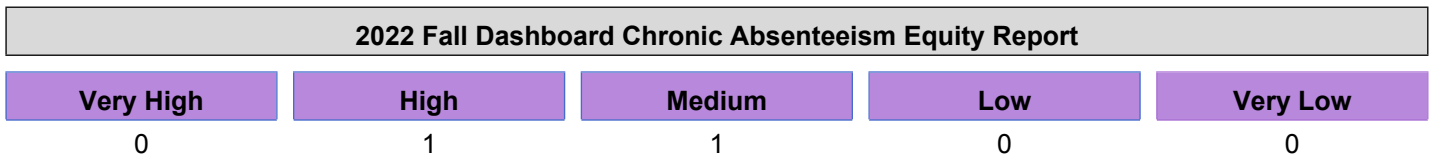
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

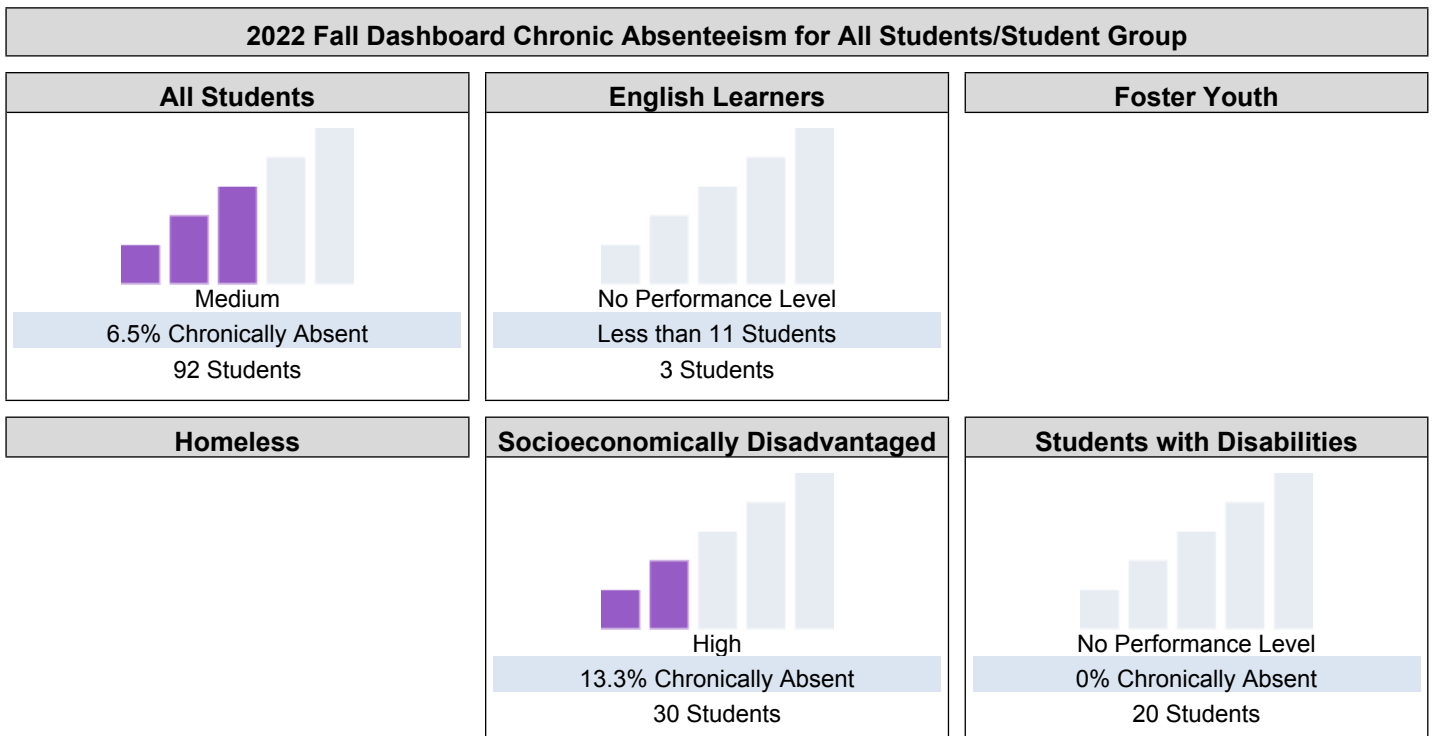
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



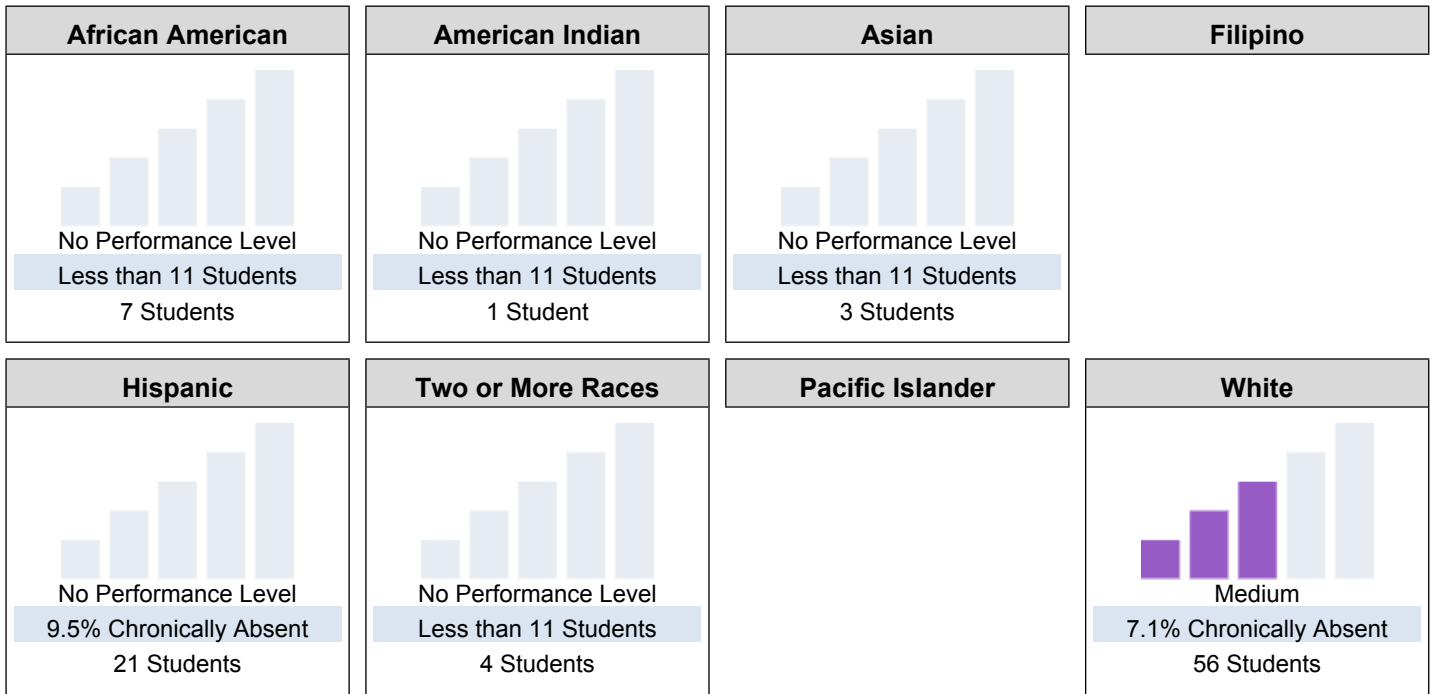
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



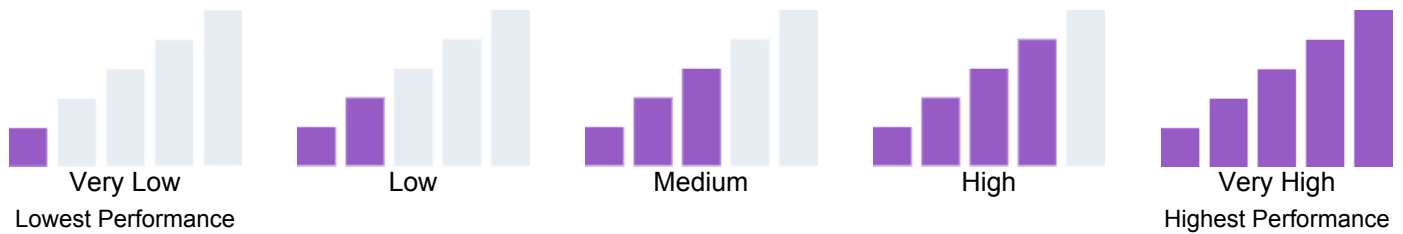
Conclusions based on this data:

1. More stringent adherence to attendance policies is an area for further investigation.

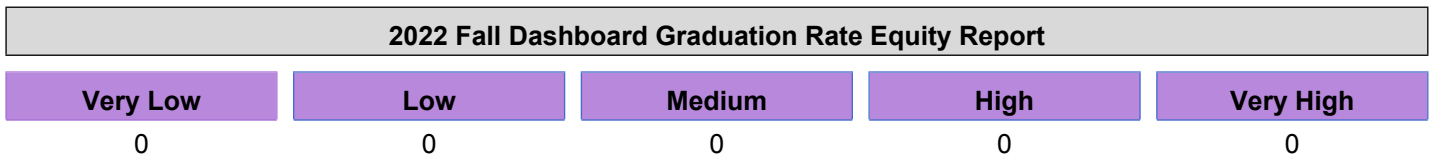
School and Student Performance Data

Academic Engagement Graduation Rate

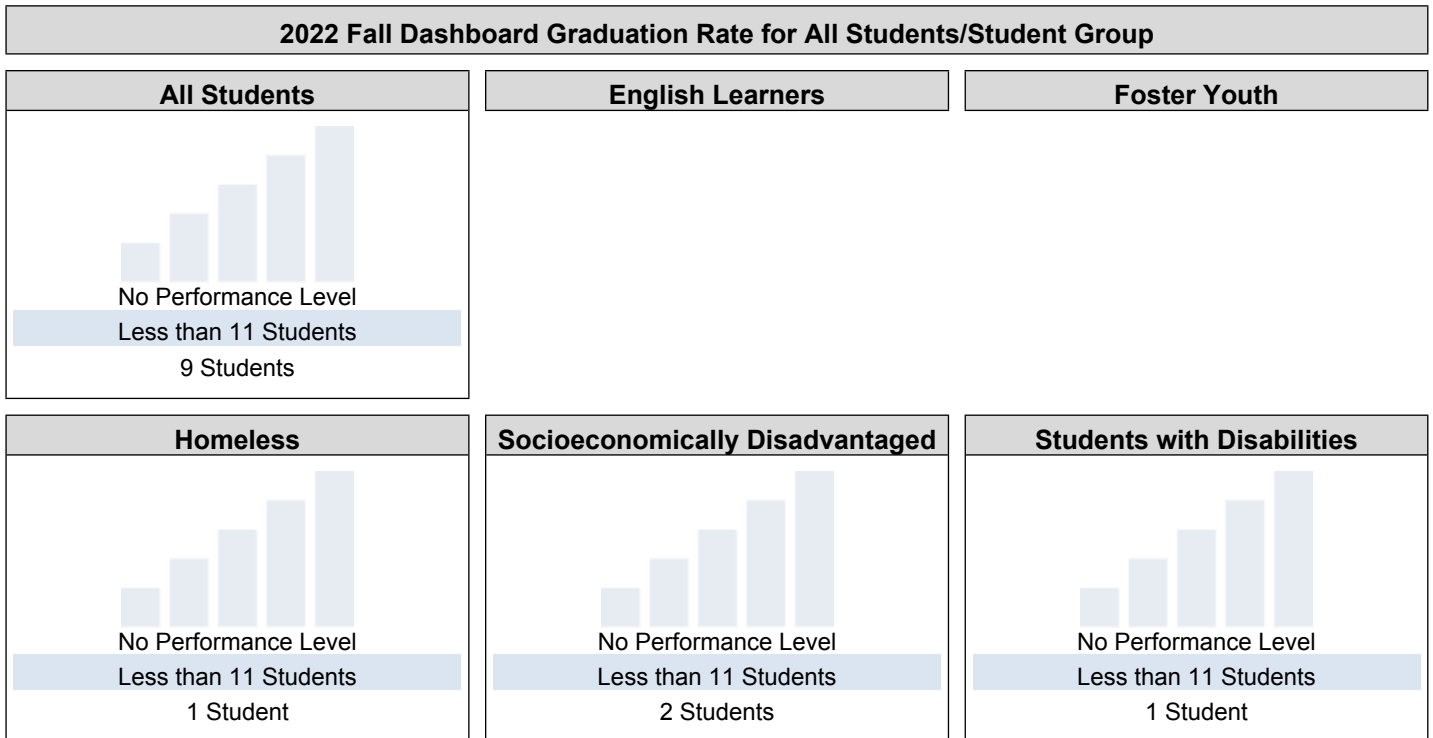
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



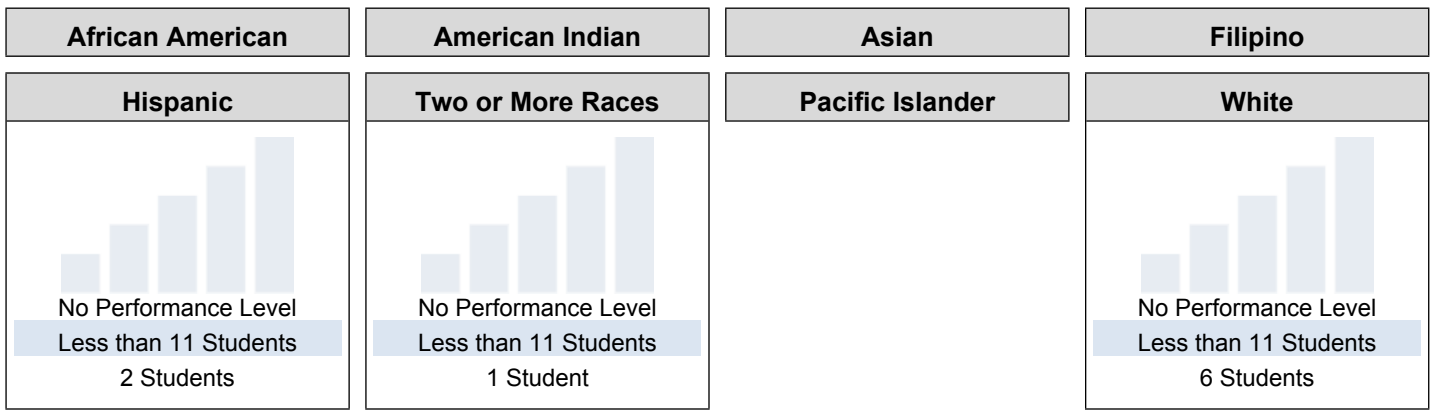
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

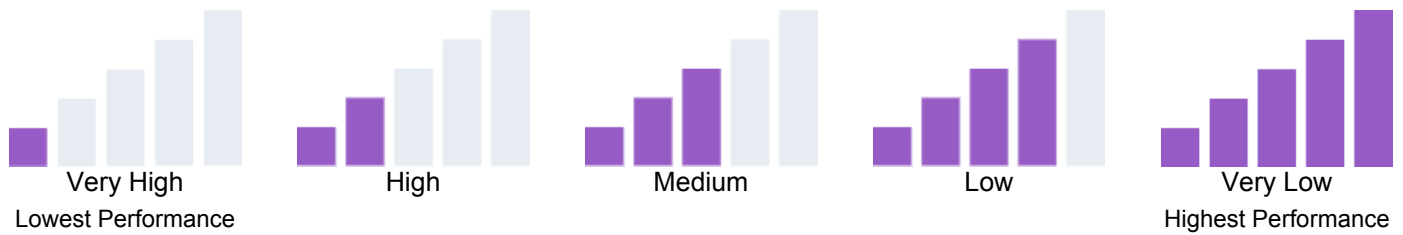
1. AFE graduates are the realization of SCCS Strategic Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.

School and Student Performance Data

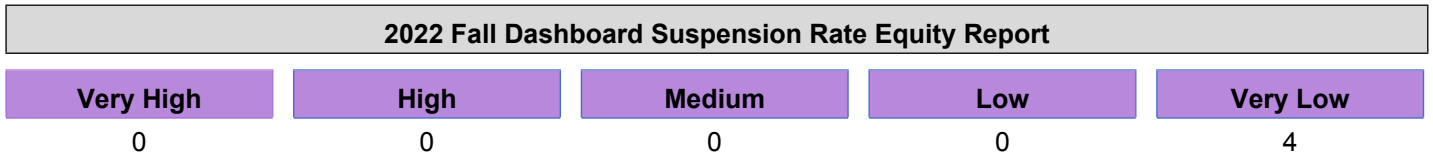
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

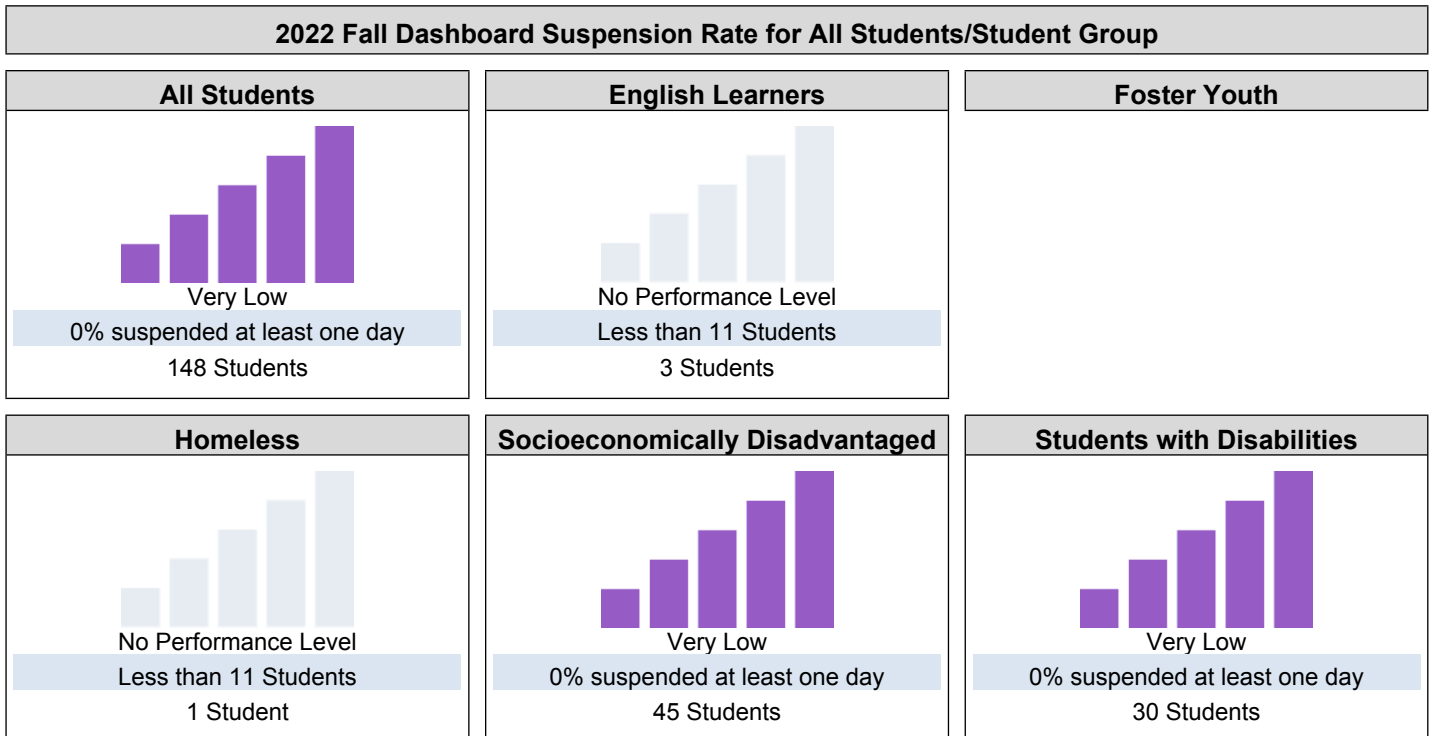
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



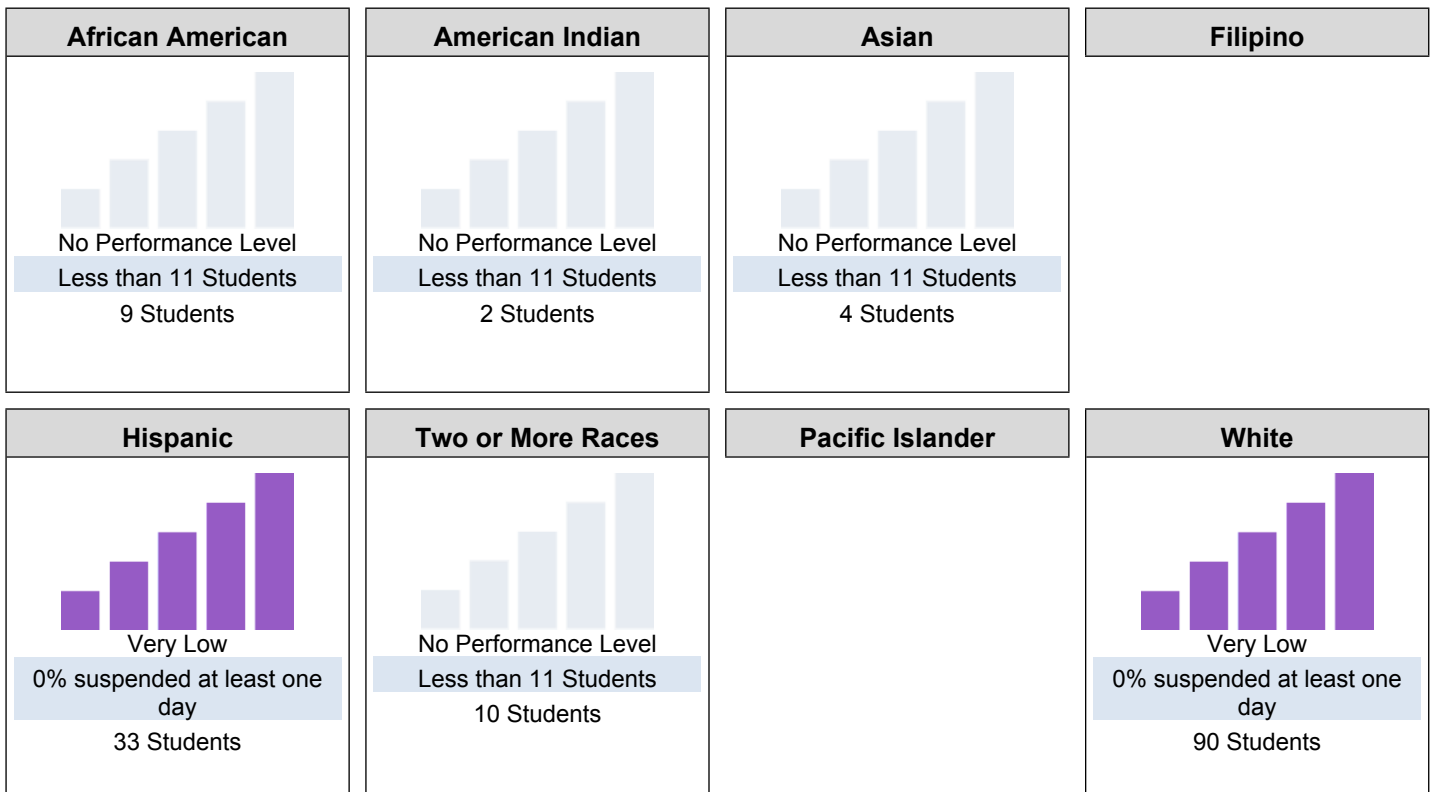
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. AFE's students' needs are accommodated by the alternative setting.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Literacy

Goal Statement

All students will make academic literacy growth.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
 Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
 Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Basis for this Goal

The staff is continuing to focus on developing writing rubrics and anchor papers in each writing type for the High School . This endeavor continues in order to raise academic rigor and to be able to provide parent/teachers with more concrete criteria that is in alignment with CCSS. The SCCS has reinvigorated its commitment to high-impact instructional strategies. AFE will spend professional development time in delving deeply into Goal Setting/Self Assessment in 2023-24.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Growth on Developmental Writing rubrics of 4-8th grade students	In 2022-23, 57% of 3rd-8th grade students made 1 year of growth in writing.	Increase percentage of students making at least one year growth to 80%.
On track for completion of CCAP writing requirement	In 2022-23, 94% of students made adequate progress towards completion of CCAP requirements	Increase percentage of students making adequate progress towards completion of CCAP requirements at 97%.
Credit completion rates for high school students	In 2022-23, 100% of students are on track to meet Grad Req. for HS	Maintain percentage of students making adequate progress towards graduation credit requirements at 100%.
Growth on Developmental Reading rubrics of 3rd-8th grade students	In 2022-23, 59% of students made at least one year of growth on the developmental reading rubrics	Increase percentage of 3rd-8th grade students that will make at least one year growth to at least 80%.
Growth in MAP Reading	In 2022-23, 40% of students met the projected growth on the MAP Reading assessment.	MAP Reading Scores - 80% of students will make at least one year's progress on the MAP Reading assessment.

Planned Strategies/Activities

Strategy/Activity 1

Professional Development in the Science of Reading for staff and parents 2 times

Students to be Served by this Strategy/Activity

All students will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2023-24 school year.

Person(s) Responsible

Site administration & SCIL

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Planning and implementation for parent education sessions

Strategy/Activity 2

Short term project for classified staff to inventory, replenish Resource Center curriculum and instructional materials, managing influx of new instructional materials.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing in 23-24 approximately 8 hours per week

Person(s) Responsible

Site Administration

Proposed Expenditures for this Strategy/Activity

Amount	11,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Short term project for classified staff to inventory, replenish Resource Center curriculum and instructional materials, managing influx of new instructional materials

Strategy/Activity 3

Increase the diversity of materials available in the Resource Center

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing in 2023-24

Person(s) Responsible

Site Administration

Proposed Expenditures for this Strategy/Activity

Amount	450
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental books and supplies including district adopted curriculum/materials
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

All students who are taking math will make mathematics growth.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Basis for this Goal

Through analysis of student outcome data and student and parent survey, it is apparent that coordinated math support resources need to be offered to families, ranging from elementary to high school level math

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
A combination of MAP growth and/or paper-based assessment, and work samples demonstrate overall achievement in mathematics for 3rd-11th grade students	In 2022-23, 53% of all 3rd-11th grade students achieved growth from fall to spring as measured by a combination of MAP growth and/or paper-based assessment, and work samples	Increase percentage of all students achieving growth from fall to spring in mathematics to 80%
Math requirements	In 2022-23, 89% of students completed Math 1 by 11th grade or within two years of beginning that curriculum	Increase percentage of students who complete Math 1 by 11th grade or within two years of beginning that curriculum to 90%
Use of Math kits in elementary grades	This is a new metric	K-5 effectiveness survey: 80% of the respondents will rate the usefulness of Math Kits to support students with meeting math standards

Planned Strategies/Activities

Strategy/Activity 1

150 hours for math tutoring

Students to be Served by this Strategy/Activity

All students who is taking math will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2023-24 school years

Person(s) Responsible

Site Administration/SCIL

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Qualified tutors from UCSC, Cabrillo or other SCCS schools

Strategy/Activity 2

Consumable materials for Resource Center to support student learning in the home and school environments (i.e. games, manipulatives, workbooks)

Students to be Served by this Strategy/Activity

All students will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2023-24 school year

Person(s) Responsible

Site Administration/SCIL

Proposed Expenditures for this Strategy/Activity

Amount	450
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Consumable materials for Resource Center to support student learning in the home and school environments (i.e. games, manipulatives, workbooks)

Strategy/Activity 3

In consultation with staff, consultant will develop Math Instruction and Intervention program which includes:
defining the scope and sequence of the program
recruiting and supporting tutors
building a resource list of math supports for high school students provide professional development for parents about the importance of daily math practice

Students to be Served by this Strategy/Activity

All students who are taking math

Timeline

2023-24

Person(s) Responsible

Site Administration

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultant to develop Math Support program

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Connectedness

Goal Statement

All students will feel connected to their school. Improve students' feelings of well-being, safety, and community through implementation of Restorative Justice principles and practices, and tenets and practices of Trauma-informed schools.

LCAP Goal

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

Implement a needs assessment to check systems for equity, schoolwide. We will begin by conducting empathy interviews and surveys for parents and students, focusing on the input of families from marginalized groups to help guide policy and programmatic decisions.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student surveys	Via survey 99% of students felt connected to school in 2022-23	We will maintain the rate of students feeling connected to their school to 100% positive response.
Parent surveys	Via survey 98% of parents felt connected to school in 2022-23	We will maintain the rate of parents feeling connected to their school to 98% positive response.
Chronic Absenteeism: Percent of "All Students" absent more than 10% of the school year	In 2022-23, only 2% of all students were chronically absent, or in this case, did not complete assignments on time	No more than 1% of all students will be chronically absent.
Parent participation and engagement	Establish baseline of parent participation in school wide engagement.	50% of parents contribute to community events/offerings

Planned Strategies/Activities

Strategy/Activity 1

Increase parent participation in opportunities for enrichment and community offerings

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 academic year

Person(s) Responsible

Site Administration, staff, parents

Proposed Expenditures for this Strategy/Activity

Amount	450
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Books and materials for enrichment offerings

Strategy/Activity 2

Offer clay studio supervision and supplies

Students to be Served by this Strategy/Activity

All students will be offered this opportunity

Timeline

Ongoing

Person(s) Responsible

Staff, admin

Proposed Expenditures for this Strategy/Activity

Amount	1100
Source	Parcel Tax
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Enrichment teacher offerings
Amount	15,912
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Enrichment teacher offerings from Prop 28 funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 4

Provide ceramics and theater instruction to students of all ages once a week in order to build community and a sense of belonging for students and families.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing in 2022-23

Person(s) Responsible

Site Administration, staff

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Parcel Tax
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parcel tax will fund clay teacher once a week at AFE
Amount	3500
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Funding for enrichment teacher

Strategy/Activity 5

Access to social/emotional counseling for k-12 grade students.

Students to be Served by this Strategy/Activity

Students of concern

Timeline

ongoing

Person(s) Responsible

admin/staff

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

All students will make academic literacy growth.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Growth on Developmental Writing rubrics of 4-8th grade students	Increase percentage of students making at least one year growth to 80%.	57%
On track for completion of CCAP writing requirement	Maintain or increase percentage of students making adequate progress towards completion of CCAP requirements at 96%.	94%
Credit completion rates for high school students	Maintain percentage of students making adequate progress towards graduation credit requirements at 100%.	100%
Growth on Developmental Reading rubrics of 3rd-8th grade students	Increase percentage of 3rd-8th grade students that will make at least one year growth to at least 80%.	59%
Growth in MAP Reading	MAP Reading Scores - 80% of students will make at least one year's progress on the MAP Reading assessment.	40%
Growth on CCAP Writing rubrics of 9-12th grade students		

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services
A Tier 1 Academic Literacy school wide focus for the 2022-23 school year is on writing in all content areas. We will do this by focusing our year long site PD on scaffolding and supporting students with different types of academic writing by standardizing evaluation practices on writing rubrics in each writing type, leveling anchor papers for each grade span during PLC work for the High School program.	This work was begun and will be continued in 23-24
Short term project for classified staff to inventory, replenish Resource Center curriculum and instructional materials, managing influx of new instructional materials.	This is ongoing work in response to student learning needs
Increase the diversity of materials available in the Resource Center	This is ongoing work in response to student learning needs

**Planned
Actions/Services**

In PLC meetings, staff will review skills and concepts in the reading rubric continuum, and strategically plan direct instruction into teacher-led enrichment classes, as appropriate.

**Actual
Actions/Services**

This work was begun and will be continued in 23-24

Analysis

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

All of the intended activities were implemented within the time and budget expectations

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

High school students are meeting outcome data expectations more than elementary students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

All of the intended activities were implemented within the time and budget expectations

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.

Staff will increase opportunities for parent education and participation in literacy and other content areas

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

All students who are taking math will make mathematics growth.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
A combination of MAP growth and/or paper-based assessment, and work samples demonstrate overall achievement in mathematics for 3rd-11th grade students	Increase percentage of all students achieving growth from fall to spring in mathematics to 90%	53%
Math requirements	98% of students will complete Math 1 by 11th grade or within two years of beginning that curriculum	89%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services
After a deep dive into math practices and applications that are aligned with CCSS, staff will develop a parent education program about the eight math practices.	Staff offered a parent education night that had very low attendance so no other offerings occurred
Consumable materials for Resource Center to support student learning in the home and school environments (i.e. games, manipulatives, workbooks)	Resource Center materials were purchased and processed for check out within time and budget expectations
Professional learning related to Independent Studies.	Staff attended CCIS conferences and webinars to ensure compliance with Ed Code

Analysis

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

Math parent education was not as successful as we had hoped. See below for adjustments in 23-24

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

High school students made overall progress toward meeting math goals.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

All activities were carried out within time and budget expectations

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.

In consultation with staff, consultant will develop Math Instruction and Intervention program which includes:

- defining the scope and sequence of the program
- recruiting and supporting tutors for elementary, middle and high school levels of math
- building a resource list of math supports for high school students provide professional development for parents about the importance of daily math practice

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

All students will feel connected to their school. Improve students' feelings of well-being, safety, and community through implementation of Restorative Justice principles and practices, and tenets and practices of Trauma-informed schools.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student surveys	We will maintain the rate of students feeling connected to their school to 100% positive response.	99%
Parent surveys	We will maintain or increase the rate of parents feeling connected to their school to 97% positive response.	98%
Chronic Absenteeism: Percent of "All Students" absent more than 10% of the school year	No more than 1% of all students will be chronically absent.	2%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services
Consultant services to provide training for staff about how to have anti-racist conversations and actions regarding students and families of marginalized groups. We will begin by learning to conduct empathy interviews and surveys for parents and students, focusing on the input of families from marginalized groups to help guide policy and programmatic decisions.	Staff and parent surveys reflected less urgency in 22-23. Instead, staff devoted PLC time to Anti-Bias training by internal staff
Improve students' feelings of well-being, safety, and community through implementation of tenets and practices of Trauma-informed schools and Restorative Justice with consultant that specializes in TINS.	All staff attended four sessions of Trauma-Informed practices PD
The staff will attend the Caliciano Symposium- Topic to be announced.	Staff attended the Symposium whose focus was on issues related to adolescent suicide
Provide ceramics and theater instruction to students of all ages once a week in order to build community and a sense of belonging for students and families.	Enrichment was offered to all students
Access to social/emotional counseling for k-12 grade students.	Four AFE students were referred to mental health or social emotional counselors funded by other BSSC programs

Analysis

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

Student and parent surveys reflect high degrees of satisfaction with all facets of the school experience

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Attendance and engagement are rather high

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

All of the activities were carried out within time and budget expectations

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.

AFE will increase enrichment offerings with Prop 28 funding in 23-24

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Actions/Services

Actual
Actions/Services

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	44,862.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	4,400.00
LCFF - Supplemental	20,950.00
Other	15,912.00
Parcel Tax	3,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	500.00
2000-2999: Classified Personnel Salaries	37,012.00
4000-4999: Books And Supplies	1,350.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	500.00
2000-2999: Classified Personnel Salaries	LCFF - Base	3,000.00
4000-4999: Books And Supplies	LCFF - Base	900.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	14,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	450.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	6,000.00
2000-2999: Classified Personnel Salaries	Other	15,912.00
2000-2999: Classified Personnel Salaries	Parcel Tax	3,600.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Michelle McKinney	Principal
Zack Garban	Classroom Teacher
Maria Diaz Perez	Classroom Teacher
Amelia von Gerer	Classroom Teacher
Gail Mabrouk	Other School Staff
Deutron Kebebu	Parent or Community Member
Michelle Easter	Parent or Community Member
Fran Wisnowski	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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 8, 2023.

Attested:



Principal, Michelle McKinney on June 6, 2023



SSC Chairperson, Michelle Easter on June 6, 2023