



**SACRAMENTO ADVENTIST ACADEMY
SELF-STUDY REPORT**

**5601 Winding Way
Carmichael, CA 95601**

Northern California Conference of SDA

March 2-5, 2025

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Progress Report

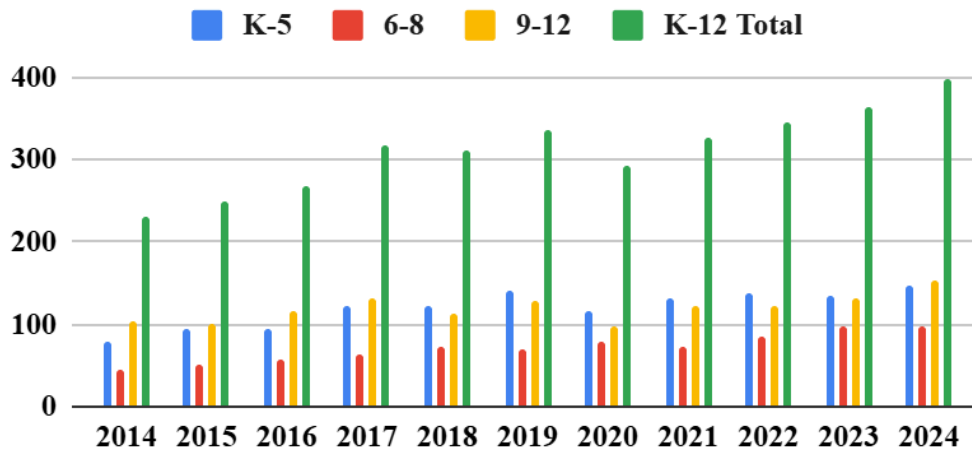
Significant Developments

The years since the school’s last full self-study in 2018 have been characterized by tremendous enrollment growth, significant changes in personnel, major investments in programming, necessary investments in infrastructure, and the adoption of a new operating model.

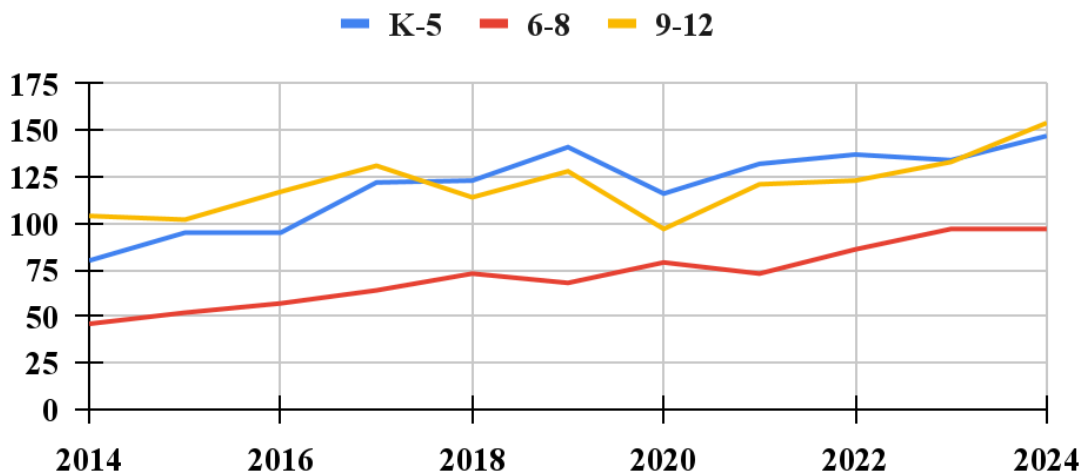
Enrollment Growth: K-12 enrollment patterns have had a major impact on the school and community. With the exception of the 2020-2021 school year, which was heavily impacted by COVID, the school has maintained a steadily growing enrollment. A key indicator of stakeholder value is a high retention rate. The table and charts below show that the school’s enrollment growth has been consistently strong in cohorts and the 10-year retention rate is strong.

10 year K-12 Enrollment			
Year	Total Students	Growth %	Retention %
2015-2016	249	6.8	96
2016-2017	273	8.7	95
2017-2018	316	13.6	96
2018-2019	309	-2.2	93
2019-2020	330	6.4	93
2020-2021	289	-12.4	86
2021-2022	330	12.4	94
2022-2023	344	4.1	92
2023-2024	365	5.7	96
2024-2025	398	9.5	96

Enrollment Trends: Cohorts and Total



Enrollment Trends: Cohorts



Growth is attributed to the high-quality and caring staff, a strong and balanced academic program, healthy relationships with constituent churches and local schools, continued investments in improving the student experience, confidence in the school's leadership, and statewide migration from the Bay Area to Sacramento.

Enrollment patterns play a key role in operations because tuition is the single largest source of income to the school. A growing enrollment makes program reinvestment possible through operations. In support of the mission and vision, the administration and Board of Directors (often referred to as the "school board" or "Board") continue to emphasize fiscal responsibility and reinvestment of resources back into the program, namely through instructional personnel, programming and opportunities, classroom budgets, and regularly used spaces - these elements are often referred to as the "student experience." The continuous improvement of the student experience is a key element of all major financial decisions. Each of the investments noted below have had a positive impact on students, families, staff, and school culture.

Personnel Changes and Growth: A significant development since the last self-study is a high degree of personnel change and growth. Personnel changes from 2018-2021 are primarily attributed to planned retirements, the COVID pandemic, and out-of-state relocations. The 2018-2021 personnel retention rate was 87.8%. From 2021-2024 the personnel retention rate has risen to a very healthy 96.3%. The uptick in personnel retention is attributed to focused and reduced workloads. Staff responses to the Graceworks survey indicate a high level of satisfaction in the areas of community, school leadership, and the current vision for the school.

A closer look at current personnel by cohorts reveals the degree to which each cohort has been impacted by changes and growth since the last self-study. Each cohort has experienced significant personnel change in terms of new personnel and/or new positions since 2018. From 2018-2024, the average yearly personnel growth rate is 8.14%. Growth in this key program area is directly linked to enrollment growth, program expansion, and intentional investment in reducing staff work loads. Overall, personnel expansion is viewed as a positive indicator of the school's direction.

Personnel Comparison by Cohort			
Cohort	Current	New Personnel Since 2018	New Positions Since 2018
Elementary (K-5)	9.4	6.9	2.9
EL Support Staff	3.2	2.2	1.2
Middle School (6-8)	6.9	4.9	3.4
MS Support Staff	0.8	0.8	0.8
High School (9-12)	13.4	5.6	5.4
Plant	2.9	2.7	0.7
Office/Admin	9.1	6.7	3.2
Totals	FTE - 45.7	FTE - 29.8	FTE - 17.6

Investments in Personnel: Sustained enrollment growth is attributed to a high-quality and caring staff. A significant development of the last six years are the investments in personnel. The additional personnel have added value to the program and will position the school to make continued improvements in the short and long terms. A major challenge for the school is managing the expense of these investments in personnel. A helpful comparison to illustrate this challenge is to examine the annual personnel expenses at the time of the last self-study (\$2.5M) and current personnel expenses (\$3.8M), which include the new positions noted in the chart below. Because the instructional staff represent such an important connection to students and families, the administration and school board are committed to addressing the financial challenge while continuing to invest in personnel.

Historically, the school's academic program has been divided into K-6, 7-8, and 9-12 programs. In 2020-2021, the decision was made to create a middle school (6th-8th grade) cohort. That decision spurred further conversations and resulted in a larger restructuring of the school's administrative and academic structures to now include K-5, 6-8, and 9-12 cohorts.

New Positions Since 2018		
Full-time	Full-time (cont.)	Part-time
Chaplain	K-12 Resource	High School Art
Counselor	Marketing & Recruitment	High School Math
Communications & Development	Middle School Administrator	High School Religion
Elementary Administrator	Middle School Math	High School Social Studies
Elementary PE	Middle School Social Studies	High School Woodshop
High School English		K-8 Support Staff
K-12 Music		K-8 Technology

Investments in Infrastructure: Directly connected to the student experience are improvements in classrooms and common areas. Since the 2018 self-study, the following areas have been updated and/or renovated: Multi-Purpose Room, middle school halls and lobby, choir room, technology classroom, school office, weight room, high school student center and hallways, multiple roofs, fire alarm system, and internet network. Important to the student experience,

these major infrastructure investments have had a positive impact on students, staff, families, and the larger school community. In total, more than \$1.5 million has been invested in campus infrastructure through operations.

In addition to the above investments, the school retired all debt in September 2021, marking the first time that the school has been debt free in more than 17 years. Positive financial steps since the last self-study reflect conscientious budgeting, years of savings, quality leadership, and generous donations. In the spring of 2023, the school received a \$1 million pledge with specific recognition of the positive developments in recent years and a trust in the school's leadership. Each of these steps have positioned the school to make strategic program decisions that will positively impact current and future students, families, and staff.

Ongoing Operational Challenges: The school is very proud of the progress made in recent years, particularly in expanding programs, investing in personnel, and updating critical infrastructure to better meet the needs of students. These improvements have significantly enhanced the student experience, and the school remains committed to ongoing improvement. However, significant operational challenges exist and must be noted. Aging infrastructure remains a pressing concern, with estimates for necessary repairs and replacements, including roofs, electrical systems, and HVAC systems, exceeding \$2.5 million. Compounding this challenge, and creating a short term financial strain, is the fact that operational reserves have been depleted to address previously stated infrastructure and programming needs.

Personnel costs have also risen sharply, increasing by 6% annually since the start of the 2023-2024 school year. The added expense has made it increasingly difficult to retain existing staff and recruit new staff. In response to this challenge, tuition rates were raised by 19% in 2023 and another 6% in 2024. While necessary to offset rising operating costs, these increases have placed a significant financial burden on families, many of whom have expressed concern over the sustainability of further increases, and an overreliance on tuition revenue to cover expenses. Additionally, the school has faced a reduction in church subsidy support as a few churches within the constituency have struggled to meet their financial commitments to the school, further straining the operating budgets. Despite these challenges, the school has operated in the black for ten consecutive years.

New Operations Model: The start of the 2023-2024 school year marked a turning point in the school's approach to budgeting. The combination of rising expenses (outlined above), an overreliance on tuition revenue, and limited sources of revenue prompted a shift from a single year operating model to a multi-year approach. Major budget assumptions and projections, such as enrollment projections, personnel costs and projections, and infrastructure plans, have been included. The key strategic difference between a single and multi-year approach is that the school will now balance budgets over a longer period of time. This approach recognizes that short term debt will be incurred in order to continue program development.

The table below reveals key assumptions of the multi-year operations model. The model is viewed as a "living" strategy, which allows for necessary adjustments to be made each year without changing course or slowing development toward long term goals. A close monitoring of each of the assumptions will ensure that the period in which the school incurs debt remains short

and manageable. The model was adopted, with strong support, by both the school board (May 2024) and school constituency (October 2024).

Multi-Year Operations Model - August 2024					
	Year 1: 24/25	Year 2: 25/26	Year 3: 26/27	Year 4: 27/28	Year 5: 28/29
Enrollment	398	443	486	525	530
Staffing	<ul style="list-style-type: none"> ● Chaplain ● Front Desk ● K-5 aides ● HS English ● Marketing 	<ul style="list-style-type: none"> ● MS English ● HS Science 	<ul style="list-style-type: none"> ● K-5 aides ● K-5 Resource 	<ul style="list-style-type: none"> ● MS Resource 	<ul style="list-style-type: none"> ● MS teacher ● HS teacher
Constituency	-	1 new church	1 new church	1 new church	-
Fundraising	\$150,000	\$150,000	\$175,000	\$175,000	\$175,000
Tuition Rates	6%	4.5%	4.5%	4.5%	4.5%
Personnel	5%	3%	3%	3%	3%
Deficit/Gain	-\$400,000	-\$250,000	\$73,000	\$399,000	\$416,000

Both single and multi-year operating budgets reveal the financial challenges facing the school.

Conclusions of Significant Developments:

1. The school has experienced significant enrollment growth since 2018. A stable and growing student body that contributes to financial stability and program reinvestment. The high retention rate indicates strong stakeholder satisfaction, with factors such as high-quality staff, balanced academic programs, and strong relationships with churches and local schools cited as key contributors.
2. Personnel changes, particularly between 2018-2024, have had a positive impact on the school, with a notable increase in retention. The growth of personnel (average of 8.14% per year) is directly linked to enrollment growth and program expansion. Investments in reducing staff workload have contributed to higher staff satisfaction. The focus on personnel development and growth is seen as essential to maintaining the school's direction and quality.
3. Despite rising personnel expenses (from \$2.5M to \$3.8M since 2018), the school has continued to prioritize investments in high-quality staff, understanding the importance of these investments for sustaining enrollment and improving the student experience.
4. Managing rising personnel costs presents a financial challenge that must be addressed carefully.
5. Over \$1.5 million has been invested in upgrading and renovating key campus infrastructure. These investments have significantly enhanced the student experience.
6. The school's financial position has improved since the last self-study.
7. Despite significant achievements, the school faces considerable operational challenges. Aging infrastructure, rising personnel costs, and an overreliance on tuition revenue to meet yearly budgets.

8. The heavy reliance on tuition revenue to cover operational costs is a concern due to the financial strain placed on families.
9. In response to the financial pressures, the school has adopted a multi-year operational model starting in the 2023-2024 school year. This shift allows for more strategic financial planning, including balancing budgets over a longer time period and anticipating short term debt to support continued program development.
10. While the school has made impressive strides in growth, infrastructure, and personnel investments, careful attention must be given to balancing financial priorities. Strategic financial planning, fiscal responsibility, and finding alternative revenue sources will be crucial to maintaining stability and progress.

Process for Implementing and Monitoring Schoolwide Action Plan

The process for implementing the schoolwide action plan starts internally with the school administration and instructional staff. From there, implementation also includes the school board, parents, the constituency, and the larger community. Following the mid-cycle visit in 2021, emphasis has been given to including a combined group of internal and external stakeholders.

The school profile, progress reports, and action plan are shared with the instructional staff and school board regularly. The administration and board leadership prioritize the ongoing improvement process through a regular review of internal operations, communication with stakeholders at the annual constituency meeting, standing committee work directly related to school improvement, regular review of responses to critical learner needs at the board level, regular review of schoolwide learner outcomes, and a focus on the future.

Continuity of implementation is ensured by interactions and partnership between all of the stakeholder groups. Examples of this include staff meetings focused on responding to student needs, faculty participation on the school board, home and focus group meetings, and standing committee work that includes board members, administrators, faculty members, and members of the community.

Despite being shared regularly, and included within multiple levels of the school's operations, the understanding and value of the schoolwide action plan remains low among a few key stakeholder groups, most notably students and parents. The need for continued engagement of all stakeholders was confirmed by the results of the 2024 Graceworks survey and throughout the self-study process.

Conclusions to Process for Implementation and Monitoring of Action Plans:

1. The school is encouraged by increased stakeholder engagement since the mid-cycle visit and recognizes the need to engage a broader audience of stakeholders.
2. The increased and consistent engagement of key stakeholders, namely the school board, administration, and instructional staff, has the school well-positioned to make continued improvements.
3. Additional attention and time should be invested in linking the work of the school board to the work of the administration and instructional staff so that all stakeholders are engaged in the school improvement process.

Progress on Schoolwide Action Plans

Following the recommendations of the mid-cycle visiting committee in 2021, the administration and instructional staff reviewed the schoolwide action plan and re-prioritized each part in response to the identified critical learner needs following the COVID pandemic. The prioritized list consisted of 1) development of student and family resource support, 2) analysis and response to student achievement data, and 3) the development of a comprehensive professional development plan for staff.

A key component of the prioritization of each part of the action plan included extending the timelines for each portion of the action plan. Rather than focus on all three parts of the action plan at once, the faculty recommended, with support of the administration and school board, that

the best course of action would be to focus energy and efforts on parts one and two (see below).

Part 1: Significant progress has been made with regard to support for students and families. In successive years the school invested in instructional personnel trained to support the social, emotional, and academic well-being of students. These positions include a school counselor, a resource interventionist, a resource teacher, and a campus chaplain.

These positions have provided incredible value to students, families, colleagues, and the community. With regard to students and families, the addition of these positions have allowed the school to provide support that ensures student well-being and ongoing achievement. With regard to colleagues, these additions have provided perspective and support when dealing with extreme needs, academic relief within classrooms through pull-outs and small group support, and improved school health and culture through spiritual programming.

The ongoing growth and development of the school is partially attributed to investments in these positions to an already strong staff. The administration and school board believes that continued investment in personnel will allow all staff, specifically instructional personnel, to focus on what is most important to their roles, support of student achievement.

Part 2: Steady progress has been made in the analysis and responsiveness to student achievement. Achievement data is annually reviewed by teachers and the administration. Achievement data from the Iowa Assessment (until 2020), now MAP (beginning in 2021), PSAT, SAT, and AP is included in the analysis. The purpose of the process is to measure student achievement and to make adjustments to instruction in order to promote growth. Individual achievement results are shared with students and parents and group results are reviewed annually by the school board. A review and analysis of student achievement data is included in the school profile.

Continual progress has been made in mapping curriculum standards to ensure that both instruction, needs, and achievement are effectively aligned. The curriculum maps are comprehensive, outlining course descriptions, topics, and objectives, as well as specifying requirements for assignments and materials such as textbooks, lab equipment, and supplies. They also detail important class policies, including attendance, make-up work, and homework expectations, alongside grading scales, point values for assignments, and assessment criteria. Additionally, the maps include a course calendar with major projects, papers, and assessments, giving both students and parents a clear roadmap of what to expect throughout the school year. These maps serve as a valuable reference for teachers to schedule their instruction, ensuring that priority standards are fully covered while allowing for necessary adjustments as needed.

In alignment with the Northern California Conference's (NCC) emphasis on Standards Based Learning (SBL), teachers at SAA have participated in ongoing training sessions to refine their approach to curriculum mapping and instruction. SBL focuses on identifying and emphasizing priority standards, ensuring that these essential skills and knowledge areas are prioritized throughout the teaching process. The training, which brings together SAA teachers and educators from across the conference, has been integrated into both the development of curriculum maps and classroom instruction. This professional development ensures that teachers are not only

equipped with the tools to create effective curriculum maps but also that they can adjust and refine their teaching practices in real-time to meet the evolving needs of their students.

A key action step within part two is building understanding and value of the SLOs. While prioritizing each part of the action plan, the teachers and administration conducted a review and analysis of the SLOs and determined that there were too many, diluting their value. The instructional team worked to reduce the number of SLOs from nearly 30 to four (below), in order to dedicate more time to instruction and promotion to students. In addition to the list of SLOs, the instructional team developed a sub-list of characteristics that should be considered for each SLO.

- Follow Jesus
- Live balanced lives
- Embrace integrity
- Think critically

The SLOs were presented to the school board, staff, students, and families at the start of the 2022-2023 school year. Each week, the SLOs are highlighted during weekly cohort chapels. K-5 cohort recipients are highlighted in weekly communication to parents. The administration includes the SLOs in bi-monthly board reports, ensuring that the school's leadership remains aligned with the goals and progress of student learning.

Instructional staff appreciate the clarity provided by the updated SLOs and embraced the SLOs as “living” outcomes/goals/values that should be adjusted regularly to reflect school and community values. In the subsequent school years, and particularly throughout the self-study process, continued evaluation of the SLOs has been conducted by the administration, staff, board members, and parents. The result of that review has concluded that the reduced list of SLOs was a move in the right direction but key outcomes/goals/values were omitted and should be introduced in an updated version of the SLOs.

The following SLOs have been identified as broad reaching community outcomes/goals/values and are in the process of being reviewed and presented to all stakeholders:

1. Know and follow Jesus
2. Pursue achievement and growth
3. Live healthy and balanced lives
4. Think critically and with curiosity
5. Demonstrate grit and effort
6. Nurture lifelong relationships
7. Embrace positive citizenship

Part 3: The value of developing a comprehensive staff development program is clear, but with priority given to parts one and two, school resources have been directed to other areas of need. Even without a comprehensive professional development plan, the instructional staff continue to make individual investments in their ongoing growth and development. Recent investments in a Continuing Education Fund for school administrators is a positive development. Expanding this

program to include teachers and support staff is under consideration.

Conclusions to Action Plan Response:

1. Student and family support has been significantly enhanced.
2. The school's focus on investing in specialized staff has helped to address student needs and will foster improved school and community health and culture.
3. Strategic focus should be placed on utilizing student achievement data to adjust instruction and effectively meet the needs of students.
4. The process of mapping curriculum standards has ensured that students have access to necessary information and enables teachers to cover priority standards effectively.
5. Teachers have engaged in training related to Standards Based Learning (SBL).
6. Simplified and refined SLOs provide clarity and are consistently highlighted during weekly chapels and bi-monthly board reports.
7. The ongoing evaluation of the SLOs by various stakeholders has led to an updated version of the SLOs that better reflect the values and goals of the broader school community.
8. While the development of a comprehensive professional development plan has been delayed in favor of prioritizing student and family support, the school is committed to continued investment in staff growth.

Addressing Student and School Needs/Prior Accreditation Findings

Based on the high level of investment demonstrated by parents and the community, it is clear that critical learner needs are being addressed. This is indicated by high retention and growth rates. The important investments in personnel have been met with a positive response by students and parents. Additionally, the instructional staff feel strongly that continued investments must be made in order to stay ahead of enrollment growth and program expansion. Altogether, investments in personnel, programming, and infrastructure have improved the student experience across all grade levels.

Progress has been made in each of the following critical learner needs and areas for growth since the mid-cycle visit in 2021.

1. The school has responded to the needs of students and families as a result of COVID through investment in key personnel to support social, emotional and academic progress. Development of the various personnel should remain a priority in the short and long terms.
2. The instructional staff continues to map curriculum standards, assess progress of essential standards, and engage in professional development related to Standards Based Learning. This annual process should continue.
3. The instructional staff are provided support and guidance in meeting the needs of a diverse student population. Continued investments should be made in this area.
4. The school is committed to a regular review/update of the SLOs. Extending the review/update process to include members of the board, students, and parents will provide greater clarity.
5. The school has updated and prioritized key elements of the schoolwide action plan and has engaged more stakeholders in the improvement process. Continued movement in this area will strengthen the school.

6. The school has taken steps through a multi-year operations model, which will aid in the development of a comprehensive professional development curriculum. Significant, additional work is needed in this area.

The following schoolwide critical areas for follow-up were made by the 2018 Visiting Committee. Comments and progress related to each of the critical areas for follow up are noted in connection to each part of the schoolwide action plan.

1. Continue to strengthen the communication of and connections among annually identified critical learner needs, existing structures and policies, and financial allocations made by the board and administration to better inform decisions in a transparent and clear manner. (Addressed in Action Plan 3)
2. The administration in collaboration with faculty and staff needs to implement a comprehensive professional development program to include schoolwide instructional strategies to increase active involvement of students to better monitor their own learning and success. In addition, the school should develop and implement strategies to gather information on the success of their students after graduation to help with the development of schoolwide instructional strategies. (Addressed in Action Plan 3)
3. Continue to develop and implement K-12 standards-based assessments, aligned with curricular maps, and use the data to increase student learning and inform program decisions. (Addressed in Action Plan 1)
4. Administration and faculty need to extend their data analysis process to include a review which determines the effectiveness of interventions and make adjustments, as necessary. Continuing to develop the resource program so that students receive timely and supportive interventions. (Addressed in Action Plan 2)
5. SAA needs to continue to expand its alignment of instruction with a comprehensive and sequential curriculum, articulated within and across grade levels, and across disciplines if necessary, in order to ensure the continuum of a rigorous, relevant, and coherent curriculum from K to 12th. (Addressed in Action Plan 1)
6. As there is only one class per grade, the teachers do not have the opportunity to do their planning with same grade peers. While the current PLC do meet regularly to discuss matters related to curriculum, instruction, and assessment, it would be more effective if the leadership team continues to provide a framework and agenda for the PLC to follow to ensure effective peer collaboration and the alignment of instruction. (Addressed in Action Plan 3)
7. SAA should provide more K-12 professional growth opportunities for professional development, with concrete sharing and implementing policies for topics learned, in order to meet the SLOs and students' learning needs. (Addressed in Action Plan 3)
8. In order to teach all students, there is a need to examine current teaching approaches, such as ALEKS, that has mixed reviews from students, in a more systematic way, and find viable solutions to address students' perceptions and focus on students' growth. (Addressed Separate from Action Plan)
9. Administration and faculty should continue to evaluate the effectiveness of the Go Math curriculum and the ALEKS program using assessment results (including IOWA, PSAT, SAT, ACT) in order to make data-driven decisions about student achievement. (Addressed Separate from Action Plan)

10. While SAA teachers are highly motivated and dedicated, there is an urgent need to move from “teacher-centered” to “student-centered” instructional approaches across all grade levels and for all academic areas. Discussions among PLCs, more PDs, peer observation, best practice sharing, and action research are some of the ways to develop the skills needed to ensure a “student-centered” learning environment. (Addressed in Action Plan 3)
11. The school has collected a wealth of data and needs to expand current K-12 approaches to implement a more systematic approach to analyzing assessment data (from formative, summative, and standardized) beyond individual and grade level, to improve curriculum, instruction, student achievement, to an overall school program. (Addressed in Action Plan 1)
12. The school needs to continue to invest in instructional technology for the classroom and in teaching approaches to meet the SLOs. (Addressed Separate from Action Plan)
13. Student evidence-based portfolios of progress toward SLO objectives should expand to include varied artifacts. (Addressed in Action Plan 1)
14. Action Plans related to student growth need to progress from a plan of action to evaluation of effectiveness and readjustment of the Action Plan. (Addressed in Action Plan 1)
15. The fifteen year renewal cycle should be aligned with the Resource Master Plan and communicated to stakeholders. (Addressed Separate from Action Plan)
16. The school board should continue to involve stakeholders in the resource planning process including fundraising and marketing initiatives. (Addressed in Action Plan 3)
17. Administration and faculty must continue to examine pertinent data as they make decisions about the school program. (Addressed in Action Plan 1)
18. The school needs to continue to allocate resources for schoolwide staff development. (Addressed in Action Plan 3)

II. Student and Community Profile

School Description: Founded in 1947, Sacramento Adventist Academy is a Pre-K through 12th grade private school in Carmichael, California. In its early years, Sacramento Union Academy was a 1st-12th grade school. In 1987, the school rebranded itself from Sacramento Union Academy to Sacramento Adventist Academy (SAA). The academic program was expanded in 1990, with the addition of Kindergarten, and in 2010 a Preschool was added.

In 2006, the school shifted from having two full-time principals to a single K-12 principal. From 2006 to 2014, the school and community went through a period of transition. Since 2014, the school has experienced growth in enrollment, staff, and programming, with the exception of the 2020-2021 school year. Like many schools, SAA was negatively impacted by COVID, resulting in distance learning, a 12.4% drop in enrollment, and division over health mandates. However, the school quickly overcame these challenges and resumed its positive trajectory.

As it has throughout its seventy-seven year history, the school serves a valuable purpose to students, parents, and local supporters by providing a strong sense of community.

Mission, Vision and Schoolwide Learner Outcomes: The mission of Sacramento Adventist Academy is to honor God by preparing students for academic success and a lifetime of service. The mission has been embraced by the administration, teachers, parents, and most importantly, students. With this stated mission, it is the vision of the school board and administration that SAA be a school known for its high levels of achievement while providing a caring and inclusive community that protects and supports students and families. The school is well connected to the constituency of local churches. The school board, staff, and administration have embraced their mission to serve the Seventh-day Adventist community of greater Sacramento.

The school has embraced their SLOs as “living” outcomes/goals/values and continues to refine them in order to fully respond to student and family needs, while reflecting what is most important to the community. Current SLOs are listed below.

1. Know and follow Jesus
2. Pursue achievement and growth
3. Live healthy and balanced lives
4. Think critically and with curiosity
5. Demonstrate grit and effort
6. Nurture lifelong relationships
7. Embrace positive citizenship

Staff Demographics: The school staff (52 in total) is composed of both certificated 67% (35/52) and classified 33% (17/52) personnel. SAA has a balance of 57% female (30/52) and 43% male (22/52) personnel. The staff identify ethnically/racially as Asian (17%), African American or Black (2%), Hispanic or Latino (12%), and White (69%).

Of classroom/subject teachers, 97% hold a current teaching credential. 82% hold a teaching credential from the North American Division of SDAs and 15% of teachers hold a California

State Teaching Credential. Currently, 100% of teachers hold Bachelor’s Degrees and 38% of teachers hold Master's Degrees or higher.

Student Grade Level Demographics by Gender, Ethnicity and Race: Gender among students has remained steady since the last self-study. Currently, 51% of students are female and 49% are male. Student and family diversity has steadily increased in recent years. Currently, school families identify themselves as American Indian or Alaska Native (1%), Asian (17%), African American or Black (12%), Hispanic or Latino (15%), Native Hawaiian or Pacific Islander (3.5%), White (51%), and Multi-Ethnic or Race (21%). The student and family demographics compare favorably to the county averages. All information related to ethnic and racial identity is collected during the enrollment process and is maintained within the school’s SIS (FACTS).

Constituency Demographics: SAA is supported by seven local Seventh-day Adventist churches, one Seventh-day Adventist church company, and one Seventh-day Adventist organization (Adventist Health) through tuition subsidies, scholarships, and representatives on the board. The constituency stands as an example of what can be accomplished when churches and schools form healthy partnerships and prioritize the support of students, families, and staff.

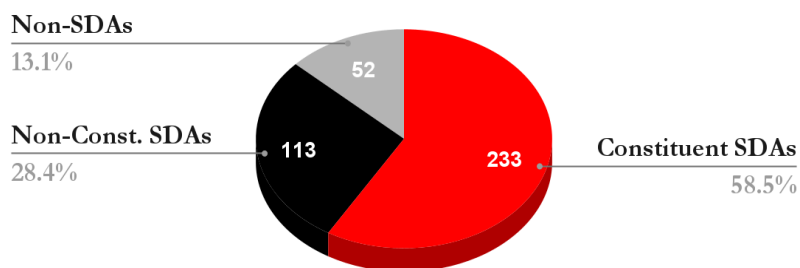
Each church, company, or organization elects members to the school board while also contributing subsidy payments – an essential stream of funding to SAA’s annual budget. The table below outlines a few key criteria to understand the constituency: total recorded membership and annual subsidy.

2024-2025 Constituent Church Information		
Church	Membership	Annual Subsidy
Adventist Health	-	\$50,000
All Nations	189	\$14,400
Carmichael	1,911	\$214,431
Fijian	65	\$2,100
Korean	274	\$10,000
Orangevale	592	\$19,164
Roseville	476	\$31,200
Woodside	218	\$24,729
Tongan	99	\$1,500
Total	3,550	\$347,524

- As of December 31, 2023

In addition, the constituency also supports the school through marketing and recruitment efforts. The majority of students attending SAA are members of the constituency (233/58.5%). The other two enrollment subgroups are non-constituent Seventh-day Adventist students (113/28.4%) and non-Seventh-day Adventists (52/13.1%).

Primary Enrollment Subgroups



Student Achievement Data: An important measure of the school’s effectiveness is a review of student achievement data. The school has utilized a variety of assessments to measure student achievement and growth: Iowa Assessments (until 2020), PSAT, SAT, MAP Growth (since 2021), and Advanced Placement (AP). The data below demonstrates that SAA students are well-prepared for the next steps in their academic journey and often exceed national averages.

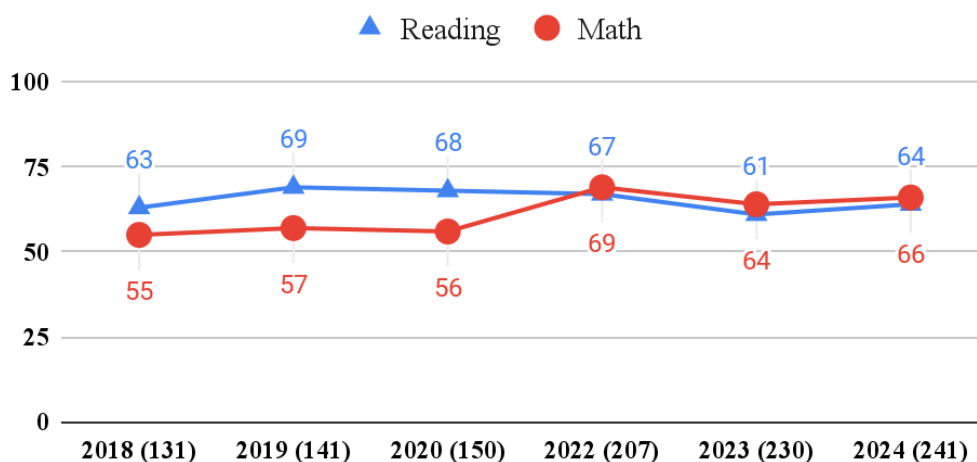
Iowa Assessments (3rd-8th Grade) & MAP Growth (K-8th Grade): The Iowa Assessments have been utilized for more than twenty years to track student achievement in grades 3-8. The test was a valuable tool to measure the achievement and progress for individuals and groups of students. In the winter of 2022, the school began offering the Measures of Academic Progress (MAP) Growth assessment to K-8 students. Both the Iowa Assessments and MAP Growth are used to assess student achievement and readiness for the next academic level.

The table below separates the achievement data from 2018-2024 between the Iowa Assessment and MAP Growth. 2021 was inconclusive due to COVID interruptions to testing.

Assessment	Grades	Year	Reading Percentile	Math Percentile	Students Tested
Iowa Assess.	3rd-8th	2018	63	55	131
Iowa Assess.	3rd-8th	2019	69	57	141
Iowa Assess.	3rd-8th	2020	67	56	150
MAP Growth	K-8th	2022	66	67	215
MAP Growth	K-8th	2023	62	63	230
MAP Growth	K-8th	2024	64	66	241

The line chart below represents K-8 achievement results. Listed parenthetically, next to each year, are the number of students assessed.

Iowa Assessment & MAP Results: Math & Reading



A review of the K-8 results for both the Iowa Assessments and MAP Growth indicates that student achievement remains steady, even with significant enrollment growth impacting the data set. The level and consistency of achievement strengthens the belief that students are well prepared for the next academic level.

PSAT & SAT (11th & 12th Grade): SAA has offered the PSAT to students for more than 20 years and has encouraged students to take the SAT for the same number of years. Beginning in 2018, the school began offering the SAT to all enrolled seniors during the school day, marking a shift in testing from previous school years in which testing was optional and independently scheduled throughout the year by students. The decision to offer school day testing was made to better serve students by providing a more convenient option for testing as well as requiring testing of students that historically would not take the test.

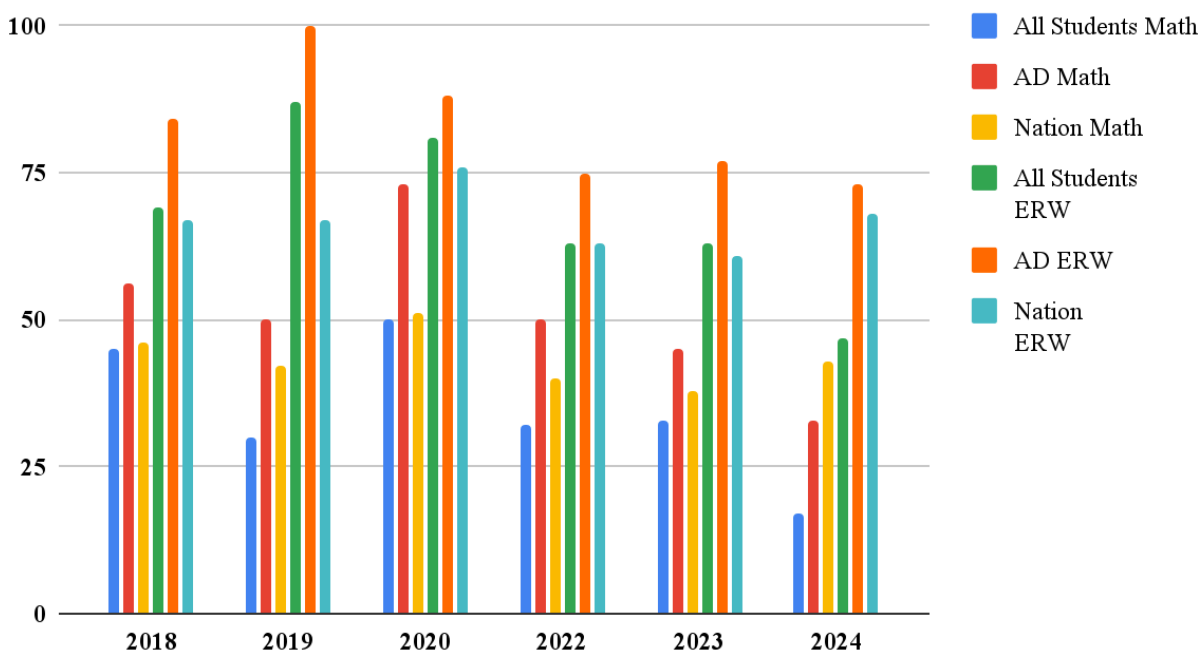
PSAT and SAT assessment results are reviewed annually by administrators and teachers and are shared with students and families. The data collected from each testing session provides a valuable insight on the effectiveness of the school in preparing students for collegiate success. One of the most effective ways to determine college readiness is to track the percentage of students meeting benchmark standards for Evidence Based Reading and Writing (ERW) and Math.

The tables and charts that follow include PSAT and SAT data since the last self-study. The data is broken down into three categories: all tested SAA 11th and 12th graders, SAA students pursuing an Advanced Diploma, and the national average for 11th and 12th graders.

Percent of 11th Graders Meeting PSAT Benchmark				
Year	Subject	All SAA	Advanced Diploma	Nation
Oct. 2018	ERW	69%	84%	67%
	MATH	45%	56%	46%
Oct. 2019	ERW	87%	100%	67%
	Math	30%	50%	42%

Oct. 2020	ERW	81%	88%	76%
	Math	50%	73%	51%
Oct. 2022	ERW	63%	75%	63%
	Math	32%	50%	40%
Oct. 2023	ERW	63%	77%	61%
	Math	33%	45%	38%
Oct. 2024	ERW	47%	77%	68%
	Math	17%	73%	43%

Percent of 11th Graders Meeting College Readiness Benchmarks (ERW & MATH) - PSAT

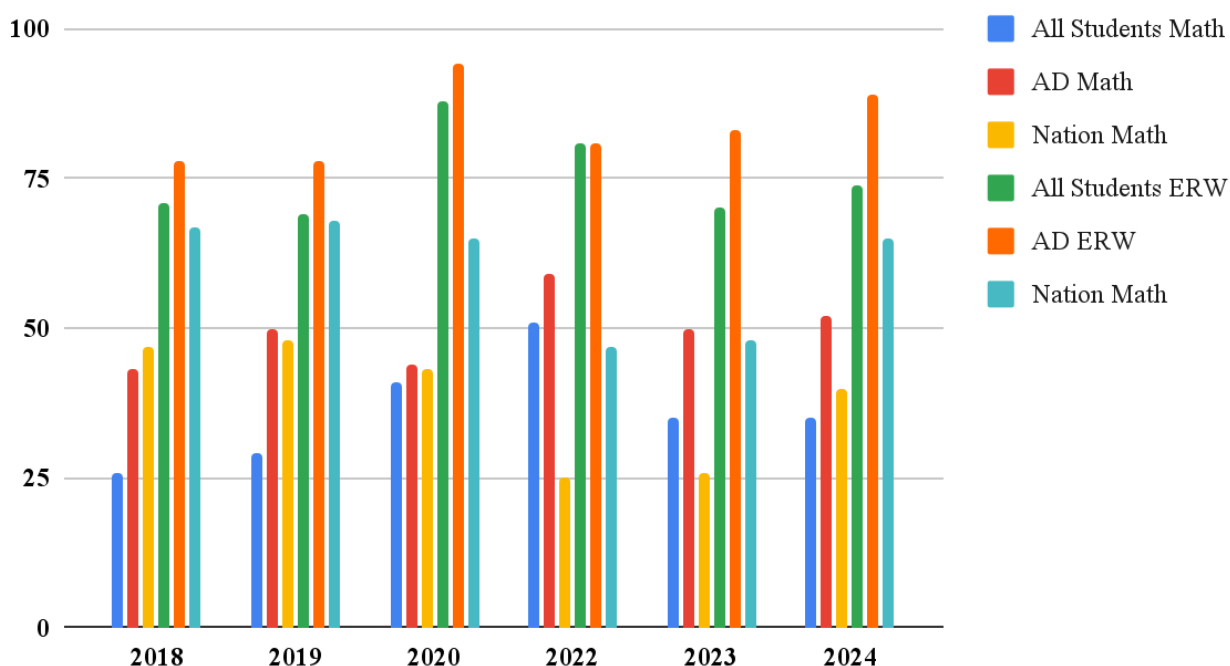


SAA 11th grade students display greater readiness in ERW than Math. All SAA students' college readiness compares favorably to the national average, with minor fluctuations in 2019 and 2024. The continued PSAT achievement of 11th grade students pursuing an Advanced Diploma is clear. Continued emphasis must be given to students pursuing a General Diploma who are not meeting PSAT benchmarks.

Percent of 12th Grade Students Meeting SAT Benchmark				
Year	Subject	All SAA	Advanced Diploma	Nation
2017-2018 (All)	ERW	94%	100%	71%
	Math	65%	83%	50%
2018-2019 (All)	ERW	85%	100%	68%
	Math	46%	75%	48%
2018-2019 (School Day)	ERW	71%	78%	67%
	MATH	26%	43%	47%

2020 (School Day)	ERW	88%	94%	65%
	Math	41%	44%	43%
2022 School Day	ERW	81%	81%	47%
	Math	50%	59%	25%
2023 School Day	ERW	68%	83%	48%
	Math	32%	50%	26%
2024 School Day	ERW	74%	89%	65%
	Math	35%	52%	40%

Percent of 12th Graders Meeting College Readiness Benchmarks (ERW & MATH) - SAT



SAA 12th grade students display greater readiness in ERW than Math. SAA students' college readiness compares favorably to the national average. SAA students pursuing an Advanced Diploma consistently outperform the national average for readiness. Continued emphasis must be given to students pursuing a General Diploma who are not meeting PSAT benchmarks.

Advanced Placement (AP): Advanced Placement courses have been offered at SAA for over 20 years. AP courses provide value to both students and the program. AP performance data provides an alternative evaluation metric to determine the strength of the academic program and the level of student achievement. The added rigor and pace of AP courses challenges students and gives them the experience of college level coursework, behavior, and thinking.

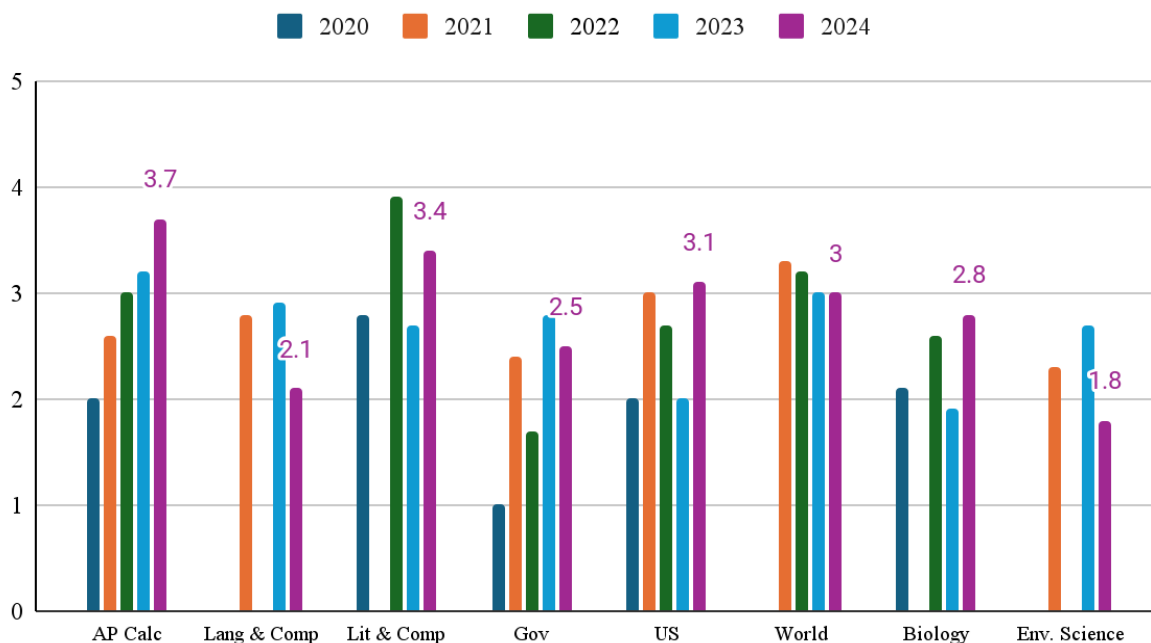
Since the last self-study, several new courses have been introduced to the program: Precalculus, English Literature and Composition, United States Government, World History: Modern, and Environmental Science.

In addition to offering new courses, there are a few AP highlights to note. AP participation among high school students has increased in both total number (32 to 56) and percentage (25% to 42%) since 2020. The increase in participation indicates that students and families are aware of these opportunities and are taking advantage of them. The rise in participation is viewed favorably among teachers, administrators, parents, and the larger community. The school received an honor roll designation from College Board, “Platinum Level,” in 2023, recognizing college culture and achievement.

The table and chart below lists each of the AP courses currently offered at SAA along with the average score each year the course was offered. For years in which no score is listed, the course was not offered.

Advanced Placement Scores by Subject/Year						
Subject	2020	2021	2022	2023	2024	5 Yr Avg
Calculus AB	2.0	2.6	3.0	3.2	3.7	2.96
PreCalculus	-	-	-	-	3.9	3.90
Eng. Language and Composition	-	2.8	-	2.9	2.1	2.64
Eng. Literature and Composition	2.8	-	3.9	2.7	3.4	3.33
United States Government	1.0	2.4	1.7	2.8	2.5	1.94
United States History	2.0	3.0	2.7	2.0	3.1	2.71
World History: Modern	-	3.3	3.2	3.0	3.0	3.14
Biology	2.1	-	2.6	1.9	2.8	2.41
Environmental Science	-	2.3	-	2.7	1.8	2.37

AP Scores by Subject & Year



AP achievement data reflects some inconsistencies, with only half of the courses offered averaging a score of 3 or higher over the most recent five year period, but compares similarly to national averages. Inconsistent program results are partially attributed to the introduction of new courses, small data sets, a broad enrollment process, and a growing understanding of rigor and expectations among students and parents. The school is committed to the AP program and is working to raise the level of achievement across the program through student and parent communication, promotion and integration of the updated SLOs, and the establishment of an improved enrollment process.

Although overall program achievement is characterized as inconsistent, individual student achievement is strong, with an average of 60% of students receiving a 3 or higher. High individual achievement is further demonstrated by the Spring 2024 testing period, in which 23% of students received a 3 or higher on at least two exams. The five year average for students receiving a 3 or higher on multiple exams is 16%.

Summary of Data and Implications: The student achievement data shows that SAA students are well-prepared for the next academic level. Furthermore, student achievement data has remained steady since the last self-study. Program additions such as classroom aides, instructional staff, and AP courses have the school well-positioned to build on current achievement data. Continued emphasis should be given to raising achievement.

Conclusions to Student/Community Profile:

1. SAA has undergone significant transitions in its history, yet has remained a vital part of the SDA community of Sacramento.
2. The challenges faced in 2020-2021 due to COVID were significant, yet the school quickly rebounded. This indicates that the school has a strong infrastructure.
3. The school's mission and values are well-supported within the constituency. This close

relationship between the school and its supporting entities ensures a strong sense of community. The school's constituency is a key strength in maintaining stability and continuous support.

4. The school staff emphasize SLOs and view them as "living" outcomes/goals/values. Updates to the SLOs better reflect the values of the community in responding to student and family needs.
5. SAA has experienced a positive trajectory in enrollment, staffing, and programming for a number of years. This growth trend reflects the school's ability to adapt while meeting the needs of the community.
6. The student body is becoming increasingly diverse. This diversity mirrors the broader demographic trends in Sacramento and suggests that the school is becoming more inclusive and reflective of the surrounding community.
7. The school has demonstrated consistent academic achievement over time. This suggests that SAA is providing its students with a strong foundation for academic success and collegiate readiness.
8. SAA is working to refine its academic programs and improve student achievement.
9. The school staff is highly qualified and committed to the success of students and families. The staff represents a tremendous asset to the school and community.

III. Evaluation of School Program: Categories A, B, C

The self-study process was designed to provide a comprehensive and honest evaluation of the school's current operations, with a focus on supporting student growth and achievement. A variety of evidence was collected and carefully reviewed throughout the process, and this evidence is listed at the beginning of each section.

A broad and diverse group of stakeholders participated in the self-study, ensuring a well-rounded perspective on the school's practices. Two levels of stakeholder engagement were incorporated: Home Groups and Focus Groups. Home Groups consisted of instructional staff, non-instructional staff, and students, offering valuable insight into the day-to-day experiences within the school. Focus Groups, on the other hand, consisted of parents, board members, pastors, alumni, administrators, and instructional staff, providing a wider view of the school's impact on the community and its alignment with its mission.

The review process was conducted in a thorough and critical manner, with a strong emphasis on honest assessment. The primary goal of this process was to identify both the current strengths of the school and areas where there is potential for growth. By pinpointing these areas, the school aims to continually improve and enhance its ability to foster an environment where students can thrive academically, socially, and spiritually.

Category A: Organization for Student Learning

Focus Group Members: Bonnie Dwyer (board member, parent of alumni), Adrian Serna (parent), Daniel Zurkic (parent, alumni), Rayna Zurkic (parent), Yuriy Vorobets (parent), Samantha Bushnell (parent, alumni), Chris Jones (administrator), Jaymes Cheney (board member, parent), Cristina Merca (parent), Autumn Sauder (parent)

Evidence Reviewed to Conduct Evaluation:

- Board meeting minutes
- Budget materials
- Conversations with parents and staff
- Graceworks survey results
- Interviews with administration
- Interviews with school board members
- School constitution
- School handbook
- Student achievement data

A1 Vision and Mission: The school's mission and vision statements are generally recognized, though there is a significant gap in their communication to the broader community. Parents and community members are more familiar with the yearly themes, which are engaging and resonate deeply with the students, particularly at the elementary level. However, the mission statement—while communicated through board meetings, emails, and the website—is seen as somewhat unclear, particularly regarding its use of the term "success." Parents feel that a more explicit focus on achievement, including academic success and personal growth, would better align with the school's current improvement process.

The mission statement should emphasize academic achievement rather than success. These elements resonate with the community's current priorities, such as academic rigor and personal development.

A1, A3 & A4 Schoolwide Learner Outcomes (SLOs): Parents and staff expressed appreciation for the recent efforts to refine the SLOs, with recognition that a more manageable number, previously over 25, helps to focus efforts. Although internal awareness and promotion of SLOs has grown tremendously since the last self-study, the awareness of SLOs among parents and community members remains low. Elementary parents, in particular, feel the yearly themes focusing on service, community, and Christian values enhance their children's school experience and contribute positively to the school culture. High school parents are less engaged with these themes, which suggests a need for greater alignment and visibility across grade levels.

An update of the SLOs is needed to reflect a more holistic approach to education that integrates life skills such as grit and effort, friendships, relationships, health, balance, and citizenship. This includes recognizing personal growth, social responsibility, and the importance of critical thinking, all while aligning the SLOs more closely with the mission statement.

The school should continue its efforts to involve parents and community members in the review of the mission, vision, and SLOs. This can be achieved through focus groups and community surveys, such as the 2024 Graceworks survey, to ensure that the school's educational goals are aligned with the stakeholders' expectations.

A2 Governance and Leadership: The school enjoys healthy governance, with the 2024 community survey showing high levels of confidence in the leadership provided by the school

board and administration. There is an effective collaboration between board leadership, school administration, and church leadership, which has fostered a sense of community involvement and consistency in policy implementation. The school board plays a pivotal role in long term strategic planning, while the administration manages day-to-day operations. Trust in leadership is high.

The school should continue to build on current communication efforts to ensure greater community awareness of the board's role and the policies it enacts. Regular updates and open discussions can further strengthen this relationship.

A3 Leadership for Learning: Administrators and teachers consistently analyze student achievement data, which informs strategic decisions on staffing, resource allocation, and curriculum development. This data is also regularly shared with the school board, fostering transparency and accountability. Additionally, the school's action plan is aligned with the needs of students, families, and staff, and it is reviewed regularly to ensure that progress is being made.

Given the heavy workload, administrators and staff should be given dedicated time during workdays to analyze assessment data and develop strategies based on this analysis. This could help mitigate burnout and improve the effectiveness of decision-making processes.

Efforts to involve the broader community in reviewing the schoolwide action plan should continue. This will ensure that the strategies developed are reflective of the community's needs and that stakeholders feel a sense of ownership in the school's progress.

A4 Qualified Staff and Professional Development: The school conducts regular reviews of staff credentials and provides individualized support for teachers, both at the local and regional levels. Administrative staff conducts annual evaluations of teaching staff, ensuring that professional development needs are identified and addressed.

A more structured and comprehensive professional development plan should be developed. This plan should be in alignment with the school's mission, vision, and SLOs and should focus on the critical learner needs identified in the school's strategic planning process.

A5 School Continuous Improvement Process: The school's action plan is considered when making strategic decisions, ensuring alignment between short and long term goals. The budget process is robust, with careful consideration given to staff needs and resource allocation to support student achievement. Investments in staff development and cohort-specific initiatives have been effective in fostering continuous improvement.

The school should prioritize communicating its short term and long term strategies to the entire community, ensuring that everyone is aware of how resources are being allocated and how decisions are made.

A6 Resource Allocation: Improving the student experience is the guiding principle for resource allocation. This includes expanding programming to meet the needs of all learners, investing in classroom updates, and adding personnel. Acknowledged previously in the ongoing operational challenges, there are several financial factors impacting resource allocation. Those factors

include an over reliance on tuition revenue, rising tuition rates, infrastructure needs, rising personnel costs, financial challenges within the constituency, and a lack of reserves due to major program investments in recent years. In response to these financial challenges school leadership adopted a multi-year operating model. A multi-year approach, which accepts short term financial deficits as necessary, will allow the school to continue investing in improving the student experience.

Identified Strengths, Category A:

1. The school has a recognized mission statement, with positive engagement through yearly themes that resonate with students, especially at the elementary level.
2. The school integrates spiritual themes that align with its philosophy, goals, and the Seventh-day Adventist (SDA) beliefs, creating a cohesive and meaningful spiritual experience for students.
3. The school has made progress in communicating its mission through board meetings, emails, and the website.
4. SLOs are appreciated by students and staff, particularly for their positive impact on the school culture and student experience.
5. Recent efforts to refine and reduce the number of SLOs have identified broad stakeholder value and improved priorities.
6. Positive feedback from the 2024 Graceworks survey indicates trust in the school's culture and leadership, which includes the school board and administration.
7. The school has strong academic performance, steady enrollment, and an increasingly supportive environment with added roles such as a counselor and a chaplain.
8. The Pacific Union Education Code provides comprehensive policies governing student learning, school governance, and employment, which offer foundational guidance for the school's operations.
9. The school board and its committees meet regularly, providing effective oversight for policy-related and resource-related matters, including funding, repairs, and supplies.
10. NCC provides oversight through conference representatives on the school board, particularly for personnel and policies.
11. There is effective collaboration between leadership of the board, administration, and churches.
12. Leadership conducts regular staff credential reviews and evaluations, while also providing support for teachers.
13. Alignment between the action plan and strategic goals ensures clear direction for continuous improvement.
14. The budget process is thorough and is focused on making investments in the student experience.

Identified Areas of Growth, Category A:

1. Improve clarity of the mission statement, especially around the term "success," to better align with the community's current focus on academic rigor and personal growth.
2. Increase communication of the mission and vision to the broader community to ensure deeper understanding and alignment.
3. Increase awareness and visibility of the SLOs among parents, particularly at the high school level, to ensure alignment across grade levels.

4. Update SLOs to integrate life skills such as grit, effort, relationships, health, balance, and citizenship, while better aligning them with the mission statement.
5. Involve parents and community members more directly in the review process through focus groups and surveys.
6. Promote expectations of higher achievement for all learners while ensuring that support systems and opportunities remain in place to help students meet the expectations.
7. Use achievement data and community feedback more effectively to refine educational programs and better support students.
8. Improve community awareness of the school board's role and the policies it enacts, ensuring that stakeholders are well-informed about strategic decisions and their impacts.
9. Allocate dedicated time for administrators and staff to analyze assessment data and create strategies to mitigate burnout and enhance decision-making.
10. Involve the broader community in the review and development of the schoolwide action plan to ensure broader stakeholder input and a shared sense of ownership.
11. Develop a more structured and comprehensive professional development plan aligned with the mission, vision, and SLOs, addressing critical learner needs identified through the strategic planning process.
12. Prioritize communication regarding the school's short term and long term strategies, ensuring the community is aware of how resources are allocated and how decisions are made.
13. Monitor the implementation of the multi-year operating model to ensure that financial challenges and continued development are balanced.

Conclusions: The school is on a positive trajectory, with strong support from the community and a growing focus on academic achievement. However, there are clear opportunities to strengthen communication, refine strategic goals, and ensure that the school's mission and vision are better aligned with the needs and expectations of the broader community. By making the suggested adjustments to the mission, SLOs, governance, leadership, staff development, and resource allocation, the school will continue to enhance its impact on students, families, and the wider community, ensuring sustained success and growth.

Category B: Curriculum: Teaching, Learning, Assessment

Focus Group Members: Jeff Blood (parent), Jolie Blood (parent), Stephanie Ferguson (administrator, parent), John Lucero (board member, parent), Scott Jones (administrator, parent), Kat Schroer (administrator, parent), Naveen Samuel (parent), Nicole Samuel (parent), Jenny Whitney (teacher, parent), Yoon Poh (parent), Kevin Kimura (alumni, parent), Andrew Giem (parent), Marianela Giem (parent)

Evidence Reviewed to Conduct Evaluation:

- Classroom observations
- Conversations with parents and staff
- Curriculum Maps/Course Outlines
- Graceworks survey results

- Interviews with administration and teachers
- Interviews with school board members
- School handbook
- Student achievement data
- Student work

B1 Rigorous and Relevant Standards-Based Curriculum: The school follows North American Division (NAD) curriculum standards to set expectations for students across all grade levels and subjects. Teachers feel well-supported and confident in their ability to meet these standards, with high teacher retention contributing to continuity and a strong working knowledge of the curriculum. The school sees a need to place a stronger emphasis on providing clarity and consistency in how curriculum standards are presented to both parents and students.

At the beginning of the school year, curriculum information is shared with parents through multiple channels, such as parent conferences, emails, and upon request. Curriculum maps, which outline the year's academic goals and expectations, are also provided and serve as a critical tool for planning and organization. Teachers in grades 6-12 post their curriculum maps and syllabi on the school's learning management system, Canvas, to give both students and parents easy access to these resources throughout the year. While these curriculum maps are valuable for planning, their dissemination to parents is somewhat limited and typically happens only during conferences, meaning that more widespread communication could improve overall awareness.

B1 Curriculum Mapping and Priority Standards: Teachers utilize curriculum maps as a primary planning tool. These maps outline key academic goals and are designed to provide a clear academic framework for the year. Despite their usefulness, there is an identified need for a sharper focus on priority standards, which can guide student achievement more effectively by reducing the breadth of content covered. Teachers believe that an emphasis on fewer priority standards will help students and parents focus on what is most important for their academic success.

The school also conducts annual analyses of student achievement data, including standardized tests like the Measures of Academic Progress (MAP), Advanced Placement (AP), PSAT, and SAT. This data helps teachers and administrators evaluate how well the curriculum prepares students for subsequent academic levels. However, the results from these assessments, while valuable for instructional planning, are not always communicated thoroughly within the community. Parents have expressed a desire for more transparency in understanding how classroom assessments relate to standardized tests and how they can support their children's learning progress.

Teachers should prioritize collaboration within and across grade levels, especially concerning the identification and communication of priority standards. Building trust and clarity among colleagues will streamline the curriculum mapping process and make cross-disciplinary connections clearer for students.

To improve understanding, the school should make a concerted effort to share assessment results

more transparently with parents. This could include clearer reports that outline how classroom assessments correlate with standardized testing, helping parents better support their children's learning at home.

Training in Standards-Based Learning (SBL) should continue to help teachers refine their curriculum mapping. This would help teachers align their teaching more closely with essential standards, reducing unnecessary complexity and improving focus for both students and parents.

B2 Student-Centered Instruction and Engagement: Teachers in the school are committed to providing equal opportunities for all students, adapting their teaching strategies to meet the needs of diverse learners. The school's commitment to differentiation is evident, with teachers regularly offering accommodations and modifications as necessary. The presence of support staff, such as counselors, resource specialists, and chaplains, further bolsters this commitment, ensuring students receive personalized assistance when needed.

Parent and student feedback from the 2024 community survey and focus groups confirms that teachers are increasingly seen as adaptive and responsive to individual student needs. There is significant appreciation for the resource program, which aims to support students at various levels of academic achievement. However, concerns have been raised about an overemphasis on students who are below grade level, with a growing recognition that more attention is needed to challenge students working above grade level.

B2 Curricular Creativity and Extracurricular Opportunities: Teachers use a range of instructional methods to engage students, combining creativity with strong teacher-student relationships to foster a highly interactive learning environment. Students also benefit from learning opportunities outside the classroom, such as field trips and guest lectures, which further enrich their educational experience.

The school should consider dedicating additional resources and programs for students working above grade level. By providing more challenging opportunities for these students, the school can further elevate the overall academic performance of its students and foster a culture of high achievement across the grade levels.

Although teachers are already committed to differentiating instruction, there is room for growth in their skills and understanding of current differentiation techniques. Offering regular, targeted training in differentiation strategies will enhance the consistency and effectiveness of these efforts across the school.

B3 Using Assessment Strategies to Monitor and Modify Learning Progress: The school employs a range of formative and summative assessments to gauge student progress. These assessments, which are mapped in advance within the curriculum, are used to inform instructional decisions. Teachers regularly monitor student performance and communicate progress to parents through a variety of channels, including email, conferences, and Canvas. Summative assessments, particularly in grades 6-12, are administered twice per year, giving students an opportunity to demonstrate their learning in a formal setting. These assessments, along with ongoing classroom evaluations, provide teachers with valuable data to adjust

instruction as needed.

B3 Parent and Student Communication of Assessments: While students and parents receive regular updates on grades through Canvas and emails, there is feedback indicating that the sheer volume of communication can be overwhelming. Parents have expressed concerns about the inconsistency with which grades are updated, which has contributed to a sense of confusion regarding academic expectations. Inconsistent grading practices are a recurring theme in the 2024 survey, with some parents and students feeling that the lack of clear communication around academic rigor may be contributing to lower perceived standards.

Teachers should dedicate more time to collaborating with students and parents to review assessment results and set academic goals. This time can be used to address any gaps in understanding and ensure that both teachers and parents are aligned on expectations for student progress.

Another potential improvement strategy involves reviewing scheduling options to create opportunities for students who are excelling academically to work with peers who are similarly equipped. This will enhance the overall academic rigor and push students to reach their full potential.

Identified Areas of Strength, Category B:

1. The school follows North American Division (NAD) standards, providing a strong academic framework across grade levels and subjects.
2. Teachers feel well-supported in meeting these standards, contributing to high teacher retention and continuity.
3. Teachers effectively utilize curriculum maps to outline key academic goals and provide a clear framework for the academic year.
4. Curriculum maps are available on Canvas (grades 6-12) for easy access by students and parents.
5. Teachers are committed to meeting the needs of diverse learners, offering accommodations and modifications as necessary.
6. The presence of support staff bolsters efforts to provide personalized assistance for students.
7. Positive feedback from parents and students indicates strong appreciation for differentiated instruction and student support.
8. Teachers employ a variety of instructional methods, fostering creativity and strong teacher-student relationships.
9. Students benefit from extracurricular opportunities like field trips and guest lectures, enriching their educational experience.
10. A range of formative and summative assessments are used to monitor student progress and inform instructional decisions.
11. Regular updates on student performance are communicated to parents via Canvas, emails, and conferences.

Identified Areas of Growth, Category B:

1. Curriculum information is shared with parents during conferences, but there is an

- opportunity for more widespread communication to improve awareness and partnership.
2. Clearer, more consistent communication regarding curriculum standards, classroom expectations, and grading criteria will help both students and understand academic expectations.
3. The school should place greater emphasis on identifying and communicating priority standards to focus academic efforts and promote achievement.
4. Collaboration within and across grade levels must be scheduled to ensure a consistent and quality implementation of priority standards.
5. While student achievement data from standardized tests is used for instructional planning, communication of results to parents should be prioritized.
6. More transparency is needed to explain how classroom learning activities and assessments correlate with standardized assessment results.
7. The school should prioritize collaborative time for teachers, students, and parents to review necessary information and set academic goals.
8. There is a growing belief among parents that resources should be dedicated for students working above grade level, offering them more challenging opportunities. Focused attention in this area will elevate overall academic performance and contribute to a school culture of high achievement.
9. Meaningful professional development should be provided to staff to promote greater student achievement.

Conclusions: The school is making strides in its curriculum development, instructional practices, and use of assessments to drive student achievement. The commitment to a standards-based curriculum, differentiation in teaching, and the ongoing use of student data to inform instruction are all key strengths. However, there is room for improvement in several areas, including better communication of assessment results, prioritization of above-grade-level learners, and further collaboration among teachers and parents. By addressing these gaps and continuing to refine its approach, the school can foster an even more robust academic environment that supports the needs of all learners and promotes sustained success.

C: School Culture and Support for Students

Focus Group Members: Felicia Hermele (parent), Barry van Iderstein (board member, parent), Michelle Piner (administrator, parent), Zach Timothy (administrator, parent), Melissa Howell (pastor, parent), Vanessa Piersanti (teacher, parent), Adam Caballero (parent), Carrie Caballero (teacher, parent), Heather Rosson (board member, parent, alumni), Michael Rosson (parent, alumni), Virgil Bello (parent)

Evidence Reviewed to Conduct Evaluation:

- Classroom observations
- Conversations with parents and staff
- Counseling department reports
- Graceworks survey results
- Interviews with administration and teachers

- Interviews with school board members
- School handbook
- Student achievement data

C1 Policies and Resources: The Pacific Union Education Code governs the operational framework for all schools within the union, providing a consistent set of policies regarding student learning, employment, and school governance. These overarching policies ensure that all schools within the union maintain similar standards in terms of their educational mission and administrative functions.

At the local level, SAA adheres to a school handbook that outlines essential policies concerning student learning, behavior, and other operational procedures. This handbook serves as a guide to both students and staff, clarifying expectations and ensuring smooth school operations.

The governance structure includes regular meetings of the school board and its committees, allowing for consistent policy discussions and updates. Representatives from the North California Conference (NCC) also provide oversight for policy matters related to the broader conference and the Seventh-Day Adventist Church. As part of safety measures, while the school received low scores in the Graceworks survey regarding safety, follow-up interviews with students revealed a high level of trust in the security provided. The physical perimeter has been evaluated, and safety drills are conducted regularly.

C1 Trust and Mutual Respect: Trust and mutual respect are foundational to SAA's culture, as evidenced by results from the Graceworks survey. Both parents and students report feeling that the school fosters a positive and respectful environment. Over the past ten years, enrollment growth has demonstrated parents' continued confidence in the school's commitment to student achievement and well-being. The school board is regularly involved in ensuring that policies are in place to support student learning and that adequate representation from constituent churches is maintained to oversee academic performance.

The relationship between students, teachers, and administrators is also marked by trust, as illustrated by the counseling program, which had over 350 student and parent contacts during the 2023-2024 school year. Student and parent contacts in the 2024-2025 school are expected to exceed 400. The uptick in contacts indicates a high degree of trust in the program.

C1 School Culture: SAA is recognized for its caring and inclusive school culture, particularly at the secondary level. However, there are challenges in how the elementary level is perceived, largely due to gaps in communication. Efforts should be placed into closing those communication gaps and building partnership between teachers and families. Secondary students report that the school's learning environment is respectful of their differences and provides support for their social-emotional needs. This is an area of strength that can be built upon in years to come.

In terms of academic support, the school has a resource teacher dedicated to helping middle and secondary students, and the counseling program provides comprehensive social-emotional support. Alumni of the school also express positive experiences, reporting that they felt

well-prepared for academic and life challenges. There are some concerns, based on the Graceworks survey related to discipline and behavioral standards. Intentional responses to these concerns should be included within the school's updated action plan.

C2 Strategies for Student Growth and Development: SAA is committed to providing a holistic educational experience that goes beyond traditional classroom instruction. Key to this approach are dedicated programs such as counseling services, academic resource staff, and a campus chaplain, all designed to support students' personal, social, academic, and spiritual growth.

The counseling program provides interventions and referrals for students in need of academic or emotional support. Academic resource staff are available for all grade levels, ensuring that every student receives the assistance they need to succeed. High school students also benefit from college and career planning services. Additional investments in these areas should be made in the coming years to ensure that all students are supported.

C2 Adequate Personalized Support: The school offers a range of services designed to meet the individual needs of its students. Personalized support includes counseling for both emotional and academic needs, college and career planning for high school students, and support services for students requiring academic intervention. These services ensure that each student can achieve their full potential, both academically and personally.

C2 Co-Curricular Activities: SAA offers a variety of co-curricular activities designed to enrich the student experience. Notable events include the annual Senior Survival trip, which fosters class bonding, and an emphasis on spiritual activities such as chapel services and themed school events. While the school has robust music, athletics, and leadership opportunities, there is a notable gap in the variety of other extracurricular clubs and organizations, especially at the high school level. The lack of formal clubs can be attributed to students' heavy academic and athletic workloads. It is recommended that the school review its schedule to determine if more co-curricular opportunities can be included to better meet student needs.

C2 Student Involvement in Curricular and Co-Curricular Activities: The school recognizes individual student achievements through various forms of recognition, such as awards ceremonies for academic and athletic accomplishments. Updating the SLOs to include citizenship will provide additional opportunities to recognize student achievement in this valuable area and may result in positive student behaviors and greater engagement.

C2 Student Self-Advocacy: The 2024 Graceworks survey indicates that students value the community at SAA and the opportunities they have to engage with leadership. The school offers service opportunities in student governance, such as class officers and Student Association (SA) officers, allowing students to practice leadership and collaborate with peers, teachers, and administration on both class and school matters. Expanding leadership opportunities will help develop self-advocacy skills in students by giving them practical opportunities to use their skills.

C2 Student-Parent-Staff Collaboration: Parent involvement in school activities is crucial for building a sense of community. Parent/teacher conferences are scheduled twice a year, once in

the fall and once in the spring. Additionally, parents also participate in a variety of volunteer activities. Currently, 25% of parents are cleared to volunteer at the school. Unfortunately, only a small fraction participate in Home & School activities, leading to increased demand for volunteers. To address this, it is recommended that the school explore increasing its volunteer requirements. On a related note, revision of the Home & School charter would be beneficial to increasing collaboration among parents and school staff.

C3 Communication Strategies and Processes: The school communicates with its stakeholders through a variety of channels, including weekly newsletters, social media posts, and emails. Communication to constituent churches is also streamlined through weekly updates, ensuring that all stakeholders are informed of upcoming events and important policy changes. To improve this communication further, it is recommended that the school increase its efforts to ensure that all stakeholders receive timely and relevant information.

C3 Use of Community Resources: SAA has established strong relationships with local churches, who in turn provide support for spiritual development of students and families. Church pastors also contribute to school activities, including chapel services and retreats. The school could benefit from expanding its partnerships to include additional church and community support.

C3 Rapport and Trust: The 2024 Graceworks survey results suggest that students, especially at the secondary level, feel they have a trusting relationship with faculty and administration. The administration maintains an open-door policy, encouraging collaboration and communication with both faculty and parents. The school's counseling program has also played a significant role in fostering positive relationships between students and the administration. To further enhance this trust, it is recommended that the school continue to nurture relationships with stakeholders and expand its collaborative efforts.

C4 Spiritual Growth Activities: SAA has made spiritual development a central focus, with annual spiritual themes that align with the school's philosophy and mission. The school has also hired a full-time chaplain, who leads various spiritual programs and encourages student involvement in faith-based activities. These activities are well received by students and there is a strong sense of ownership in spiritual growth, particularly among high school students. Expanding these opportunities to include more elementary and middle school students, and involving parents more actively in the process, would further strengthen the spiritual culture of the school and community.

C4 Student Involvement with Spiritual Growth Activities: Student participation in spiritual activities is high, with many students engaging in local church programs, retreats, and other spiritual events. The formation of a Campus Ministries team has fostered student ownership of their faith. To ensure that spiritual growth continues to be a focus, it is recommended that the school expand its efforts to engage elementary and middle school students and involve parents more directly in the process.

Identified Areas of Strength, Category C:

1. The school handbook outlines clear policies on student learning, behavior, and

- expectations, contributing to smooth daily operations and clear communication.
2. Regular fire and safety drills are conducted, ensuring student safety is prioritized. Interviews with students and investigations have confirmed trust in the security of the school.
 3. The Graceworks survey shows a strong atmosphere of trust and mutual respect among parents, students, board members, and community members.
 4. Enrollment growth over the past ten years indicates strong parental confidence in the school's ability to support student achievement and well-being.
 5. There is consistent and positive support from stakeholders on the school board, including representation from constituent churches, NCC, and faculty, ensuring alignment with the school's mission and goals.
 6. Students report that the school fosters a caring school culture, particularly at the secondary level, which contributes to a positive learning environment.
 7. Alumni report being well-prepared for future academic pursuits and stay connected with the school, reflecting the lasting impact of the school's culture and programs.
 8. The school's annual spiritual theme is consistently reinforced throughout the year, supporting the school's mission and fostering a unified focus on faith.
 9. The school highlights the achievement of students who demonstrate the school's SLOs at chapels, motivating students and fostering a positive learning environment.
 10. Students are offered leadership opportunities through class officers, Student Association, and a leadership elective.
 11. The Home & School program facilitates meaningful engagement between families and the school, organizing non-academic events regularly. This program also serves as a fundraising asset, benefitting the budget and providing a sense of community.
 12. The school maintains regular communication with families through weekly newsletters, social media updates, and regular emails to constituent churches, ensuring stakeholders are well-informed about school events and developments.
 13. The school has strong partnerships with local churches.
 14. The school's administration's open-door policy facilitates healthy communication with faculty, families, and constituent churches, fostering transparency and trust.
 15. The school's counseling program provides vital support for students' emotional and academic needs, with a high number of contacts in the past year, demonstrating its effectiveness in improving student outcomes.
 16. The chaplain plays a central role in organizing spiritual activities, including the IMPACT lunch and weeks of prayer.
 17. Students are highly involved in both on-campus and community spiritual activities, such as retreats and vespers, which are considered high points of their school experience.
 18. The formation of a Campus Ministries team, led by students, promotes student ownership of their spiritual growth and encourages active participation in faith-based activities.

Identified Areas of Growth, Category C:

1. Institute a required volunteer program requiring all families to contribute hours per year. This will help address the low parent involvement and improve community support for school activities.
2. Increase opportunities for parents to be involved in spiritual growth activities, such as creating more elementary and middle school family-centered spiritual activities.

3. Increase communication across all stakeholder groups by providing more access to current and relevant information through newsletters, social media, and church communication.
4. Expand co-curricular offerings beyond music, athletics, and student government.
5. Promote citizenship among all cohort groups to build a stronger sense of community and personal responsibility.
6. Continue to expand and promote the counseling program to ensure it provides comprehensive academic, emotional, and behavioral support for students. This program already has strong involvement, but additional resources will be helpful.
7. Provide education to students about healthy use of social media and technology.
8. Expand the Campus Ministries program, particularly for middle and elementary school students, and increase opportunities for family involvement in spiritual activities.
9. Encourage deeper integration of spiritual themes and faith activities into both curricular and co-curricular life.
10. Although there is already a strong atmosphere of trust at the secondary level, there is room for improvement at the elementary level. More efforts should be made to build relationships with families.
11. Review safety procedures and features and make additions and/or adjustments where necessary.
12. Allow for the creation of more student-run clubs and organizations.
13. Review and clarify the role of the Home & School program to increase participation.
14. Strengthen the college and career counseling program for secondary students.
15. Increase collaboration with local churches and other community organizations to provide additional support to students through mentoring, retreats, and external guest speakers.

Conclusions: The school demonstrates a strong commitment to student growth, safety, and fostering a supportive and trusting environment. However, there are areas where improvements could enhance the overall student experience, such as increasing opportunities for character development, expanding co-curricular activities, and enhancing parent involvement through clearer volunteer requirements. By addressing these recommendations, the school can further balance academic success with the development of resilience, discipline, and leadership skills, better preparing students for the future. Additionally, investments in communication and alumni relations will help strengthen community ties and support for the school's mission.

IV. Summary of Profile and Focus Group Findings

Critical Learner Needs: A review of the identified areas of growth in Categories A, B, and C results in the establishment of five critical learner needs. By focusing on these five critical needs, the school can create a more cohesive, supportive, and rigorous program that helps all students succeed academically, socially, and spiritually.

1. Increase awareness and understanding of SLOs, priority standards, and programs among students, parents, and the broader community.
 - Rationale: Clarity of expectations and opportunities will build trust and encourage collaboration among students, parents, and school staff.
2. Align curriculum to prioritize SLOs, priority standards, and skills to ensure achievement and preparedness.
 - Rationale: The breadth and scope of current expectations is immense. The school must focus on providing a clear, consistent, and quality learning program from Kindergarten to 12th grade.
3. Promote achievement/growth and strengthen support systems to ensure all students succeed.
 - Rationale: While fostering high academic expectations, it is critical that the school provides strong support structures to help all students meet those expectations.
4. Foster a stronger sense of community, partnership, and ownership among stakeholders.
 - Rationale: The growth of the school (enrollment, programming, personnel, etc.) in recent years has created a need to integrate community-building activities to ensure the preservation, maintenance, and strengthening of the immediate school community and the larger faith community.
5. Utilize achievement and assessment data to inform instructional strategies and create a culture of continuous professional growth.
 - Rationale: To improve student outcomes, it is essential that the school uses data more effectively to refine educational programs. There is a need for more structured, ongoing professional development aligned with the school's mission, critical learning needs, and SLOs.

Synthesized Areas of Strength: The probability of success in addressing the critical learning needs is high considering the long list of identified strength areas in Categories A, B, and C. The synthesized list captures the key areas of strength related to mission alignment, governance, academic quality, student support, communication, and continuous improvement, reflecting an already healthy and well-rounded school environment.

1. The annual themes are aligned with Seventh-day Adventist beliefs and are effectively integrated into the curriculum and school culture, reinforcing the school's mission.
2. There is strong support for spiritual growth through leadership programs, retreats, and activities, fostering a sense of community and faith development among students.
3. There is effective governance with a highly engaged school board, which has resulted in strong community confidence in the board, administration, and staff.
4. The conference and union provide support and oversight, ensuring operational stability.
5. The school, churches, and board leadership collaborate effectively.

6. Student academic performance is consistently strong among students of all grade levels.
7. Teachers use diverse instructional methods and offer differentiated support to meet the needs of all learners.
8. Support systems and personnel enhance student learning and well-being.
9. The school communicates with families regularly, which reduces barriers and builds connections.
10. Clear policies in the school handbook and regular safety drills ensure a structured and secure learning environment.
11. A robust Home & School program supports the school in a variety of ways.
12. Students are involved in leadership opportunities, co-curricular and extracurricular activities, and spiritual programming.
13. Positive feedback from students, parents, and alumni reflects the school's nurturing and supportive environment.
14. A focus on continuous improvement through the refinement of SLOs, strategic goal alignment, and data-driven decision-making will give confidence to all stakeholders.
15. Robust budgeting and investments in staff and cohort-specific initiatives support long term growth and success.

V. Updated Schoolwide Action Plan

Part 1

Area of Improvement	Better communication, clear expectations, and increased collaboration.	
Rationale	Clarity of expectations and opportunities will build trust and encourage collaboration among students, parents, and school staff.	
Critical Learner Needs Addressed	Increase awareness and visibility of SLOs, priority standards, and programs among students, parents, and the broader community.	
SLOs Addressed	<ol style="list-style-type: none"> 1. Know and follow Jesus 2. Pursue achievement and growth 3. Live healthy and balanced lives 4. Think critically and with curiosity 5. Demonstrate grit and effort 6. Nurture lifelong relationships 7. Embrace positive citizenship 	
Means of Monitoring and Assessing Progress	Conduct surveys and report results to stakeholders.	
	Specific Action Steps	Key Details
	<ol style="list-style-type: none"> 1. Develop Communication Materials: Create easily accessible resources: brochures, website, newsletters, videos, bulletin boards, etc. to explain the SLOs, priority standards, and key programs. 	<p>Desired Outcome: Stakeholder awareness grows</p> <p>Persons Responsible: Communications staff and administrators</p> <p>Timeline: Annually</p> <p>Resources Needed: Time, communications software</p>
	<ol style="list-style-type: none"> 2. Host Informational Sessions: Organize workshops, parent-teacher meetings, and community forums to directly engage stakeholders and inform them about the importance and impact of SLOs and priority standards. 	<p>Desired Outcome: Stakeholder understanding grows</p> <p>Persons Responsible: Administrators, select teachers</p> <p>Timeline: 2-3 times each year</p> <p>Resources Needed: Time</p>

<p>3. Leverage Technology: Utilize social media platforms, email newsletters, school website, etc. to regularly share updates, success stories, and achievements related to SLOs and programs.</p>	<p>Desired Outcome: Persons Responsible: Timeline: Resources Needed:</p>
<p>4. Student Involvement: Encourage students to share their learning experiences through projects, presentations, testimonials, etc. that highlight their positive learning experiences.</p>	<p>Desired Outcome: Students share their experiences Persons Responsible: Teachers and students Timeline: Ongoing Resources Needed: Training, time</p>

Part 2

<p>Area of Improvement</p>	<p>Higher student achievement, increased collaboration, and meaningful support of students and families.</p>		
<p>Rationale</p>	<p>The breadth and scope of current expectations is immense. The school must focus on providing a clear, consistent, and quality learning program from Kindergarten to 12th grade. While fostering high academic expectations, it is critical that the school provides strong support structures to help all students meet those expectations.</p>		
<p>Critical Learner Needs Addressed</p>	<ol style="list-style-type: none"> 1. Align curriculum to prioritize SLOs, priority standards, and life skills to ensure achievement and real-world preparedness. 2. Promote achievement and strengthen support systems to ensure all students thrive. 		
<p>SLOs Addressed</p>	<ol style="list-style-type: none"> 1. Know and follow Jesus 2. Pursue achievement and growth 3. Live healthy and balanced lives 4. Think critically and with curiosity 5. Demonstrate grit and effort 6. Nurture lifelong relationships 7. Embrace positive citizenship 		
<p>Means of Monitoring and Assessing Progress</p>	<p>Map curriculum and communicate with stakeholders. Update curriculum maps in response to data analysis.</p>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Specific Action Steps</td> <td style="width: 50%; text-align: center;">Key Details</td> </tr> </table>		Specific Action Steps	Key Details
Specific Action Steps	Key Details		

<p>1. Curriculum Review and Mapping: Conduct a thorough review of the current curriculum to identify gaps or misalignments with SLOs and priority standards. Revise the curriculum to ensure alignment and address identified gaps.</p>	<p>Desired Outcome: Aligned curriculum focused on what is most important Persons Responsible: Administrators, teachers Timeline: Annually Resources Needed: Time</p>
<p>2. Integrate Life Skills: Embed life skills (e.g., critical thinking, communication, collaboration) into curriculum.</p>	<p>Desired Outcome: Students and parents view curriculum as meaningful to preparation for life Persons Responsible: Administrators, teachers Timeline: Annually Resources Needed: Time</p>
<p>3. Data-Driven Support: Use achievement and behavioral data to identify student needs and respond accordingly.</p>	<p>Desired Outcome: Student needs are met Persons Responsible: Administrators, teachers Timeline: Twice a year Resources Needed: Time</p>
<p>4. Early Intervention Programs: Implement early screening tools to identify at-risk students and offer timely support, ensuring that they have the resources they need to succeed.</p>	<p>Desired Outcome: Student needs are met Persons Responsible: Administrators, board, teachers Timeline: Annoying, particularly at the elementary level Resources Needed: Time, training</p>
<p>5. Increase Access to Resources: Expand access to academic resources such as after-school tutoring, online learning platforms, and counseling services.</p>	<p>Desired Outcome: Student needs are met Persons Responsible: Administration, board Timeline: Ongoing Resources Needed: Personnel</p>
<p>6. Parental Engagement: Involve parents in the learning process by providing them with tools and strategies to support their children's academic and emotional growth at home.</p>	<p>Desired Outcome: Student needs are met Persons Responsible: Administrators, board, teachers, parents Timeline: Multiple times a year Resources Needed: Time</p>

<p>7. Recognition and Celebration: Regularly celebrate student achievements, both big and small, to motivate and inspire students to strive for excellence.</p>	<p>Desired Outcome: Students feel supported and pursue achievement Persons Responsible: Administrators, board, teachers Timeline: Ongoing Resources Needed: Time</p>
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Part 3

<p>Area of Improvement</p>	<p>Strengthened relationships, increased collaboration, shared responsibility, and a greater sense of community ownership and investment in school.</p>	
<p>Rationale</p>	<p>The growth of the school (enrollment, programming, personnel, etc.) in recent years has created a need to integrate community-building activities to ensure the preservation, maintenance, and strengthening of the immediate school community and the larger faith community.</p>	
<p>Critical Learner Needs Addressed</p>	<p>1. Foster a stronger sense of community, partnership, and ownership among all stakeholders.</p>	
<p>SLOs Addressed</p>	<ol style="list-style-type: none"> 1. Know and follow Jesus 2. Pursue achievement and growth 3. Live healthy and balanced lives 4. Think critically and with curiosity 5. Demonstrate grit and effort 6. Nurture lifelong relationships 7. Embrace positive citizenship 	
<p>Means of Monitoring and Assessing Progress</p>	<p>Seek feedback from stakeholders and measure participation in various activities.</p>	
<p>Specific Action Steps</p>		<p>Key Details</p>
<p>1. Create Collaborative Platforms: Establish regular meetings and committees involving teachers, administrators, parents, and students to discuss the school's goals, challenges, and successes. This could include parent advisory councils or student-led focus groups.</p>		<p>Desired Outcome: Stakeholders are engaged Persons Responsible: Administrators, board, teachers, parents Timeline: Multiple times a year Resources Needed: Time</p>

<p>2. Build Partnerships with Local Churches: Strengthen ties with local churches to create opportunities for students and families to engage with the broader community.</p>	<p>Desired Outcome: Stakeholders are connected through the school Persons Responsible: Administrators, board Timeline: Ongoing Resources Needed: Time</p>
<p>3. Volunteer and Internship Programs: Encourage students and parents to participate in volunteer programs that connect them with school needs and their community.</p>	<p>Desired Outcome: Stakeholders are connected, the school is served Persons Responsible: Administrators, teachers, board, parents, students Timeline: Multiple times a year Resources Needed: Time</p>
<p>4. Foster School Spirit: Host school and community-wide events such as community service projects, sports events, or talent shows to foster a sense of belonging and pride in the school.</p>	<p>Desired Outcome: Stakeholders are connected through the school Persons Responsible: Administrators, board, churches Timeline: Ongoing Resources Needed: Time</p>
<p>5. Stakeholder Feedback Loops: Create formal mechanisms (e.g., surveys, town hall meetings) for gathering feedback from all stakeholders and use that feedback to inform decision-making.</p>	<p>Desired Outcome: Stakeholders participate in the school Persons Responsible: Administrators, board Timeline: Ongoing Resources Needed: Time</p>

Part 4

<p>Area of Improvement</p>	<p>Higher student achievement and personnel development.</p>
<p>Rationale</p>	<p>To improve student outcomes, it is essential that the school uses data more effectively to refine educational programs. There is a need for more structured, ongoing professional development aligned with the school's mission, critical learning needs, and SLOs.</p>
<p>Critical Learner Needs Addressed</p>	<p>Utilize achievement and assessment data to inform instructional strategies and create a culture of continuous professional growth.</p>

