LA MESA-SPRING VALLEY SCHOOLS
Quest Academy

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Quest Academy
Address	8805 Tyler Street Spring Valley, CA 91977
County-District-School (CDS) Code	37-68197-0115543
Principal	Kimberly Libenguth
District Name	La Mesa-Spring Valley School District
SPSA Revision Date	September 2018
Schoolsite Council (SSC) Approval Date	September 13, 2018
Local Board Approval Date	November 7, 2018

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

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School stakeholder involvement meeting dates were as follows:
- ELAC, 8/29/18 @ 8:30am
- SSC, 9/4/18 @ 3:00, 9/13/18 @ 3:00pm
- Staff Meetings, 8/21/18 @ 3:00, 9/18/18 @ 3:00pm

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
American Indian	0.0%	0.0%	0%	0	0	0
African American	26.3%	11.1%	22.22%	5	2	2
Asian	0.0%	0.0%	0%	0	0	0
Filipino	0.0%	0.0%	0%	0	0	0
Hispanic/Latino	42.1%	55.6%	66.67%	8	10	6
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	21.1%	27.8%	11.11%	4	5	1
Multiple/No Response	10.5%	0.0%	0%	2	0	0
			Total Enrollment	19	18	9

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	2015-16	**2016-17**	**2017-18**
Kindergarten	0		0
Grade 1	0		0
Grade 2	0		0
Grade3	0		0
Grade 4	0		0
Grade 5	0		0
Grade 6	1	3	2
Grade 7	7	3	3
Grade 8	11	12	4
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	19	18	9

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	3	4		15.8%	22.2%	0
Fluent English Proficient (FEP)	1	1		5.3%	5.6%	0
Reclassified Fluent English Proficient (RFEP)				0.0%	0.0%	0

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	5	*	*	5	*	*	5	*	*	100	*	*
Grade 7	11	*	13	10	*	13	10	*	13	90.9	*	100
Grade 8	9	14	*	9	12	*	9	12	*	100	85.7	*
All Grades	25	22	28	24	19	28	24	19	28	96	86.4	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	2466.	*	*	7.69	*	*	0.00	*	*	38.46	*	*	53.85
Grade 8	*	2489.	*	*	0.00	*	*	0.00	*	*	50.00	*	*	50.00	*
All Grades	N/A	N/A	N/A	0	0.00	3.57	17	15.79	3.57	50	36.84	25.00	33	47.37	67.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	7.69	*	*	46.15	*	*	46.15
Grade 8	*	0.00	*	*	33.33	*	*	66.67	*
All Grades	13	10.53	7.14	42	26.32	32.14	46	63.16	60.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	0.00	*	*	23.08	*	*	76.92
Grade 8	*	0.00	*	*	50.00	*	*	50.00	*
All Grades	8	5.26	0.00	46	42.11	28.57	46	52.63	71.43

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	7.69	*	*	46.15	*	*	46.15
Grade 8	*	0.00	*	*	91.67	*	*	8.33	*
All Grades	0	5.26	3.57	75	84.21	50.00	25	10.53	46.43

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	15.38	*	*	38.46	*	*	46.15
Grade 8	*	0.00	*	*	66.67	*	*	33.33	*
All Grades	0	0.00	7.14	75	73.68	42.86	25	26.32	50.00

Conclusions based on this data:

1. According to CAASPP 2017-2018 results, seventh grade students had the highest percentage of students, 7.69%, meet or exceed standards in overall achievement.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	5	*	*	5	*	*	5	*	*	100	*	*
Grade 7	11	*	13	10	*	12	10	*	12	90.9	*	92.3
Grade 8	9	14	*	9	12	*	9	12	*	100	85.7	*
All Grades	25	22	28	24	19	26	24	19	26	96	86.4	92.9

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	2416.	*	*	0.00	*	*	0.00	*	*	25.00	*	*	75.00
Grade 8	*	2419.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*
All Grades	N/A	N/A	N/A	0	0.00	0.00	4	0.00	0.00	17	5.26	26.92	79	94.74	73.08

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	0.00	*	*	16.67	*	*	83.33
Grade 8	*	0.00	*	*	8.33	*	*	91.67	*
All Grades	0	0.00	0.00	13	5.26	19.23	88	94.74	80.77

	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	0.00	*	*	33.33	*	*	66.67
Grade 8	*	0.00	*	*	8.33	*	*	91.67	*
All Grades	0	0.00	0.00	38	10.53	19.23	63	89.47	80.77

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	0.00	*	*	33.33	*	*	66.67
Grade 8	*	0.00	*	*	8.33	*	*	91.67	*
All Grades	0	0.00	0.00	50	21.05	30.77	50	78.95	69.23

Conclusions based on this data:

1. According to CAASPP 2017-2018 test scores, there was a 21.66% increase in the number of students nearly meeting standard in Overall Achievement for All Students.

2. 2016-2017 scores showed that 5.26% of all students nearly met standard in Overall Achievement. In 2017-2018, this percentage increased to 26.92%.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Excellence

Goal Statement

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

LCAP Goal

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

Basis for this Goal

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. This goal is a result of what our achievement data reveals about our students and how we intend on addressing them.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Language Arts • Students meeting standard on SBAC will increase 3%. • Student groups scoring below the school average will show an increase greater than 3%.	11% of students in grades 6-8 met/exceeded standard as measured by SBAC in ELA.	14% of students in grades 6-8 will meet or exceed standard as measured by SBAC ELA.
Mathematics • Students meeting standard on SBAC will increase 3%. • Student groups scoring below the school average will show an increase greater than 3%.	0% of students in grades 6-8 met/exceeded standard as measured by SBAC in Mathematics.	3% of students in grades 6-8 will meet or exceed standard as measured by SBAC Mathematics.

Planned Strategies/Activities

Strategy/Activity 1

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.
  • Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.

- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal in coordination with Site Leadership Team and teacher collaborative teams

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal in coordination with Site Leadership Team and teacher collaborative teams

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal in coordination with the Site Leadership Team, Intervention Team, and teacher collaborative teams.

Strategy/Activity 4

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.
- Grade-level teams and departments will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.
- Grade-level teams and departments will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- Students in grades 4-6 reading at or above grade level will meet with the teacher two (2) times a week at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using Literably.
- Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
- Designated 6-8 grade teachers will participate in PACE professional learning on Icons for Depth and Complexity, and collaborate with Learning Support resource teachers for support in implementation.
- SBAC and District benchmark data will be analyzed by principal, classroom teachers and SAI teachers to determine placement in intervention program(s) (Lexia, Flex, etc.) with initial placement made in August 2018 and reviewed after each program benchmark assessment.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal in coordination with the Site Leadership Team, Intervention Team, and teacher collaborative teams.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Closing the Achievement Gap

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Our achievement data reveals discrepancies amongst different student groups. We are committed to closing that achievement gap.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Learner Progress • The percentage of English Learners who make progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) will increase by 3%.	0% of EL students made progress towards English proficiency as measured by the ELPI.	3% of EL students will make progress toward English proficiency as measured by the ELPI (increase of 3%).
Socioeconomically Disadvantaged • We will increase the percentage of Socioeconomically Disadvantaged students who meet standard as measured by SBAC.	0% of Socioeconomically Disadvantaged students in grades 6-8 met/exceeded standard as measured by SBAC in ELA. 3% of Socioeconomically Disadvantaged students in grades 6-8 met/exceeded standard as measured by SBAC in Mathematics.	3% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. 3% of Socioeconomically Disadvantaged students in grades 6-8 will meet/exceed standard as measured by SBAC in Mathematics.
Students with Disabilities • We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC.	12% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA. 0% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	15% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. 3% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.

Planned Strategies/Activities

Strategy/Activity 1

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).
- Students will be clustered by EL Proficiency level for designated ELD instruction in August 2018.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teachers to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August - June

Person(s) Responsible

Principal along with Site Leadership Team and all teacher collaborative teams

Strategy/Activity 2

We will monitor English Learner progress and provide timely and systematic intervention.
- English Learners ELPAC levels 1 and 2 will receive 30 minutes of Imagine Learning daily to increase English vocabulary and proficiency (Elementary Schools only).
- Catch Up Plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August 2018.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term English Learners (LTELs) and At Risk LTELs and schedule them into a reading intervention program by September 2018.

Students to be Served by this Strategy/Activity

Students with special needs identified with an Individualized Education Plan (IEP).

Timeline

August - June

Person(s) Responsible

Principal with Site Leadership Team and Intervention Team

Strategy/Activity 3

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

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC and District benchmark data will be analyzed by principal and classroom teachers to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

August - June

Person(s) Responsible

Principal with Site Leadership Team, Intervention Team, and SAI teachers

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Student Wellness

Goal Statement

We are committed to establishing a climate of respect, connectedness, and safety for our students.

LCAP Goal

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

Basis for this Goal

This goal is a reflection of our strong belief in developing the "whole" child in addition to academic excellence.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
We will measure positive school climate, where students feel safe, based upon the data gathered (e.g., California Healthy Kids Survey, improved attendance). Our goal is to increase 3% each year.	The current method for measuring positive school climate where students feel safe is being re-evaluated and a new system of measuring school climate will be developed in 2018-19. Once established, a baseline for school climate will be set for the 2018-19 school year.	The current level of school climate shall increase by 3%.
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	The school attendance rate is 86.42% for the previous school year.	The school attendance rate will increase by 0.05% to a rate of 86.47% for the coming school year.
The percentage of students with chronic absenteeism will decrease by 1% each year.	The percentage of students with chronic absenteeism was 61.11% for the previous school year.	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 60.1% during the coming school year.
Increase the amount of time students are present in class for instruction as measured by a decrease in the number of students out of class and/or suspended due to discipline.	25% of students were suspended during the previous school year.	Student suspensions will decrease by 3% for an overall rate of 22% during the coming school year.

Planned Strategies/Activities

Strategy/Activity 1

Character Education

- Continue implementing anti-bullying programs, Sanford Harmony, Why Try, and other Character Education programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal and school psychologist

Proposed Expenditures for this Strategy/Activity

Amount	600
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Attend "Why Try" training

Strategy/Activity 2

Consistent Attendance
- Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices).
- Recognize and reward regular attendance, improved attendance, and consistent attendance. Avoid focus on perfect attendance, as this tends to be counterproductive.
- Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.
- Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. MS meeting consists of records review with parents and Counselor.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal along with Leadership Team, school office personnel, support staff, and teacher collaborative teams

Strategy/Activity 3

Restorative Practices
- Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc.
- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences are needed.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal along with Leadership Team, support staff, and teacher collaborative teams

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Counselor

Strategy/Activity 4

Behavior
- Investigate and implement alternatives to students being sent out of class for negative behavior.
- School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal along with Leadership Team, support staff, and teacher collaborative teams

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent/Community Engagement

Goal Statement

Establish meaningful partnerships with our parents to promote student success.

LCAP Goal

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

Basis for this Goal

Engagement of our parents is valued and critical to our school's success.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of parents participating in school functions will increase.	The current method for measuring for parent participation is being re-evaluated and a new system of measuring parent participation will be developed in 2018-19. Once established, a baseline for parent participation will be set for the 2018-19 school year.	The current level of parent participation in school functions shall increase by 3%.
Parent satisfaction will show an increase as measured by parent surveys.	The current method for measuring for parent satisfaction is being re-evaluated and a new system of measuring parent satisfaction will be developed and implemented in the 2018-19 school year. Once established, a baseline for parent satisfaction will be set for the 2018-19 school year.	The current level of parent satisfaction shall increase by 3%.

Planned Strategies/Activities

Strategy/Activity 1

To insure our parents are partners, parent education and training will be offered.
- Hold a variety of parent events establishing relationships with school staff.
- Work with District staff to provide training for ELAC and SSC.
- Work with District staff to determine and implement best practices in parent education.
- Place parent education on agendas for SSC,, and ELAC meeting dates in early Fall 2018.

- Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal along with Leadership Team

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal along with Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	39.54
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Amount	390.46
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Strategy/Activity 3

Community engagement

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

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal along with Leadership Team

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

ELA Proficiency: Our needs assessment of student proficiency in reading/language arts (based on 2016-17 data) indicates that 7% of our students in grades 3 - 6 met or exceeded standard as measured by the SBAC assessment. Based on the needs assessment, our school goal is 12% of students grades 3-6 will meet or exceed standard on SBAC ELA.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of Students grades 3-6 standard met/exceeded ELA SBAC.	12% of students grades 3-6 will meet or exceed standard on SBAC ELA.	3% of students grades 3-6 met or exceeded standard on SBAC ELA.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
StudySync ELA will be fully and consistently implemented in all 7-8 ELA classrooms, with emphasis on essential standards and criteria-based instructional decision making as suggested in ELA Toolkit. Implementation will be supported and monitored through principal walk-throughs.	Teachers are fully implementing StudySync ELA and receive ongoing training as needed.		
Teachers will engage in lesson reflection and use formative assessment data to monitor student progress, plan re-teaching and intervention to ensure mastery of ELA essential standards.	Gen ed and SAI teacher analyze data from formative assessments throughout the year, plan targeted small group instruction and discuss best practices.		

Analysis

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

ELA teacher has fully implemented StudySync in the ELA classroom.

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

The use of StudySync has encouraged a focus on essential standards and instructional decision making. Gen ed and SAI teachers meet on a regular basis.

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

None

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

The use of StudySync and the development of best practices in its use will continue this year. Gen ed and SAI teachers will continue to work closely to analyze data and develop best practice to meet the needs of all students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Math Proficiency: Our needs assessment of student proficiency in mathematics (based on 2016-17 data) indicates that 0% of our students in grades 3 - 6 met or exceeded standard as measured by the SBAC. Based on the needs assessment, our school goal is 5% of students grades 3-6 will meet or exceed standard on SBAC Math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of Students grades 3-6 standard met/exceeded Math SBAC	5% of students grades 3-6 will meet or exceed standard on SBAC Math.	3% of students grades 3-6 met or exceeded standard on SBAC Math.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Lead teachers and teacher teams will identify essential math standards.	Lead teachers participated in identifying essential math standards with district teacher teams.		
SpringBoard will be fully and consistently implemented in all 7-8 math classrooms, with emphasis on essential standards. Implementation will be supported and monitored through principal walk-throughs.	Teachers used SpringBoard daily for math instruction.		

Analysis

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

Teachers participated in essential standards identification work with teachers from across the district. The math teacher participate in SpringBoard training and used her work with essential standards and her knowledge of SpringBoard to best meet the needs of all students.

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

Instructional practices are in alignment with district and site identified essential standards and the use of SpringBoard curriculum.

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

None

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

Essential standards and SpringBoard, along with individual student needs, will continue to guide math instruction.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

English Learners Proficiency: Our needs assessment (based on 2016-17 data) indicates that 0% of English Learners in grades 3-6 met or exceeded standards in ELA on the SBAC. Based on the needs assessment, our school goal is 5% of EL students grades 3-6 will meet or exceed standard on SBAC ELA.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of EL Students grades 3-6 standard met/exceeded SBAC ELA	5% of EL students grades 6-8 will meet or exceed standard on SBAC ELA.	3% of EL students grades 6-8 met or exceeded standard on SBAC ELA.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English learners will receive a minimum of 30 minutes of effective designated ELD daily, using the appropriate level ELD level of Wonders or StudySync curriculum with consistency.	Teachers provided ELs with 30 minutes daily of instruction via Wonders or StudySync depending upon level.		
Teachers will increase student-talk during designated ELD, using routines, frames and sentence starters to promote fluency and academic discourse. To be monitored by principal walk-throughs and observations.	Teachers utilized daily routines and subject-specific sentence frames and starters to encourage participation and conversations.		

Analysis

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

Teachers provide effective designated ELD for 30 minutes daily and include routines, frames, and sentence starters to encourage participation and collaboration.

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

3% of EL students grades 6-8 met or exceeded standard on SBAC ELA.

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

None

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

Teachers will work with district resource teacher to further develop best instructional strategies for ELD.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Students with Disabilities Proficiency: Our needs assessment (based on 2016-17 data) indicates that 7% of Students with Disabilities in grades 3-6 met or exceeded standards in ELA on the SBAC, and 0% of Students with Disabilities met or exceeded standards in Mathematics on the SBAC. Based on the needs assessment, our school goals are 10% of Students with Disabilities grades 3-6 will meet or exceed standard on SBAC ELA, and 5% of Students with Disabilities grades 3-6 will meet or exceed on SBAC Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of Students with Disabilities grades 3-6 Standard met/exceeded ELA SBAC. Percentage of Students with Disabilities grades 3-6 Standard met/exceeded Mathematics SBAC.	10% of Students with Disabilities grades 3-6 will meet or exceed standard on SBAC ELA. 5% of Students with Disabilities grades 3-6 will meet or exceed on SBAC Mathematics.	3% of Students with Disabilities grades 3-6 met or exceeded standard SBAC ELA. 3% of Students with Disabilities grades 3-6 met or exceeded SBAC Mathematics.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).	SAI teacher and gen ed teacher provide small group targeted reading instruction to students reading below grade level.		
RSP, SAI, SDC, and Gen. Ed. teachers with students with special needs, principals and appropriate paraprofessionals will be given ProAct training throughout the year.	All teachers have current ProAct training.		

Analysis

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

SAI and gen ed teachers provide small group reading instruction to students reading below grade level.

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

3% of Students with Disabilities grades 3-6 met or exceeded standard SBAC ELA. 3% of Students with Disabilities grades 3-6 met or exceeded SBAC Mathematics.

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

None

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

SAI and gen ed teachers will continue provide small group reading instruction to students reading below grade level.

Budget Summary and Consolidation

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

Budget Summary

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

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	3,446.96	456.50
Title I Part A: Parent Involvement	39.54	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	2,990.46
Title I Part A: Parent Involvement	39.54

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,000.00
4000-4999: Books And Supplies	430.00
5000-5999: Services And Other Operating Expenditures	600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	2,000.00
4000-4999: Books And Supplies	Title I	390.46
5000-5999: Services And Other Operating Expenditures	Title I	600.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	39.54

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kimberly Libenguth	Principal
Mary Lou Flippen	Classroom Teacher
Valerie Oberg	Classroom Teacher
Amanda Ramirez	Classroom Teacher
Kathleen Allinger	Other School Staff
Maria Gaspar	Parent or Community Member
Karylin Hedge	Parent or Community Member
Asminda Hernandez	Parent or Community Member
Robert Martinez	Parent or Community Member
Susan Wilson	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Maria L. Gas	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/13/18.

Attested:

Signature	
[signature]	Principal, Kimberly Libenguth on 9/13/18
[signature]	SSC Chairperson, Robert Martinez on 9/13/18