School Year: **2020-21**

LA MESA-SPRING VALLEY SCHOOLS
Quest Academy

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Quest Academy	37-68197-0115543	May 7, 2020	June 30, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program

X Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The 2020 La Mesa-Spring Valley Parent Survey solicited input from our school site's families in a variety of areas including asking parents if the school meets the academic needs of students, whether parents were satisfied with the teacher's communication about their child's academic needs, whether parents felt welcome and respected in the classroom and school, and whether parents were satisfied with the level of engagement and participation related to decisions regarding their child's education. In addition, parents were asked if their child feels safe at school and if they feel the school is active in preventing bullying. Unfortunately, none of the families of our nine students responded to the survey, which was provided to them both online and on paper. Based on conversations with parents by both the teachers and principal, parents have shared overall satisfaction with school-home communication and academic support.

Because our students' parents did not formally respond to our parent/family survey, we chose to develop a student survey which included many of the same types of questions that had been asked of the parents. The student survey results shows:
- 70% Agree that school meets their academic needs
- 70% Feel welcome and respected in classroom and school
- 80% Report they feel safe at school
- 50% Feel school has adequate supervision
- 100% Agree they are aware of their academic needs and progress
- 50% State they have the ability to share their ideas about their education

Based on feedback from surveys that were administered, ongoing work is being done at our school in the areas of social-emotional health and personalized academic support.

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

Daily principal Observations:
To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Supervisory Classroom Observations:
Formal teacher evaluations, to evaluate teacher's performance as outlined by the labor contract. These are observation cycles that include both formal and informal observations with feedback meetings.

District Walks:
To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Network Walks:
To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Through Professional Learning Communities, teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

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

Teachers use curriculum-embedded unit, weekly and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

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

All teachers and counselors at our school site are properly credentialed.

Teachers are afforded the opportunity to participate in professional development online and face-to-face that includes:

Online Courses
- Functions of Behavior
- Interim Assessments for Instruction and Learning
- Math is...
- Professional Learning Communities
- Formative Assessments
- Student Engagement Through the Lens of the 5D (5 Dimensions) Framework for High-Quality Teaching and Learning
- Academic Conversations
- Integrating ELD into Content Areas Grades 6-8
- Collaborative Conversations
- Illuminate Math
- Crisis Management
- Proactive Behavior Management
- Supporting ALL Students in a SAI Model

Face to Face and Blended Courses
- Creating Behavior Plans
- Google Suite
- Revisiting Write to Learn
- Intro to Chromebooks
- Reading Level Assessments
- iMovie
- Evaluating Assessment Data
- All things Illuminate
- CPM (Math)
- Mindful Math
- Igniting ELD

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

All staff development is focused on the use of:
- California Common Core State Standards (CCSS) in English-Language Arts and Literacy in History-Social Studies, Mathematics, and Science (Next Generation Science Standards-NGSS)
- California English Language Development Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- The Development of Strong PLCs
- Classroom instruction and best practices that are research based.
- The creation and use of assessments to inform and modify instruction
- Courageous Conversations - SDSU

Staff development at our school site in the 2020-21 school year will focus on Equity, Professional Learning Communities, Response to Intervention, and Multi-tiered Systems of Support, all aligned with improving delivery of our state adopted standards.

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

Professional collaboration, principal observation and support, and RtI support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

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

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations surround data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

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

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

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

Units of Study in math and language arts supply a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

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

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

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

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments, common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for school site council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is the major focus to raise student achievement.

In 2020-21 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:
Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)
Courageous Conversations and Educational Equity

Parental Engagement

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

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, the district is committed to engaging parents through:
- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee and the District English Learner Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All stakeholders (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of funds and the implementation of programs. Specifically, at our school site, the members of School Site Council (SSC) and English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly stakeholder meetings with parents (DELAC and District Advisory Committee (DAC) where district programs are discussed. In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

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

Title I funds will be used to hold a variety of parent events establishing relationships with school staff.
CSI funds will be used to support project-based learning to enhance school engagement and gain insight for careers and beyond.
Parent engagement funds will be used to offer parent education and additional family support provided by a credentialed social worker.

Fiscal support (EPC)

Our school receives Title I money based on the number of pupils in our school who qualify for free and reduced meals.

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 the 2020-21 School 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 #3 Meeting, 5/4/20 @ 8:45.
- SSC # 4 Meeting, 3/12/20@ 3:00; SSC #5 5/7/20 @ 3:00
- Staff Meetings where the 2020-21 SPSA goals, metrics were discussed: 3/10/20 @ 2:45
- Other meetings where the 2020-21 SPSA goals, metrics were discussed: PTA, 3/25/20, 5:30

Feedback from these meetings resulted in the development of 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.

Resource Inequities

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

The needs assessment involved the review of SBAC Dashboard Data of all students with special attention given to the data of our socioeconomically disadvantaged students, all students, and our suspension rates. Suspension rates for our socioeconomically disadvantaged students increased by 18.4% and by 24.3% for all students. Due to budget cuts during the 2019-2020 school year, our school did not have a counselor. Previously we had an 80% counselor who provided home-school connection and social/emotional support to students. This year classroom teachers, the school psychologist, and administration provided the supports. In order to promote social-emotional development of our students, prevent bullying, and encourage school connectedness, the school psychologist, in conjunction with a district social worker, has utilized the Second Steps curriculum in weekly social groups. In lieu of out-of-school suspensions, our students took part in a district diversion program with neighboring middle schools. In this program students have the opportunity to participate in an intervention program facilitated by Mending Matters to address the student's disciplinary incident(s) and/or suspension. This program gives students the opportunity to discuss and learn positive social skills and appropriate ways of interacting with peers and adults to promote a more successful future. In addition, daily point sheets for each student have served as an avenue for school to home communication and as a way to track and encourage participation, work completion, class participation, and daily behavior. These monitoring and intervention techniques are applied equitably for all students. Equitable allocation of resources will continue for the 2020-2021 school year along with the addition of a 20% counselor tasked with running additional social-emotional support groups serving as a preventative and alternative to suspensions.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	22.22%	11.76%	8.33%	2	2	1
Asian	%	%	0%			0
Filipino	%	%	8.33%			1
Hispanic/Latino	66.67%	35.29%	50%	6	6	6
Pacific Islander	%	%	0%			0
White	11.11%	35.29%	25%	1	6	3
Multiple/No Response	%	%	8.33%			0
			Total Enrollment	9	17	12

Table title: Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	2	1	1
Grade 7	3	9	2
Grade 8	4	7	9
Total Enrollment	9	17	12

Table title: Student Enrollment by Grade Level

Conclusions based on this data:

1. There continues to be a higher number of seventh and eighth grade students enrolled than sixth grade students.

2. In 2018-2019, there was an equal number of white and Hispanic students enrolled. African American students were the least represented group.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners		2	4	0	11.8%	33.3%
Fluent English Proficient (FEP)		0	1	0	0.0%	8.3%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. No students were reclassified as fluent English proficient during the 2018-2019 school year.

2. 11.8% of students were English learners in 2018-2019. This is down from 22.2% in the 2016-2017 school year.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*	*	*	
Grade 7	*	13	12	*	13	12	*	13	12	*	100	100
Grade 8	14	*	10	12	*	9	12	*	9	85.7	*	90
All Grades	22	28	24	19	28	23	19	28	23	86.4	100	95.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	2466.	2462.	*	7.69	0.00	*	0.00	8.33	*	38.46	41.67	*	53.85	50.00
Grade 8	2489.	*	*	0.00	*	*	0.00	*	*	50.00	*	*	50.00	*	*
All Grades	N/A	N/A	N/A	0.00	3.57	0.00	15.79	3.57	4.35	36.84	25.00	30.43	47.37	67.86	65.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	7.69	8.33	*	46.15	33.33	*	46.15	58.33
Grade 8	0.00	*	*	33.33	*	*	66.67	*	*
All Grades	10.53	7.14	4.35	26.32	32.14	30.43	63.16	60.71	65.22

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	0.00	0.00	*	23.08	16.67	*	76.92	83.33
Grade 8	0.00	*	*	50.00	*	*	50.00	*	*
All Grades	5.26	0.00	0.00	42.11	28.57	8.70	52.63	71.43	91.30

Listening
Demonstrating effective communication skills

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	7.69	0.00	*	46.15	66.67	*	46.15	33.33
Grade 8	0.00	*	*	91.67	*	*	8.33	*	*
All Grades	5.26	3.57	0.00	84.21	50.00	56.52	10.53	46.43	43.48

Research/Inquiry
Investigating, analyzing, and presenting information

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	15.38	8.33	*	38.46	41.67	*	46.15	50.00
Grade 8	0.00	*	*	66.67	*	*	33.33	*	*
All Grades	0.00	7.14	4.35	73.68	42.86	26.09	26.32	50.00	69.57

Conclusions based on this data:

1. The percentage of seventh graders performing at above standard in Research/Inquiry increased from 38.56% during the 17-18 school year to 41.7% during the 18-19 school year.

2. The percentage of seventh graders performing at above standard in Writing increased from 23.08% during the 17-18 school year to 41.7% during the 18-19 school year.

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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	*	*	*	*	*	*	*	*	*	*	*	
Grade 7	*	13	12	*	12	12	*	12	12	*	92.3	100
Grade 8	14	*	11	12	*	10	12	*	10	85.7	*	90.9
All Grades	22	28	25	19	26	24	19	26	24	86.4	92.9	96

	Overall Achievement for All Students														
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	2416.	2446.	*	0.00	8.33	*	0.00	0.00	*	25.00	16.67	*	75.00	75.00
Grade 8	2419.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	4.17	0.00	0.00	0.00	5.26	26.92	8.33	94.74	73.08	87.50

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	0.00	8.33	*	16.67	8.33	*	83.33	83.33
Grade 8	0.00	*	*	8.33	*	*	91.67	*	*
All Grades	0.00	0.00	4.17	5.26	19.23	4.17	94.74	80.77	91.67

	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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	0.00	8.33	*	33.33	16.67	*	66.67	75.00
Grade 8	0.00	*	*	8.33	*	*	91.67	*	*
All Grades	0.00	0.00	4.17	10.53	19.23	12.50	89.47	80.77	83.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	0.00	8.33	*	33.33	41.67	*	66.67	50.00
Grade 8	0.00	*	*	8.33	*	*	91.67	*	*
All Grades	0.00	0.00	4.17	21.05	30.77	29.17	78.95	69.23	66.67

Conclusions based on this data:

1. The percentage of seventh graders performing at or above standard in Communicating Reasoning increased from 33.33% during the 17-18 school year to 41.7% during the 18-19 school year.

2. The percentage of seventh graders performing at or above standard in Concepts and Procedures decreased rom 16.67% during the 17-18 school year to 8.3% during the 18-19 school year.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
17	**82.4**	**11.8**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	2	11.8
Homeless	1	5.9
Socioeconomically Disadvantaged	14	82.4
Students with Disabilities	7	41.2

Conclusions based on this data:

1. The total enrollment of students declined from 17 to 9 students.

2. The percentage of socioeconomically disadvantaged students increased from 82.4% to 88.9%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
No Performance Color	No Performance Color	Red
Mathematics		
No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
10	2	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	8	4

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 2	0 Students	Less than 11 Students - Data Not Displayed for Privacy 8

Conclusions based on this data:

1. Due to our low enrollment, and the fact that we have less than 30 students in each student group, performance data is not reported on the Dashboard.
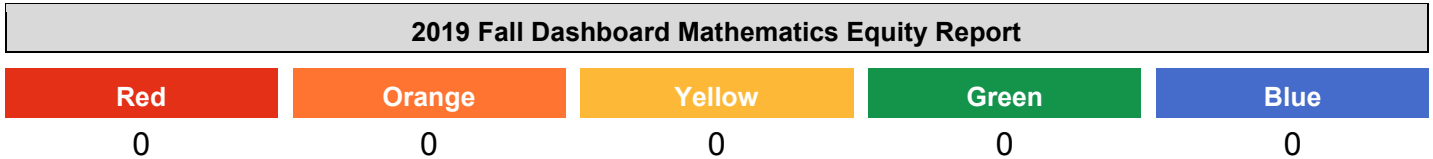
School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 2		Less than 11 Students - Data Not Displayed for Privacy 8

Conclusions based on this data:

1. Due to our low enrollment, and the fact that we have fewer than 30 students in each student group, performance data is not reported on the Dashboard.
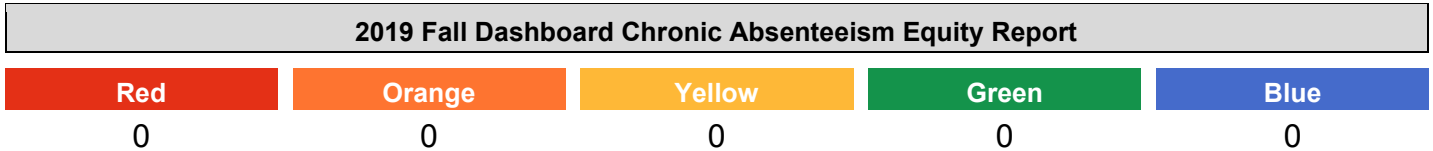
School and Student Performance Data
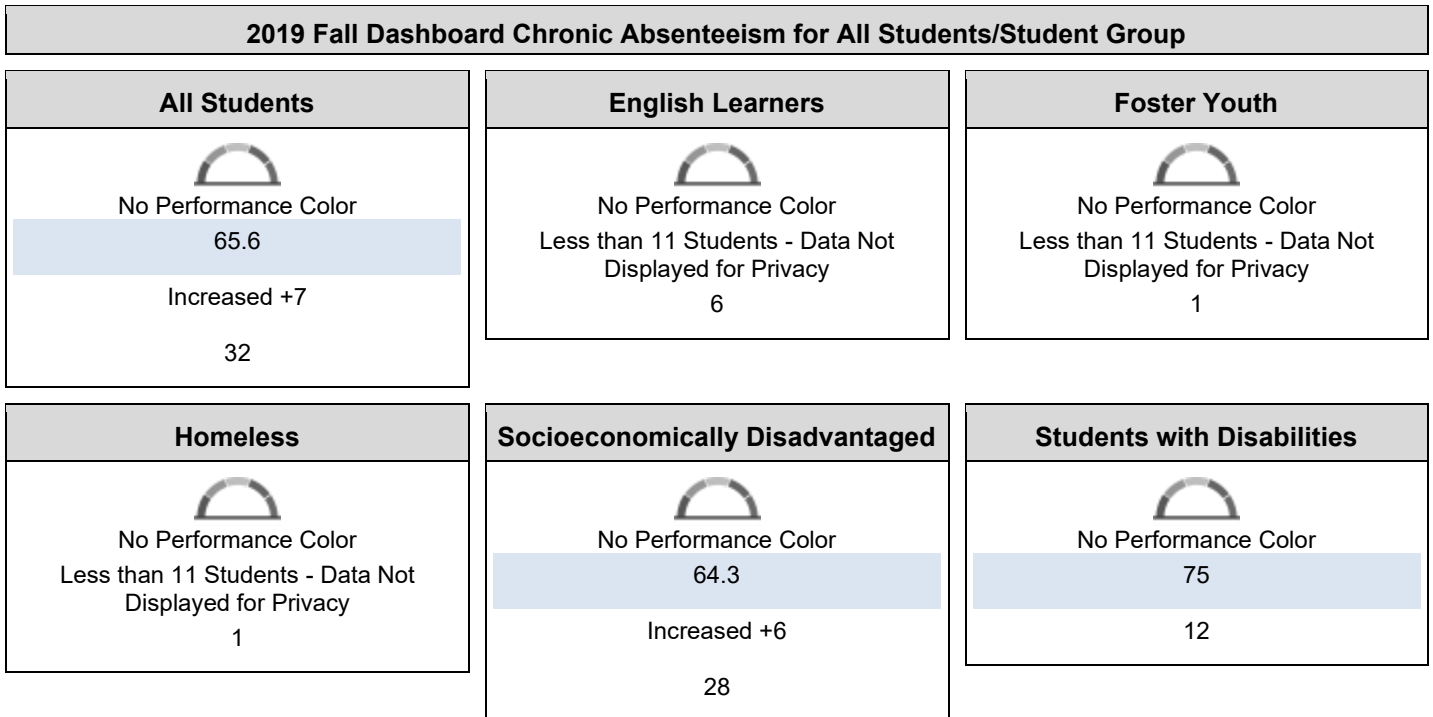
Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
65.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +7	6	1
32		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	64.3	75
1	Increased +6	12
	28	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	0	0	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
64.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.7			
14	4	0	10

Conclusions based on this data:

1. Due to our low enrollment, and the fact that we have less than 30 students in each student group, performance data is not reported on the Dashboard.

2. Our Hispanic student group increased their Chronic Absenteeism rate by 2.7.
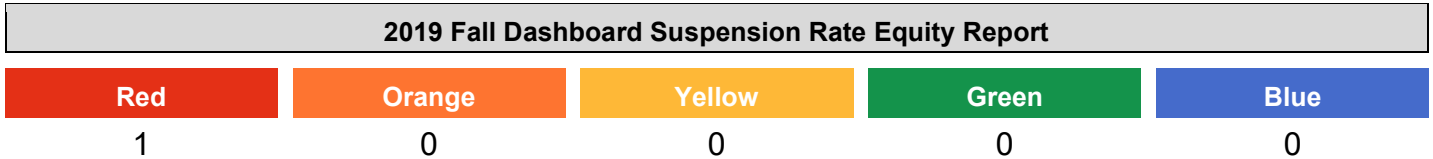
School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	0	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
74.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +24.3	6	2
35		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	70	91.7
3	Increased +18.4	Increased +28
	30	12

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 78.6 Increased +31.5 14	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		No Performance Color 83.3 12

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	50	74.3

Conclusions based on this data:

1. As indicated by the 2018 fall Dashboard, the percentage of students suspended at least once increased from 41.4% to 50%.

2. All students need additional intervention and support in this area as is evidenced by an increase of more than 24%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Excellence

LEA/LCAP Goal

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

Goal 1

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

Identified Need

As a school with high expectations for academics and learning, we remain focused on continuous improvement. This goal is a result of the fact that achievement data shows that we have yet to meet our goal of all students performing at or above expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts • Students meeting standard on SBAC will increase 3%.	(17-18) 11% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 4% 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%.	(17-18) 0% of students in grades 6-8 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 4% of students in grades 6-8 met/exceeded standard as measured by SBAC in Mathematics.	7% of students in grades 6-8 will meet or exceed standard as measured by SBAC Mathematics.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.
- 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 of the new school year and reviewed after each program benchmark assessment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We will implement project-based learning in which students will actively explore real-world problems and challenges, learn and apply knowledge and skills through engaging experiences involving deeper learning, and develop important skills tied to college and career readiness.
- Students will engage in authentic projects and/or performance tasks tied to real-world careers and experiences
- Guest speakers will provide first-hand information regarding real-world application and college and career opportunites
- Study trips to increase student engagement

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| | CSI |
| | Duplicate Cost as listed in Goal 3 |

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Staff met weekly with site and district staff to discuss individual student progress and curricular needs. Our program has two new teachers this year. Both are dual-credentialed in general and special education to better meet the needs of the varying needs and abilities of our students. These teachers work closely with the district special education program manager, Program Manager of Student Supports, and site administration to ensure ongoing support and review of best practices.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

Project-based learning will be implemented to promote students' college and career readiness. Students will participate in study trips and interact with guest speakers and experts representing areas of interest.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Closing the Achievement Gap

LEA/LCAP Goal

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

Goal 2

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.

Identified Need

As a school with high expectations for academics and learning, we remain focused on continuous improvement. This goal is a result of the fact that achievement data shows that we have yet to meet our goal of all students performing at or above expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress • We will increase the percentage of students making progress toward English proficiency, or we will maintain the percentage of students at the highest level of English Proficiency (Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator.	Due to our low enrollment of English Learners, data is not available at this time; however, we will continue to monitor their progress and provide appropriate interventions as needed.	3% of English Learners will make progress toward English proficiency or will maintain status at the highest level of English Proficiency. (Level 4).
Socioeconomically Disadvantaged • We will increase the percentage of Socioeconomically Disadvantaged	(17-18) 0% of Socioeconomically Disadvantaged students in grades 6-8 met/exceeded standard as measured by SBAC in ELA. 3% of Socioeconomically	8% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
students who meet standard as measured by SBAC.	Disadvantaged students in grades 6-8 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 5% of Socioeconomically Disadvantaged students in grades 6-8 met/exceeded standard as measured by SBAC in ELA. (18-19) 5% of Socioeconomically Disadvantaged students in grades 6-8 met/exceeded standard as measured by SBAC in Mathematics.	8% 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.	(17-18) 0% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (17-18) 12% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 0% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 0% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	3% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. 15% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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 of the new school year.
- 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.

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.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

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).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers monitor performance from summative assessments, i.e. SBAC and unit tests, along with common formative assessments, to provide differentiated instruction and identify opportunities for RTI rotations within and across grade levels.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

Teachers will continue to monitor performance from summative, i.e. SBAC and unit tests, along with common formative assessments, for opportunities to provide RTI rotations within and across grade levels.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Wellness

LEA/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.

Goal 3

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

Identified Need

As a school with high expectations for as climate of respect, connectedness, and safety for our students, we remain focused on continuous improvement. This goal is a result of the fact that achievement data shows that we have yet to meet our goal of all students performing at or above expectations. Socioeconomically disadvantaged students show a high rate of suspensions on the Dashboard. This student group requires additional support to prevent suspension.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will measure students' social-emotional competencies in grades 5-8 (self-management, self-efficacy, growth mindset, social awareness) as these complement academic preparation and long-term learning. Competencies will be measured by the CORE Social-Emotional survey. Our goal is to increase the percentage of students who have an overall performance level of "Healthy" or "Very Healthy".	As measured by the CORE Social-Emotional Survey, XX% of students have an overall performance level of "Healthy" or "Very Healthy". (Once administered in Fall 2020, a baseline for students' social-emotional competencies will be set for the 2020-21 school year.)	As measured by the CORE Social-Emotional Survey, more than XX% of students will have an overall performance level of "Healthy" or "Very Healthy". (Expected Outcome will be developed once a baseline in Fall 2020 has been established).
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	(17-18) The school attendance rate is 86.42% for the previous school year. (18-19) The school attendance rate was 81.58%.	The school attendance rate will increase by 3% to a rate of 89% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students with chronic absenteeism will decrease by 1% each year.	(17-18) The percentage of students with chronic absenteeism was 61.11% for the previous school year. (18-19) The percentage of students with chronic absenteeism was 65.6%.	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.	(17-18) 25% of students were suspended during the previous school year. (18-19) 84.4% of students were suspended.	Student suspensions will decrease by 3% to 22% during the coming school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The school counselor received training in the Why Try program and its implementation began with all students in the spring of 2019.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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).

- 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29,700	CSI Counselor to provide support 20% of the week

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

We will implement project-based learning in which students will actively explore real-world problems and challenges, learn and apply knowledge and skills through engaging experiences involving deeper learning, and develop important skills tied to college and career readiness.
- Students will engage in authentic projects and/or performance tasks tied to real-world careers and experiences
- Guest speakers will provide first-hand information regarding real-world application and college and career opportunites
- Study trips to increase student engagement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	CSI 4000-4999: Books And Supplies Supplies

2,000	CSI 5000-5999: Services And Other Operating Expenditures Study trips including transportation
7,500	CSI 1000-1999: Certificated Personnel Salaries Stipend(s) for guest speakers, STEAM facilitator
38,706	CSI 2000-2999: Classified Personnel Salaries .6 gen ed paraprofessional

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the 2019-2020 school year, teachers worked with the school psychologist, district social worker, and program manager of student supports to discuss best practices for student engagement and develop positive behavioral interventions and supports.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

During the 2020-2021 school year a social worker will be assigned to Quest Academy two days a week. The responsiblities of this social worker will include planning positive attendance campaigns, making home visits and parent contacts as needed, and running social-emotional groups for students.
Project-based learning will be implemented to promote students' college and career readiness. Students will participate in study trips and interact with guest speakers and experts representing areas of interest.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent/Community Engagement

LEA/LCAP Goal

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

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Identified Need

The school has broadened its approach to inform parents and involve them in school events via Twitter, Blackboard Connect, Peachjar, email messages, and printed materials, however attendance at events is lower than desired.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who regularly attend school-sponsored meetings/events as measured by the annual Parent/Family Survey	(18-19) percentage of parents who regularly attend school-sponsored meetings/events is 58.5%. (19-20) percentage of students who agree they feel welcomed and respected in school is 70%.	The percentage of students who agree they feel welcomed and respected in school will increase to 73%.
Percentage of parents who agree that the school meets the academic needs of their child as measured by the annual Parent/Family Survey	(18-19) percentage of parents who agree that the school meets the academic needs of their child is 95.1% (19-20) percentage of students who agree that the school meets their academic needs is 70%.	The percentage of students who agree that the school meets their academic needs will increase to 73%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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, PTA, and ELAC meeting dates in early Fall of the new school year.
- 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
36.17	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Credentialed Social Worker

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

A daily point sheet/home communication sheet has been implemented this year as a way of tracking student progress and keeping parents informed in a more frequent manner. In addition to more formal parent meetings and conferences, parents have been part of the implementation and maintenance of our school garden this year.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

Our school will continue to identify and implement effective strategies to increase parent participation and accounting for parent attendance. This will include more frequent and targeted communication and opportunities for parent involvement. A credentialed social worker will be utilized to provide parent engagement activities.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$2,009.57
Total Federal Funds Provided to the School from the LEA for CSI	$80,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$79,942.17

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
CSI	$79,906.00
Title I Part A: Parent Involvement	$36.17

Subtotal of additional federal funds included for this school: $79,942.17

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $79,942.17

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	1,973.40	1,973.40
Title I Part A: Parent Involvement	36.17	0.00
CSI	80,000	94.00

Expenditures by Funding Source

Funding Source	Amount
CSI	79,906.00
Title I Part A: Parent Involvement	36.17

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,536.17
2000-2999: Classified Personnel Salaries	38,706.00
4000-4999: Books And Supplies	2,000.00
5000-5999: Services And Other Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	CSI	29,700.00
1000-1999: Certificated Personnel Salaries	CSI	7,500.00
2000-2999: Classified Personnel Salaries	CSI	38,706.00
4000-4999: Books And Supplies	CSI	2,000.00
5000-5999: Services And Other Operating Expenditures	CSI	2,000.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	36.17

Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	79,906.00
Goal 4	36.17

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
Manny Aceves	Classroom Teacher
Karly Pecorella	Classroom Teacher
Amanda Ramirez	Classroom Teacher
Jessica Aguayo	Other School Staff
Cristina Garcia	Parent or Community Member
Maria Gaspar	Parent or Community Member
Vanessa Bahena	Parent or Community Member
Pas Rojas	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
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 7, 2020.

Attested:

Signature	
[signature]	Principal, Kimberly Libenguth on May 7, 2020
[signature]	SSC Chairperson, Karly Pecorella on May 7, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.