School Year: **2021-22**

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 learning community	37-68197-0115543	May 13, 2021	June 15, 2021

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)

Schoolwide Program

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).

Our school's comprehensive needs assessment included the solicitation of input and feedback from our stakeholders (parents, teachers, staff, etc.). In a typical school year, we would distribute an annual parent survey to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Due to the closure of our school from March 2020-April 2021, we felt it was necessary to distribute numerous surveys and make other types of connections throughout the 2020-21 school year to continue to meet the changing needs of our students, families, and staff.

Consultations and connections with our stakeholders took place through virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic supports, social-emotional and behavioral supports, parent engagement, and school connectedness. We expedited the stakeholder engagement cycle due to Covid-19 and immediately reviewed the data in order to implement changes to our practices in support of our students, their families, and our staff. A parent survey will be conducted closer to the end of the school year.

As our 2020-21 school year began, our first priority was to ensure the safety of our learning community, technology needs, and to provide food and resources to our families. As such, our first surveys revolved around the basic needs of our students and their families. Once those basic needs were addressed, subsequent surveys were distributed.

Surveys sent in preparation for or during the 2020-21 school year included (but were not limited to) topics such as :
- Student Technology Needs
- Student/Family Community Resources Needs
- Student Learning Options (Online/Hybrid)
- Student Transportation/Childcare Needs
- Staff Technology Needs
- Staff Reopening Questions/Concerns
- Staff Classroom Needs (desk partitions, etc.)

Parent data indicated a desire for more support for struggling students, more printed materials, longer virtual instructional days, more consistent hours from classroom to classroom (in consideration of siblings' schedules), and a uniform Learning Management System (LMS) for teachers to use. Teacher data displayed the desire for more training and direction in providing instruction for students in the virtual model. All stakeholders shared comments about the safety needed when returning to in-person learning.

The Extended School Services (ESS) program is housed on our campus and provides before and after school childcare in an academic and recreational setting. ESS also distributed parent surveys to participating families at our school site. The survey provides a method of monitoring needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities.

Highlights from this year's data include an overwhelmingly positive response from parents regarding child safety. Over 95% of parents surveyed feel that the ESS program provides a safe and happy environment for their child(ren). Additionally, 94% of parents surveyed feel that they have a clear understanding of the policies and guidelines that are in place to help prevent the spread of COVID-19. Over 90% of parents agree that the ESS team interacts positively with children and effectively communicates with parents regarding program activities and schedules. There was an increase of 4% from last year's survey of parents who feel that the ESS office team are courteous and professional when providing information regarding their account and responding to parent questions. Opportunities for growth within the department include continuing to establish procedures to support students with their asynchronous learning as well as improved parent communications regarding student achievements and struggles.

Our school will continue to solicit input and feedback from our stakeholders and utilize the data to improve the work that we are doing in support of our students, families, and staff.

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.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include:
Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: Equity, Professional Learning Communities, Response to Intervention, Multi-tiered Systems of Support, and student engagement all aligned with improving delivery of our state adopted standards.

Additionally, teachers can participate in district offerings to supplement site professional development. Teachers are currently afforded the opportunity to participate in professional development online; however, when in-person learning restrictions are lifted, educators will have the opportunity to participate in face-to-face and blended professional development. Online courses have included:
- Academic Conversations 1.0
- Building Sentences for English Learners
- Google Classroom 2.0
- Increase Student Engagement, Decrease Challenging Behaviors
- Inquiry and Collaboration Techniques from a Distance
- Intro to Zoom
- Khan Academy Course Mastery for Asynchronous Math Support
- Lexia/PowerUp: Data, Instruction, Resources
- Making PDFs and Worksheets Interactive in Google Classroom
- Math in a Hybrid World
- NGSS 101: Intro to the Crosscutting Concepts
- Responding to Behavior Escalation
- Student Voice and Engagement
- Trauma and ODD: Information, Strategies, & Supports
- Write to Learn - Reflective Writing
- Zoom for Small Group Instruction

If there are in-person learning restrictions in place due to COVID-19 during the 2021-22 school year, the professional development for our educators will continue to occur online. Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

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

Staff development is provided to teachers and other staff to address the identified needs of our students. Areas of need are identified by student achievement data, stakeholder input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

All staff development is focused on:
- 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 (ELD) Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- Development of strong PLCs
- Research-based classroom instruction and best practices
- Creation and use of assessments to inform and modify instruction
- High quality instruction for distance learning (brought to us with educational research partners Doug Fisher, Nancy Frey, and John Hattie)

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2021-22 school year will focus on Equity, Professional Learning Communities, Response to Intervention, Multi-tiered Systems of Support, and student engagement 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)

Site-based professional development, grade-level collaboration, principal observation, and feedback /coaching provide on-going assistance and capacity building for teachers. (Response to Intervention 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 allow for 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)

Essential Standards in math and language arts provide 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 (when available), 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 our major focus to raise student achievement.

In 2021-22 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)
Second Step Social-Emotional Learning

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 federal funds (as applicable) 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.

<u>Funding</u>

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

XXXXXXXXXXXXX List positions/programs that you intend to provide through Title I funds in 2021-22 (if you receive those funds).

- Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker.
- CSI funds will be used to support project-based learning to enhance school engagement and gain insight for careers and beyond.
- CSI funds will also be used to fund a 60% special education paraprofessional to support small group instruction and social-emotional learning.

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 2021-22 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) 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 at the end of each Goal.

School stakeholder involvement meeting dates were as follows:
- ELAC #3 Meeting, April 6, 2021 @ 2:00, via Zoom
- SSC # 4 Meeting, April 7, 2021, @ 3:00, via Zoom; SSC #5 May 13, 2021 @ 3:00, Zoom
- Staff Meeting, April 12, 2021 @ 2:50, via Zoom
- PTA meeting, April 28, 2021 @ 5:30, via Zoom

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 and all students. In order to promote social-emotional development of our students, prevent bullying, and encourage

school connectedness, the school psychologist, counselor, and district social worker 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 2021-2022 school year and will include a special education paraprofessional to facilitate small groups, provide social-emotional support, and assist in monitoring and encouraging positive behavior via point sheets.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
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	%	%	0%			0
			Total Enrollment	9	17	12

Student Enrollment
Enrollment By Grade Level

Student 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

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%

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*	*
Grade 7	2466.9	2462.0	7.69	0.00	0.00	8.33	38.46	41.67	53.85	50.00
Grade 8	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	3.57	0.00	3.57	4.35	25.00	30.43	67.86	65.22

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

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

Listening Demonstrating effective communication skills					
Grade Level	% Above Standard		% At or Near Standard		% Below Standard
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*
Grade 7	7.69	0.00	46.15	66.67	46.15	33.33
Grade 8	*	*	*	*	*	*
All Grades	3.57	0.00	50.00	56.52	46.43	43.48

Research/Inquiry Investigating, analyzing, and presenting information					
Grade Level	% Above Standard		% At or Near Standard		% Below Standard
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*
Grade 7	15.38	8.33	38.46	41.67	46.15	50.00
Grade 8	*	*	*	*	*	*
All Grades	7.14	4.35	42.86	26.09	50.00	69.57

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*	*
Grade 7	2416.8	2446.6	0.00	8.33	0.00	0.00	25.00	16.67	75.00	75.00
Grade 8	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	0.00	4.17	0.00	0.00	26.92	8.33	73.08	87.50

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*
Grade 7	0.00	8.33	16.67	8.33	83.33	83.33
Grade 8	*	*	*	*	*	*
All Grades	0.00	4.17	19.23	4.17	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	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*
Grade 7	0.00	8.33	33.33	16.67	66.67	75.00
Grade 8	*	*	*	*	*	*
All Grades	0.00	4.17	19.23	12.50	80.77	83.33

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*		*		*		*	
Grade 7	*	*	*	*	*	*	*	*
All Grades							*	*

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*	*	*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
All Grades	*	*		*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
All Grades		*	*	*		*	*	*

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 Goal #1 - Achieve
We will increase achievement for all of our students while decreasing performance gaps and educational inequities.
LCAP Goal #3 - Equip
We will equip our students with the tools necessary to realize their fullest potential.

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%. • Students performing at or above grade level on i-Ready will increase 3%. • Student groups scoring below the school average will show an increase greater than 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. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 0% of students performed at or above grade level as measured by i-Ready in ELA.	14% of students in grades 6-8 will meet or exceed standard as measured by SBAC ELA. 5% of students will perform at or above grade level as measured by i-Ready in ELA.
Mathematics • Students meeting standard on SBAC will increase 3%.	(17-18) 0% 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Students performing at or above grade level on i-Ready will increase 3%. • Student groups scoring below the school average will show an increase greater than 3%.	(18-19) 4% of students in grades 6-8 met/exceeded standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 0% of students performed at or above grade level as measured by i-Ready in Mathematics.	5% of students will perform at or above grade level as measured by i-Ready in Mathematics.
Percentage of students reading at or above grade level will increase by 3%.	(20-21) 20% of students are reading at or above grade level.	23% of students will read at or above grade level.

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
2261.79	Title I 4000-4999: Books And Supplies materials for performance tasks

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to COVID related restrictions, instruction took place via Zoom. Study trips and interactions with guest speakers and field experts were not possible. Professional development focused on distance learning and student engagement. SBAC scores were unavailable due to a pause in SBAC testing in the spring of 2020. District benchmark assessments and teacher-created common formative assessments were used to determine student intervention needs.

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

Because study trips were cancelled and guest speakers were unavailable due to COVID restrictions, no expenditures were made in these areas.

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 - Achieve
We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

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 students who meet	(17-18) 0% of Socioeconomically Disadvantaged students in grades 6-8 met/exceeded standard as measured by SBAC in ELA. 3% of Socioeconomically Disadvantaged students in	8% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. 8% of Socioeconomically Disadvantaged students in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
standard as measured by SBAC. • We will increase the percentage of students performing at or above grade level on i-Ready in ELA. • We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics	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. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 0% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA. (20-21) 0% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in Mathematics.	grades 6-8 will meet/exceed standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 5% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in ELA. (20-21) 5% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in Mathematics.
Students with Disabilities • We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. • We will increase the percentage of students performing at or above grade level on i-Ready in ELA.	(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	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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics.	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. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 0% of Students with Disabilities performed at or above grade level as measured by i-Ready in ELA. (20-21) 0% of Students with Disabilities performed at or above grade level as measured by i-Ready in Mathematics.	(19-20) SBAC data is not available due to the suspension of state testing. (20-21) 5% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA. (20-21) 15% of Students with Disabilities will perform at or above grade level as measured by i-Ready 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 Teacher 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. of the new school year.
- 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).
- Teachers will use i-Ready online assessment and instruction to provide a path to growth and proficiency in math and reading.

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: 2020-21

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.

In order to ensure collaboration and collective responsibility to provide high levels of teaching and learning for each and every student, grade level PLCs included SAI teachers and the intervention teacher whenever possible. These PLCs shared their meeting minutes in a Google Drive folder accessible to all grade leves and supprt staff.

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

Due to school closures amid the COVID pandemic, in order to increase connectedness and student engagement, staff meetings largely focused on best practices for online teaching and learning.

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.

We will continue our Educational Equity work as led by our Leadership and Equity Team and in conjunction with our district's vision for equity. Grade level PLCs will continue to focus on the four guiding questions of PLCs with a focus on essential, identified standards, clear and comprehensive learning targets, and the design and use of common formative assessments to ensure student mastery. PLCs will include both general education and specialized academic instructors in order to ensure high levels of teaching and learning for each and every student.

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 Engage
We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

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
Student survey results will demonstrate an increase in the percent of students who respond favorably to each of five social-emotional learning domains, based upon the data gathered from the CORE SEL Survey of 4th, 6th, and 8th graders. These domains complement academic preparation and long-term learning.	As measured by the CORE SEL Survey, the percent of students who responded favorably to the following domains are: Culture/Climate - 100 % Growth Mindset - 66.7% Self-Management - 66.7% Self-Efficacy - 66.7% Social Awareness - 66.7%	As measured by the CORE SEL Survey, the percent of students who will respond favorably to the following domains will be: Culture/Climate - Baseline % + at least 1% Growth Mindset - Baseline % + at least 1% Self-Management - Baseline % + at least 1% Self-Efficacy - Baseline % + at least 1% Social Awareness - Baseline % + at least 1%
School attendance rates will increase by at least .05% year.	(17-18) The school attendance rate is 86.42% for the previous school year.	The school attendance rate will increase by 3% to a rate of 88% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(18-19) The school attendance rate was 81.58%. (19-20) The school attendance rate was 85.03%.	
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%. (19-20) California Department of Education determined that due to COVID-19, the Chronic Absenteeism rates for 2019-20 were not reliable and comparable. Therefore, this data is not reported for the 2019-20 school year at the state level. District data shows that the chronic absentee rate at our site was 66.67%.	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 65.67% 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. (19-20) 52.6% of students were suspended.	Student suspensions will decrease by 3% to 49.6% 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)
30,560	CSI 1000-1999: Certificated Personnel Salaries 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.
- In conjunction with local law enforcement, participate in the "Handle With Care" program to ensure that students who experience trauma are handled with care at school to reduce the negative effects experienced by exposure to trauma.

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.
- Utilize district's Diversion Program as an alternative to a permanent suspension and as a proactive intervention based on disciplinary incident(s)

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
- A 60% special education paraprofessional will be hired to support student learning and implement positive behavior strategies.

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
41,000	CSI 2000-2999: Classified Personnel Salaries .6 special ed paraprofessional
	CSI 1000-1999: Certificated Personnel Salaries .2 counselor Duplicate of Activity 1

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to health and safety restrictions imposed in response to COVID-19, we were unable to participate in study trips as a way to increase student engagement. In addition, we were unable to secure guest speakers to provide students with first-hand information regarding real-world application and college and career opportunites. A special education paraprofessional was hired to help facilitate small groups and implement behavior support strategies. A counselor provided students with periodic check-ins and social-emotional support groups.

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

Parent/Community Engagement

LEA/LCAP Goal

LCAP Goal #2 Engage
We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

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.

Engagement of our parents and establishing/maintaining meaningful partnerships with them are essential to our students' success. It takes the commitment of both school and home to foster a positive, happy and collaborative school environment.

Our school annually distributes a parent survey to determine parent perspectives and to obtain valuable input to guide our funding priorities for the coming year. The 2020-21 survey was distributed in May 2021. Unfortunately, due to the low number of students enrolled in Quest, no parents responded to the survey, which was delivered via email and text message. We will solicit more parent engagement on the Annual Parent Survey next year by personally reaching out to each family. While we are unable to show any results for the most recent survey, parents might be interested in seeing the types and number of questions asked. They are listed below:

This school provides high-quality instruction to my child.
This school has high expectations for all students.
I feel welcome to participate at this school.
School staff treats me with respect.
School staff takes my concerns seriously.
School staff welcomes my suggestions.
School staff responds to my needs in a timely manner.
School staff is helpful.
My child's background (race, primary language, religion, unique needs, economic status) is respected at this school.
My child feels welcome at school.
This school clearly informs students what would happen if they break school rules.
At this school, discipline is fair.
My child is safe on school grounds.

We will continue to put great emphasis on building and maintaining parent partnerships in the 2021-22 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who submitted the annual Parent/Family Survey will increase	(20-21) Percentage of parents who submitted the annual Parent/Family Survey 0%.	The percentage of parents who submit the annual Parent/Family Survey will increase above baseline.
Percentage of parents who agree that their child is safe on school grounds as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree that their child is safe on school grounds is unknown at this time due to no parents submitting the survey this year.	The percentage of parents who agree their child feels safe on school groups will increase above baseline.

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)
29.33	Title I Part A: Parent Involvement 4000-4999: Books And Supplies

	materials for parent communication and events

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: 2020-21

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.

Due to COVID we were unable to provide parenting workshops and training beyond SSC, ELAC, and PTA via Zoom. Community engagement and communication was maintained through Blackboard Connect, Google Classroom, and direct messaging via emails, texts, and phone calls.

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 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	$2,261.79
Total Federal Funds Provided to the School from the LEA for CSI	$90,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$85,351.12

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	$83,060.00
Title I	$2,261.79
Title I Part A: Parent Involvement	$29.33

Subtotal of additional federal funds included for this school: $85,351.12

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: $85,351.12

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	2,261.79	0.00
Title I Part A: Parent Involvement	29.33	0.00
CSI	90,000	6,940.00

Expenditures by Funding Source

Funding Source	Amount
CSI	83,060.00
Title I	2,261.79
Title I Part A: Parent Involvement	29.33

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	38,060.00
2000-2999: Classified Personnel Salaries	41,000.00
4000-4999: Books And Supplies	4,291.12
5000-5999: Services And Other Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI	38,060.00
2000-2999: Classified Personnel Salaries	CSI	41,000.00
4000-4999: Books And Supplies	CSI	2,000.00
5000-5999: Services And Other Operating Expenditures	CSI	2,000.00

| 4000-4999: Books And Supplies | Title I | 2,261.79 |
| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 29.33 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,261.79
Goal 3	83,060.00
Goal 4	29.33

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
Blanca Farwell	Classroom Teacher
Amanda Ramirez	Classroom Teacher
Jessica Aguayo	Other School Staff
Karylin Hedge	Parent or Community Member
Tomas Krejci	Parent or Community Member
Gladys Luna	Parent or Community Member
Kelly Muñoz	Parent or Community Member
Marcella Osman-Hernandez	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.
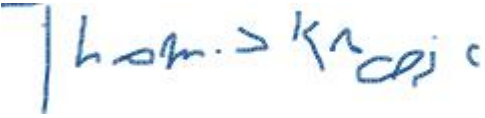
Recommendations and Assurances

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
	English Learner Advisory Committee
	Other: School Site Council

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 13, 2020.

Attested:

	Principal, Kimberly Libenguth on May 13, 2021
	SSC Chairperson, Amanda Ramirez on May 13, 2021