

School Year: **2018-19**

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Mesquite Continuation High School
<b>Address</b>	140 West Drummond Ridgecrest CA, 93555
<b>County-District-School (CDS) Code</b>	15-73742-1530054
<b>Principal</b>	Jo Anne McClelland
<b>District Name</b>	Sierra Sands Unified School District
<b>SPSA Revision Date</b>	November 11, 2018
<b>Schoolsite Council (SSC) Approval Date</b>	December 12, 2018
<b>Local Board Approval Date</b>	January 17, 2019

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

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# School Vision and Mission

## VISION

Mesquite High School promotes a culture where students and staff demonstrate responsibility, self-development, college and career readiness, campus/community pride, as well as good citizenship through engagement.

## MISSION

Freedom Through Responsibility

# School Profile

Mesquite High School is a continuation high school in the Sierra Sands Unified School District serving the communities of Ridgecrest, China Lake, Randsburg and Inyokern. The campus is located in the center of the community and has a church, hospital, hotel, and an information technology business as its neighbors. These organizations and businesses are very supportive of the school. Mesquite High School is currently operating under a six-year WASC accreditation term and received the distinction of being a Model Continuation High School in 2008, 2011 and 2015.

The Mesquite High School campus consists of two main buildings. The east building houses the administration office, counselor's office, Media Center, and several classrooms. The building located on the west side of the campus houses the kitchen as well as several classrooms: music, art, P.E., English and a computer/resource lab.

As of October 2017, Mesquite High School serves a student body of approximately 90 students, grades 9-12. The student body is composed of 3.16% American Indian or Alaska Native, 2.11% Pacific Islander, 17.89% Hispanic, 12.63% African-American, 1.05% two or more races, and 63.16% White. The grade distribution of our student population consists of 9% 10th graders, 41% 11th graders and 50% 12th graders.

The staff consists of one full-time principal, one full-time counselor, and five certificated teachers. Our classified staff consists of one full-time office manager, one full-time Clerk II/student supervisor, one part-time paraprofessional, and one part-time custodian.

Mesquite provides unique educational opportunities that assist students with successfully completing graduation requirements. In addition to the required academic courses, the staff works to maintain a selection of elective choices which includes art, ceramics, piano, guitar, yearbook, ASB, and a basic personal accounting course. Mesquite students have access to CTE classes, work experience, Credit Recovery classes, summer school, and community service work to earn credits toward their high school diploma. They may also enroll at the local community college to earn dual credit.

Our parents, the community, the board of education, and the school district are strong supporters of our high school. Mesquite has been recognized by the State of California as providing an exemplary program for students. Our school offers students a safe, supportive environment in which they can earn a high school diploma and prepare themselves for the adult world. We offer a very strong alternative program for students who have not been comfortable or successful in traditional settings.

# 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

The principal holds regular meetings with staff, School Site Council, Parent Teacher Organization and English Learner Advisory Committee. The principal consults with staff and parents/guardians throughout the school year through meetings and communications. Progress toward SPSA goals is reported and input is received regarding goals, strategies, and actions to best support student needs and address achievement gaps. See meeting dates and content below:

August 2018: Staff planning meeting - all staff including certificated and classified were consulted about plans for the upcoming school year. These include a new PBIS tracking program, a referral tracking program, and the use of Renaissance Place to track growth in reading.

September 2018: Staff review meeting - all staff members were asked to look at collected data for the first month of school to determine if any adjustments to the new programs needed to be made

December 2018: School Site Council Meeting after all data has been uploaded

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	2.3%	3.2%	3.57%	2	3	3
African American	4.6%	10.8%	10.71%	4	10	9
Asian	1.1%	0.0%	0%	1	0	0
Filipino	1.1%	0.0%	0%	1	0	0
Hispanic/Latino	20.5%	17.2%	29.76%	18	16	25
Pacific Islander	1.1%	2.2%	0%	1	2	0
White	67.1%	64.5%	53.57%	59	60	45
Multiple/No Response	2.3%	0.0%	0%	2	0	0
<b>Total Enrollment</b>				88	93	84

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			1
Grade 10		9	8
Grade 11		37	33
Grade 12		47	42
<b>Total Enrollment</b>		93	84

### Conclusions based on this data:

1. We have seen a large increase in African American and Hispanic/Latino subgroups over the last two years

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	4	7	10	4.5%	7.5%	11.9%
Fluent English Proficient (FEP)	1	0	3	1.1%	0.0%	3.6%
Reclassified Fluent English Proficient			1	0.0%	0.0%	14.3%

### Conclusions based on this data:

1. Our percentage of EL students is on the rise

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	47	40	45	34	39	43	26	39	43	72.3	97.5	95.6
All Grades	47	40	45	34	39	43	26	39	43	72.3	97.5	95.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2531.	2487.	2471.	8	2.56	2.33	23	15.38	4.65	31	25.64	32.56	38	56.41	60.47
All Grades	N/A	N/A	N/A	8	2.56	2.33	23	15.38	4.65	31	25.64	32.56	38	56.41	60.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	15	12.82	4.65	54	28.21	48.84	31	58.97	46.51
All Grades	15	12.82	4.65	54	28.21	48.84	31	58.97	46.51

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	15	5.13	4.65	31	46.15	27.91	54	48.72	67.44
All Grades	15	5.13	4.65	31	46.15	27.91	54	48.72	67.44

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	5.13	0.00	77	51.28	48.84	15	43.59	51.16
All Grades	8	5.13	0.00	77	51.28	48.84	15	43.59	51.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	5.13	4.65	54	38.46	34.88	38	56.41	60.47
All Grades	8	5.13	4.65	54	38.46	34.88	38	56.41	60.47

**Conclusions based on this data:**

1. These scores are declining in all areas except Reading.
2. The ELA and HSS teachers have implemented problem based units that are designed to improve these skills.
3. Students do best in the Listening and writing categories



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	47	41	45	36	39	43	32	39	43	76.6	95.1	95.6
All Grades	47	41	45	36	39	43	32	39	43	76.6	95.1	95.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2459.	2436.	2433.	0	0.00	0.00	3	0.00	0.00	16	5.13	4.65	81	94.87	95.35
All Grades	N/A	N/A	N/A	0	0.00	0.00	3	0.00	0.00	16	5.13	4.65	81	94.87	95.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	9	2.56	2.33	91	97.44	97.67
All Grades	0	0.00	0.00	9	2.56	2.33	91	97.44	97.67

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	31	20.51	23.26	69	79.49	76.74
All Grades	0	0.00	0.00	31	20.51	23.26	69	79.49	76.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	28	33.33	27.91	72	66.67	72.09
All Grades	0	0.00	0.00	28	33.33	27.91	72	66.67	72.09

### Conclusions based on this data:

1. Problem Solving shows an improvement.
2. These percentages are in line with other Continuation Schools.
3. Staff to discuss the possibility of finding a different instructional program that may meet our needs.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	*	*	*	*
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9							*	*	*
Grade 10			*	*					*
Grade 11	*	*	*	*	*	*			*
Grade 12	*	*	*	*	*	*			*
All Grades	*	*	*	*	*	*	*	*	*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9							*	*	*
Grade 10	*	*							*
Grade 11	*	*	*	*					*
Grade 12	*	*	*	*					*
All Grades	*	*	*	*			*	*	*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9							*	*	*
Grade 10							*	*	*
Grade 11			*	*	*	*			*
Grade 12			*	*	*	*	*	*	*
All Grades			*	*	*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9					*	*	*
Grade 10			*	*			*
Grade 11	*	*			*	*	*
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9					*	*	*
Grade 10	*	*					*
Grade 11	*	*					*
Grade 12	*	*					*
All Grades	*	*			*	*	*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9					*	*	*
Grade 10					*	*	*
Grade 11			*	*	*	*	*
Grade 12			*	*	*	*	*
All Grades			*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9					*	*	*
Grade 10			*	*			*
Grade 11	*	*	*	*			*
Grade 12	*	*	*	*			*
All Grades	*	*	*	*	*	*	*

**Conclusions based on this data:**

1. Our ELPAC population is too small to generate data in this area.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>84</b>	<b>91.7%</b>	<b>11.9%</b>	
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.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	10	11.9%
Socioeconomically Disadvantaged	77	91.7%
Students with Disabilities	3	3.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	10.7%
American Indian	3	3.6%
Hispanic	25	29.8%
Two or More Races	2	2.4%
White	45	53.6%







### Conclusions based on this data:

1. Socioeconomically disadvantaged students will be monitored for academic progress and provided additional supports as needed.
2. English learners will be monitored and provided support to ensure re-designation by graduation.
3. Students with disabilities will be monitored and provided academic support beyond what is designated in the IEP.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Color	<b>Graduation Rate</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  No Performance Color		
<b>English Learner Progress</b>  No Performance Color		
<b>College/Career</b>  Red		

#### Conclusions based on this data:

1. Our suspension rate is down 11% from the previous year.
2. Our graduation rate remains steady but needs to improve.
3. College and career readiness will be monitored by the counselor and support will be provided as needed.

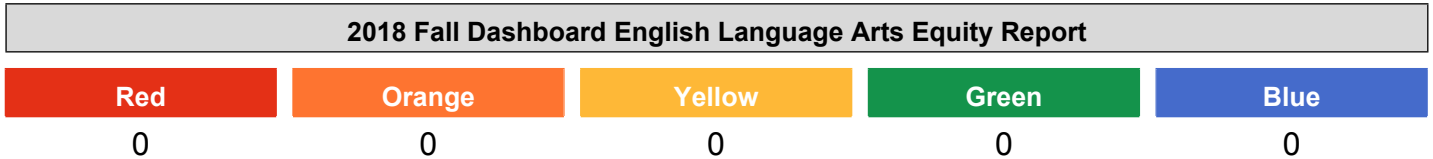
# School and Student Performance Data

## Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color</p> <p>101.4 points below standard</p> <p>Declined -12.4 points</p> <p>20 students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>102.7 points below standard</p> <p>Increased 18.1 points</p> <p>18 students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>0 Students</p>

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 89.5 points below standard Declined -23.2 points 15 students

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.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students - Data Not Displayed for Privacy 2 students	0 Students	99.7 points below standard Declined -17.4 points 18 students

**Conclusions based on this data:**

1. Groups under 11 - no data reported for privacy

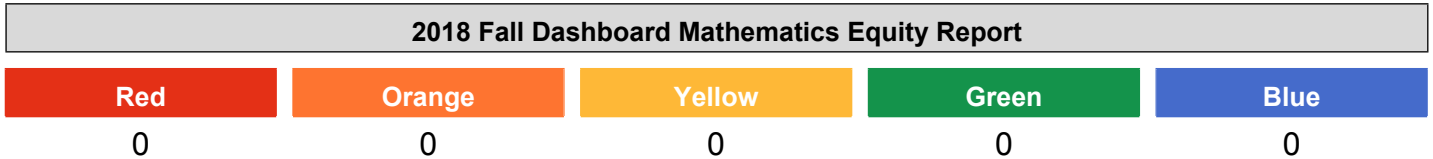
# School and Student Performance Data

## Academic Performance Mathematics







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



This section provides number of student groups in each color.











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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>No Performance Color</p> <p>193.2 points below standard</p> <p>Declined -4 points</p> <p>20 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>195.6 points below standard</p> <p>Increased</p> <p>16.8 points</p> <p>18 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>0 Students</p>



### 2018 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 1 students	 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 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color <span style="background-color: #e0e0e0;">180.9 points below standard</span> Increased 4.5 points 15 students

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.

### 2018 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 students	0 Students	<span style="background-color: #e0e0e0;">194.8 points below standard</span> Declined -16.7 points 18 students

**Conclusions based on this data:**

1. Student performance in math declined and continues to be an area to monitor and provide intervention based on student need.
2. Most student groups are too low for meaningful data.
3. All students will be monitored for needed interventions.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
	%	%		

### Conclusions based on this data:

1. Less than 11 students - data not displayed

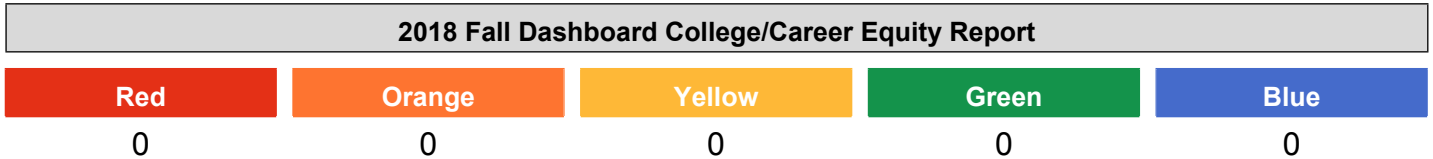
# School and Student Performance Data

## Academic Performance College/Career

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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>0% prepared</p> <p>Maintained 0%</p> <p>38 students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>0% prepared</p> <p>Maintained 0%</p> <p>31 students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>

**2018 Fall Dashboard College/Career by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color 0% prepared 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0% prepared Maintained 0% 20 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2018 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
<b>Prepared</b>	<b>0 Prepared</b>	<b>0 Prepared</b>
<b>Approaching Prepared</b>	<b>17.5 Approaching Prepared</b>	<b>10.5 Approaching Prepared</b>
<b>Not Prepared</b>	<b>82.5 Not Prepared</b>	<b>89.5 Not Prepared</b>

**Conclusions based on this data:**

1. Currently none of the 38 students meet the "prepared" criteria.

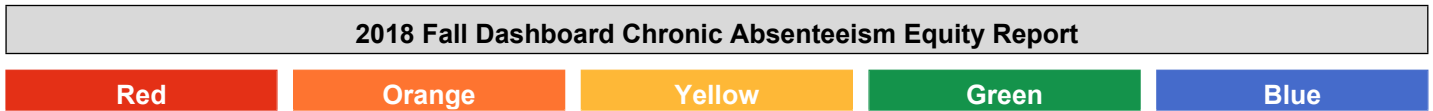
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

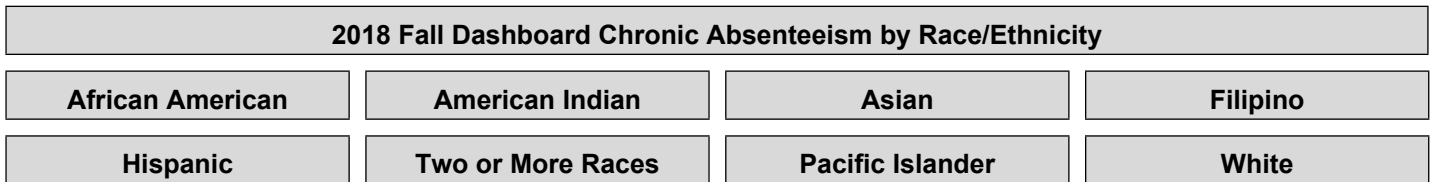
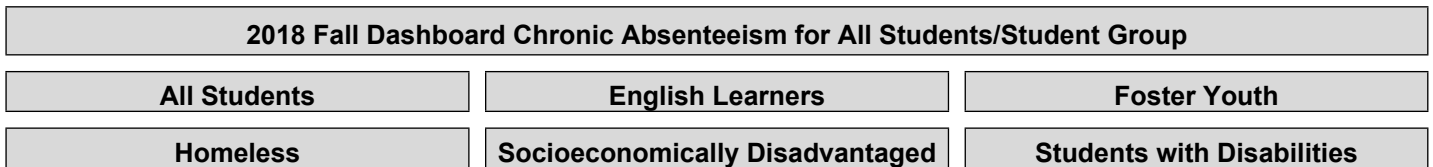
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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.



### Conclusions based on this data:

1. The state does not track chronic absenteeism for 9 -12 grade.
2. We are very proactive with our attendance rate - awards, rewards, SARB intervention.

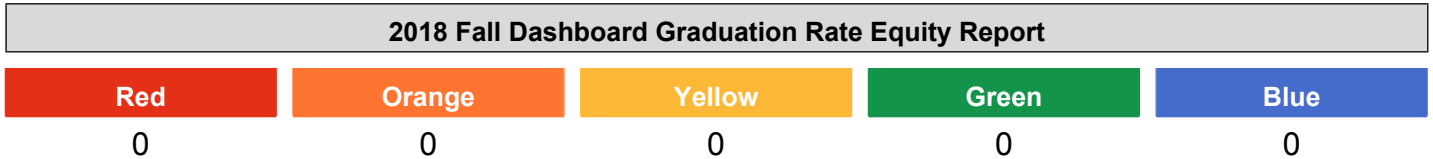
# School and Student Performance Data

## Academic Engagement Graduation Rate

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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>71.1% graduated</p> <p>Maintained +1.1%</p> <p>38 students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>64.5% graduated</p> <p>Maintained -2.2%</p> <p>31 students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>

**2018 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color 64.3% graduated 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 75% graduated Maintained +1.9% 20 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2018 Fall Dashboard Graduation Rate by Year**

<b>2017</b>	<b>2018</b>
70% graduated	71.1% graduated

**Conclusions based on this data:**

1. All other groups are less than 11 so data is not reported
2. The SED student group is about 7% less than the total population.

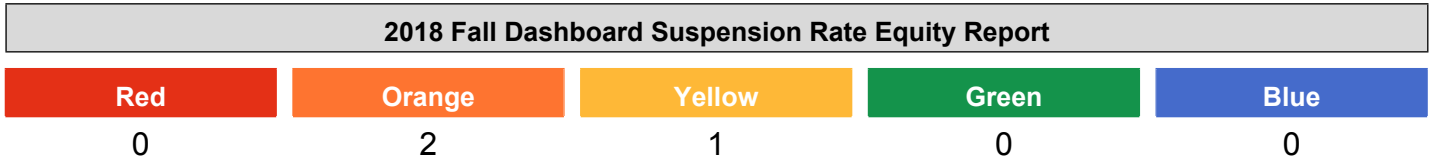
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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



This section provides number of student groups in each color.











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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 11.7% suspended at least once Declined -13.3% 145 students	<p><b>English Learners</b></p>  No Performance Color 7.1% suspended at least once Declined -17.9% 14 students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 1 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 12.9% suspended at least once Declined -13.6% 116 students	<p><b>Students with Disabilities</b></p>  No Performance Color Less than 11 Students - Data Not 10 students



### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">5.6% suspended at least once</span> Declined -41.5% 18 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e6f2ff; padding: 2px;">14.3% suspended at least once</span> Declined -15.7% 49 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 1 students	 Yellow <span style="background-color: #e6f2ff; padding: 2px;">9.7% suspended at least once</span> Declined -9.8% 72 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	25% suspended at least once	11.7% suspended at least once

**Conclusions based on this data:**

1. This data was not released on the first DASS
2. The suspension rate declined over 13% from 2017 due to a proactive approach and alternatives to suspension.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

State Priority #2- State Standards(Conditions of Learning); #4-Pupil Achievement (Pupil Outcomes); #7 Course Access

### Goal Statement

Provide a rigorous academic program which promises college and career readiness.

### LCAP Goal

Provide a rigorous academic program which promises college and career readiness.

### Basis for this Goal

Identified areas of need in SBAC assessment results and Dashboard data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)	2 in ELA/ELD and 4 in math	Maintain/Increase level 3 or 4 in ELA/ELD and math
11th grade CAASPP Assessments	11th grade ELA: 65% 11th grade Math: 27%	Increase performance in Level 3 and 4 by 2% over baseline for all student groups

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Provide non-instructional, basic site operation supplies.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018 - 2019

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

Amount

2000

<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Office and Counselor Supplies
<b>Amount</b>	400
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Postage
<b>Amount</b>	200
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Health Supplies
<b>Amount</b>	750
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Maintenance on copiers/ laminator

## Strategy/Activity 2

2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards.

### Students to be Served by this Strategy/Activity

All students

### Timeline

2018 - 2019

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Instructional Supplies
<b>Amount</b>	2250
<b>Source</b>	General Unrestricted

<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Acellus Licensing Fee
<b>Amount</b>	200
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Multilith Printing

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

State Priority # 5-Pupil Engagement (Engagement); #6-School Climate (Engagement), #8 Other Pupil Outcomes (Pupil Outcomes)

### Goal Statement

Maximize student engagement and achievement.

### LCAP Goal

Maximize student engagement and achievement.

### Basis for this Goal

SBAC Assessments; Dashboard data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate/Chronic Absenteeism Rate	District Attendance Rate 94.9%; Chronic Absenteeism Rate 10.21%	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism by 1%
2016-2017 Suspension Rate	Suspension Rate 25%	Maintain/Decrease suspension rate by 1%
California Healthy Kids Survey	12% of 11th graders strongly agree they are connected to their school	Maintain/Increase school connectedness by 1%

### Planned Strategies/Activities

#### Strategy/Activity 1

Character Development Program

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018 - 2019

#### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	200
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Workbooks for new students

### Strategy/Activity 2

PBIS Rewards

### Students to be Served by this Strategy/Activity

All students

### Timeline

2018-2019

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PBIS system to track Positive Behavior Points for Rewards

### Strategy/Activity 3

Cerro Coso College/Career Day

### Students to be Served by this Strategy/Activity

All students

### Timeline

2018-2019

### Person(s) Responsible

Principal, Counselor, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	80
Source	General Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Cerro Coso College Day

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

State Priority #3-Parent Involvement (Engagement)

### Goal Statement

Grow family and community partnerships that benefit students.

### LCAP Goal

Grow family and community partnerships that benefit students.

### Basis for this Goal

District LCAP Parent Survey results

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Surveys	Spring 2018 LCAP Parent Survey: 82% of district-wide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Provide a family night to increase parent/guardian engagement.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018 - 2019

#### Person(s) Responsible

Principal, Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount	200
Source	Other

<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Back to School Barbeque for Parents and families

**Strategy/Activity 2**

2. Keep parents informed of all activities and grade reporting days

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

2018-2019

**Person(s) Responsible**

Principal, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1000
<b>Source</b>	District Funded
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Parent Square Services



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

State Priority # 1 Basic Services (Conditions of Learning)

### Goal Statement

Guarantee safe and well-maintained facilities.

### LCAP Goal

Guarantee safe and well-maintained facilities.

### Basis for this Goal

Results of Facility Inspection Tool; Dashboard data-local indicators

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Facility Inspection Tool	2017 FIT Rating: Fair	Maintain/Increase FIT Rating

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Support safe and well-maintained facilities.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

Amount	1792
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies

**Description**

Custodial Supplies

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

State Priority #1-Basic Services (Conditions of Learning)

### Goal Statement

Develop, value, and retain a high-quality diverse educational team.

### LCAP Goal

Develop, value, and retain a high-quality diverse educational team.

### Basis for this Goal

Dashboard data-local indicators

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number/rate of fully credentialed teachers	2017-18 number/rate of fully credentialed teachers: 5/5 or 100%	Maintain/Increase the number/rate of fully credentialed teachers by 25

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Provide professional development in identified areas of need and district initiatives.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal, Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount	400
Source	General Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries

<b>Description</b>	Substitutes for teachers to attend District PD/Textbook Adoption Meeting
<b>Amount</b>	60
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee Benefits
<b>Amount</b>	1500
<b>Source</b>	Other
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Two teachers to travel to Continuation School Conference in April

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 1

Provide an academic program fully aligned to the Common Core State Standards

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey (APS) Implementation Rubric	Increase APS District Score 2 in ELA and 2 in Math	APS Site Score 2017-18: 2 in ELA/ELD and 4 in Math

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Acellus Licensing Fees	Purchased Acellus license.	Individual Adaptive Curriculum 5000-5999: Services And Other Operating Expenditures General Unrestricted 3000	Individual Adaptive Curriculum 5000-5999: Services And Other Operating Expenditures General Unrestricted 1950.
Instructional supplies to support CCSS instruction	Purchased instructional materials to support CCSS instruction. Details?	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 2784	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 2928.54
Develop and implement Common Core common assessments	Developed and implemented Common Core assessments.		
Identify best practices of CCSS	Identified best practices of CCSS.	Substitutes 1000-1999: Certificated Personnel Salaries General Unrestricted 400	Substitutes 1000-1999: Certificated Personnel Salaries General Unrestricted 0
		Benefits 3000-3999: Employee Benefits General Unrestricted 60	Benefits 3000-3999: Employee Benefits General Unrestricted 0
		Travel 5000-5999: Services And Other Operating Expenditures General Unrestricted 250	Travel 5000-5999: Services And Other Operating Expenditures General Unrestricted 276.39
Identify and roll out resources and technological tools as needed		District Funded	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide Illuminate and SBAC training/coaching support	Provided Illuminate and SBAC training/coaching support.	District Funded	

## Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned with the exception of the Acellus license was less than expected and no substitutes were utilized.

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

Overall, the actions/services were effective in meeting Goal 1. 2017-18 site Academic Program Survey data demonstrate that progress towards "academic program aligned with the State Standards that supports students with equal opportunity" has been maintained.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

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.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 1 has been changed to a new goal: Provide a rigorous academic program which promises college and career readiness.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 2

Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Performance Data in ELA and math.	Increase SBAC ELA performance by 1%. Increase SBAC math performance by 1%. Increase subgroups (SED, EL, and SPED) by 2%.	2007 11th grade ELA: 69% 11th grade Math: 29% 2018 11th grade Math: 32% 11th grade ELA: 65%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Schoolwide PLC meetings	Conducted school-wide PLC meetings.		
Cerro Coso College Day	Attended Cerro Coso College Day.	High School Seniors Visit Campus 5000-5999: Services And Other Operating Expenditures General Unrestricted 80	High School Seniors Visit Campus 5000-5999: Services And Other Operating Expenditures General Unrestricted 76.40
Local Field Trips		Various - Fuel 5000-5999: Services And Other Operating Expenditures General Unrestricted 250	Various - Fuel 5000-5999: Services And Other Operating Expenditures General Unrestricted 0

## Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned with the exception of no fuel costs were incurred.

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

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 2 both at the district and site level. Area of focus for the district and site continue to be in math achievement.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

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.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 2 has been changed to a new goal: Maximize student engagement and achievement.



# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 3

Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment. Implement Staff Development for character education.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District California Healthy Kids Staff and Student Survey	Increase the percentage of staff and students that feel safe at school.	The California Healthy Kids Survey was administered in the fall of 2017. See 11th grade results below. 59% of the 11th grade students felt safe or very safe at school. 60% of the staff feel they are safe at school and 60% feel students are safe at school.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collaborate with district personnel to communicate staffing needs.	Collaborated with district personnel to communicate staffing needs.		
Non Capital Equipment	Did not purchase equipment	Equipment 5000-5999: Services And Other Operating Expenditures General Unrestricted 500	Equipment 5000-5999: Services And Other Operating Expenditures General Unrestricted 0
Office supplies	Purchased office supplies.	Office supplies 4000-4999: Books And Supplies General Unrestricted 1000	Office supplies 4000-4999: Books And Supplies General Unrestricted 1827.87
Printing Services	Used multilith to print instructional materials.	Multilith Charges 5000-5999: Services And Other Operating Expenditures General Unrestricted 165	Multilith Charges 5000-5999: Services And Other Operating Expenditures General Unrestricted 78.66
Postage	Paid postage to mail report cards and parent communication.	Postage 5000-5999: Services And Other Operating Expenditures General Unrestricted 800	Postage 5000-5999: Services And Other Operating Expenditures General Unrestricted 375.97

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Custodial supplies to maintain a clean campus	Purchased custodial supplies to maintain the campus.	Custodial Supplies 4000-4999: Books And Supplies General Unrestricted 1550	Custodial Supplies 4000-4999: Books And Supplies General Unrestricted 1941.79
Health Supplies	Did not purchase health supplies for the office.	Health Supplies 5000-5999: Services And Other Operating Expenditures General Unrestricted 400	Health Supplies 5000-5999: Services And Other Operating Expenditures General Unrestricted 0
Counselor Supplies	Did not purchase counselor supplies for the counselor.	Office Supplies 4000-4999: Books And Supplies General Unrestricted 100	Office Supplies 4000-4999: Books And Supplies LCFF Supplemental 0

## Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned with the exception of no health or counselor supplies were purchased. There was no equipment purchased either.

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

Because the metric utilized, the California Healthy Kids Survey (CHKS), has not been utilized consistently over time, we do not yet have comparable data to determine if the actions/services translated to effective impact in meeting Goal 3. In the 2018 administration of the CHKS,, data will be provided in both site and district grade levels.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

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.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 3 has been changed to a new goal: Grow family and community partnerships that benefit students.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 4

Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Eight State Priority Metrics, SSUSD Data Portrait/3 Year Data Trend, Ongoing District Progress Reports	Maintain or improve opportunities for stakeholder engagement.	Due to the release of the California School Dashboard, these metrics are no longer applicable in the forms indicated. See CA School Dashboard results.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review student/staff/parent survey responses and discuss concerns	Reviewed student/staff/parents survey responses and discussed concerns.	Communication 5000-5999: Services And Other Operating Expenditures General Unrestricted 100	Communication 5000-5999: Services And Other Operating Expenditures General Unrestricted 14.06
Develop strategies to improve school connectedness	Developed strategies to improve school connectedness.		
Travel and Conference	Counselor did not attend a conference	Counselor Conference or visit other school 5000-5999: Services And Other Operating Expenditures Other 1500	Counselor Conference or visit other school 0

## Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned with the exception of the counselor did not attend a conference.

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

Because the metrics utilized are outdated, we do not yet have comparable data to determine if the actions/services translated to effective impact in meeting Goal 4. In 2018 Dashboard data will be provided in both site and district levels.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

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.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 4 has been changed to a new goal: Guarantee safe and well-maintained facilities.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 5

Annually increase percent of English Language Learners making progress in learning English.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard EL Status and Change Data	Increase the percentage of EL students making progress toward English proficiency	No data; sample size too small

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	Provided professional development to teachers and administrator on ELA/ELD instructional model??	District Funded	
Send One teacher to AVID Summer Institute	Sent one teacher to AVID Summer Institute.??	Conference for Best Practices Strategies District Funded	Conference for Best Practices Strategies District Funded

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.  
 As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.  
 There is too small of a data sample to determine the overall effectiveness of the strategies/activities related to Goal 5.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.  
 Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

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.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 5 has been changed to a new goal: Develop, value, and retain a high-quality diverse educational team.

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	10,332

## Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	10,332.	0.00

# Expenditures by Funding Source

Funding Source	Amount
District Funded	1,000.00
General Unrestricted	10,332.00
Other	2,200.00



## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	400.00
3000-3999: Employee Benefits	60.00
4000-4999: Books And Supplies	6,192.00
5000-5999: Services And Other Operating Expenditures	6,880.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	District Funded	1,000.00
1000-1999: Certificated Personnel Salaries	General Unrestricted	400.00
3000-3999: Employee Benefits	General Unrestricted	60.00
4000-4999: Books And Supplies	General Unrestricted	6,192.00
5000-5999: Services And Other Operating Expenditures	General Unrestricted	3,680.00
5000-5999: Services And Other Operating Expenditures	Other	2,200.00

# School Site Council Membership

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

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

Name of Members	Role
Jo Anne McClelland	Principal
Erik Duncan	Classroom Teacher
Marla Cosner	Classroom Teacher
Andrea Mason	Parent or Community Member
ShayLynn Albritton	Secondary Student
Kaitlyn Rodriguez	Secondary Student
Stephanie Bear	Other School Staff
Sgt. Gamboa	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

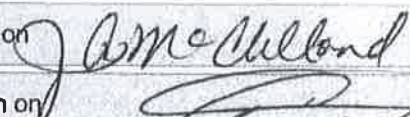
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on ~~November 16, 2017.~~

*December 12, 2018*

Attested:

Principal, Jo Anne McClelland on	
SSC Chairperson, Erik Duncan on	