

# 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
Mesquite Continuation High School	15-73742-1530054	December 12, 2019	January 16, 2020

## Purpose and Description

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

Does not apply to this school. Mesquite is a targeted Title I site.

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.

District goals were revised to align with the Eight State Priorities. The district goals were adopted as the LCAP goals and were validated through the stakeholder engagement process. The LCAP goals become each school site's School Plan for Student Achievement goals. This allows the district, school sites, and various stakeholder groups (Parent Advisory Committee, DELACs, ELACs, School Site Councils, etc.) to work towards meeting the same goals and addressing the same priorities as identified in the Dashboard. Sierra Sands will align the use of federal funds with activities funded by state and local funds and across federal grant programs based on district and site needs identified through data analysis. Mesquite is identified as a targeted Title I site, so they receive Title I funds to assist low socioeconomic students who are at risk of not meeting academic standards.

# 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 2019: 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 addition of intervention programs in math and English.

September 2019: 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 2019: School Site Council Meeting after all data has been uploaded to approve plan.

April - School Site Council Meeting to review program.

## Resource Inequities

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

Not applicable for this school.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	3.2%	3.57%	%	3	3	
African American	10.8%	10.71%	8.7%	10	9	6
Asian	%	%	%			
Filipino	%	%	1.45%			1
Hispanic/Latino	17.2%	29.76%	39.13%	16	25	27
Pacific Islander	2.2%	%	1.45%	2		1
White	64.5%	53.57%	49.28%	60	45	34
Multiple/No Response	%	%	%			
<b>Total Enrollment</b>				93	84	69

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9		1	13
Grade 10	9	8	18
Grade 11	37	33	19
Grade 12	47	42	19
<b>Total Enrollment</b>	93	84	69

### Conclusions based on this data:

1. Total enrollment has dropped significantly each of the last three years.
2. 9th and 10th grade enrollment numbers are increasing, whereas 11th and 12th grade enrollment numbers are decreasing.
3. Our enrollment numbers are up around 80 for the 19-20 year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	7	10	4	7.5%	11.9%	5.8%
Fluent English Proficient (FEP)	0	3	4	0.0%	3.6%	5.8%
Reclassified Fluent English Proficient (RFEP)		1	0	0.0%	14.3%	0.0%

### Conclusions based on this data:

1. The percentage of reclassified students has decreased significantly.
2. More students are entering Mesquite fluent in English.
3. EL students will be provided with designated and integrated EL instruction to assist them with re-designation.

# 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	40	45	26	39	43	21	39	43	21	97.5	95.6	80.8
All Grades	40	45	26	39	43	21	39	43	21	97.5	95.6	80.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2487.	2471.	2520.	2.56	2.33	4.76	15.38	4.65	23.81	25.64	32.56	33.33	56.41	60.47	38.10
All Grades	N/A	N/A	N/A	2.56	2.33	4.76	15.38	4.65	23.81	25.64	32.56	33.33	56.41	60.47	38.10

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	12.82	4.65	9.52	28.21	48.84	47.62	58.97	46.51	42.86
All Grades	12.82	4.65	9.52	28.21	48.84	47.62	58.97	46.51	42.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.13	4.65	14.29	46.15	27.91	47.62	48.72	67.44	38.10
All Grades	5.13	4.65	14.29	46.15	27.91	47.62	48.72	67.44	38.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.13	0.00	14.29	51.28	48.84	57.14	43.59	51.16	28.57
All Grades	5.13	0.00	14.29	51.28	48.84	57.14	43.59	51.16	28.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.13	4.65	9.52	38.46	34.88	47.62	56.41	60.47	42.86
All Grades	5.13	4.65	9.52	38.46	34.88	47.62	56.41	60.47	42.86

**Conclusions based on this data:**

1. Over 70% of students are scoring in the "standards nearly met" or "standards not met". Targeted interventions will be provided to those students not meeting standards.
2. Over 40% of students are below standards in reading and will be provided targeted intervention to improve reading skills.
3. Over 40% of students are below standards in research and inquiry and will be provided with intervention to assist students with investigating, analyzing, and presenting information.

# 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	41	45	27	39	43	26	39	43	26	95.1	95.6	96.3
All Grades	41	45	27	39	43	26	39	43	26	95.1	95.6	96.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2436.	2433.	2446.	0.00	0.00	0.00	0.00	0.00	0.00	5.13	4.65	0.00	94.87	95.35	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	5.13	4.65	0.00	94.87	95.35	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	2.56	2.33	0.00	97.44	97.67	100.0
All Grades	0.00	0.00	0.00	2.56	2.33	0.00	97.44	97.67	100.0

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	20.51	23.26	11.54	79.49	76.74	88.46
All Grades	0.00	0.00	0.00	20.51	23.26	11.54	79.49	76.74	88.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	33.33	27.91	50.00	66.67	72.09	50.00
All Grades	0.00	0.00	0.00	33.33	27.91	50.00	66.67	72.09	50.00

### Conclusions based on this data:

1. Performance in all areas decreased. Targeted intervention will be offered to students who are not meeting standards.
2. We are in the process of adopting a different instructional math program to help our students.
3. Targeted intervention will be provided in concepts and procedures and problem solving.

# 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 9	*		*		*		*	
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							*	5

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
11	*	*	*	*	*	*		*	*	*
12	*	*	*	*	*	*		*	*	*
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
11	*	*	*	*		*		*	*	*
12	*	*	*	*		*		*	*	*
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
11		*	*	*	*	*		*	*	*
12		*	*	*	*	*	*	*	*	*
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
12	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*

**Conclusions based on this data:**

1. 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.

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>69</b>	<b>89.9</b>	<b>5.8</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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	5.8
Socioeconomically Disadvantaged	62	89.9
Students with Disabilities	5	7.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	8.7
Filipino	1	1.4
Hispanic	27	39.1
Pacific Islander	1	1.4
White	34	49.3






### Conclusions based on this data:

1. Socioeconomically disadvantaged students will be monitored for academic progress and provided additional supports as needed with intervention programs.
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

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. College and career readiness will be monitored by the counselor and support will be provided as needed.
2. We do offer career support but are unable to document that on the dashboard. We cannot offer CTE pathways because they require a CTE credentialed teacher and 300 hours of study.
3. Other means of correction will be explored besides suspension.

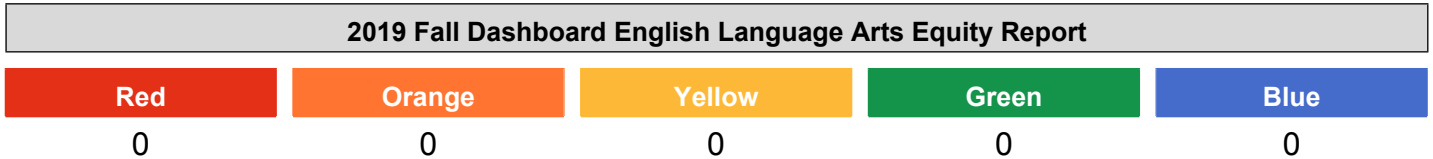
# School and Student Performance Data

## 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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9</p>	<p><b>English Learners</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8</p>	<p><b>Students with Disabilities</b></p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<p align="center"><b>African American</b></p> <p align="center"></p> <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center"><b>American Indian</b></p>	<p align="center"><b>Asian</b></p>	<p align="center"><b>Filipino</b></p>
<p align="center"><b>Hispanic</b></p> <p align="center"></p> <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">3</p>	<p align="center"><b>Two or More Races</b></p>	<p align="center"><b>Pacific Islander</b></p> <p align="center"></p> <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center"><b>White</b></p> <p align="center"></p> <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">4</p>

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<p align="center"><b>Current English Learner</b></p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center"><b>Reclassified English Learners</b></p>	<p align="center"><b>English Only</b></p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">8</p>
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**Conclusions based on this data:**

1. Groups under 11 - no data reported for privacy

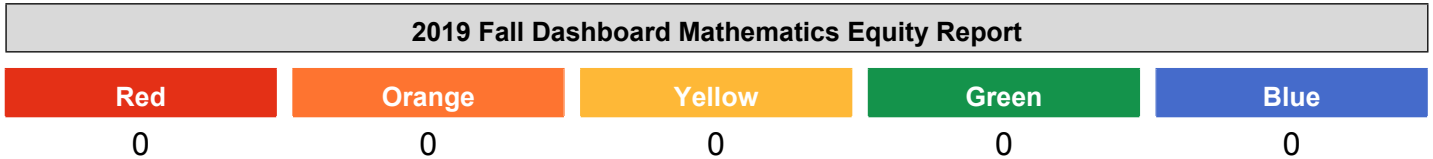
# School and Student Performance Data

## 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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color</p> <p>193.6 points below standard</p> <p>Maintained -0.4 points</p> <p>13</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>200.9 points below standard</p> <p>Declined -5.4 points</p> <p>12</p>	<p><b>Students with Disabilities</b></p>

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1		192.3 points below standard Maintained ++2.4 points 12

**Conclusions based on this data:**

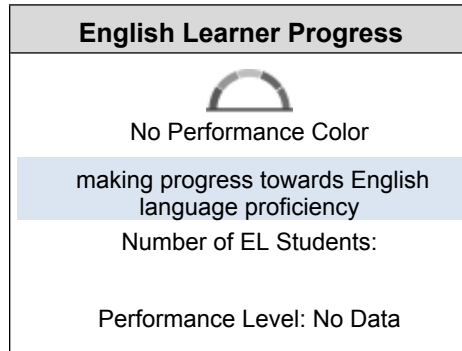
1. Student performance in math continues to be an area to monitor and provide intervention based on student need.
2. Most student groups are too low for meaningful data.
3. All students will be monitored for needed interventions.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
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#### Conclusions based on this data:

1. Less than 11 students - data not displayed



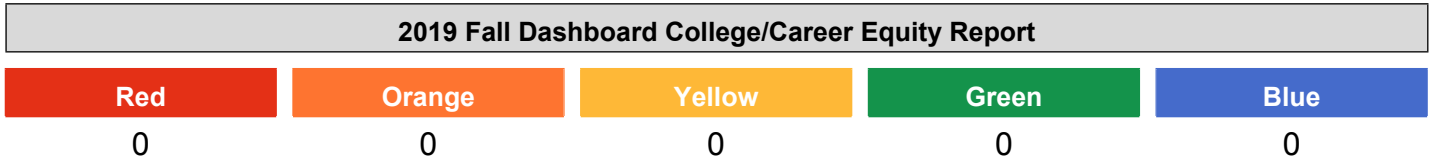
# School and Student Performance Data

## 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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Maintained 0 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Maintained 0 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

**2019 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 5	 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 8	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Maintained 0 15

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

**2019 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
<b>Prepared</b>	<b>0 Prepared</b>	<b>0 Prepared</b>
<b>Approaching Prepared</b>	<b>10.5 Approaching Prepared</b>	<b>14.3 Approaching Prepared</b>
<b>Not Prepared</b>	<b>89.5 Not Prepared</b>	<b>85.7 Not Prepared</b>

**Conclusions based on this data:**

1. Currently 14.3% are approaching prepared criteria.
2. Several students have food handlers certificates that qualify but are not being counted currently.
3. Students will continue to be offered information on soft skills necessary for a successful transition into the workforce.

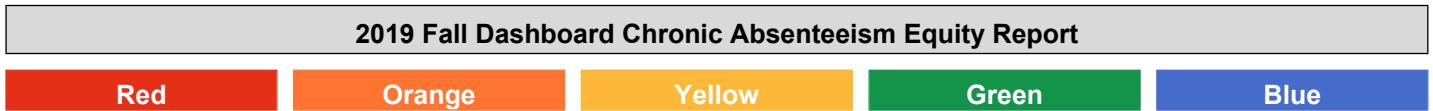
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

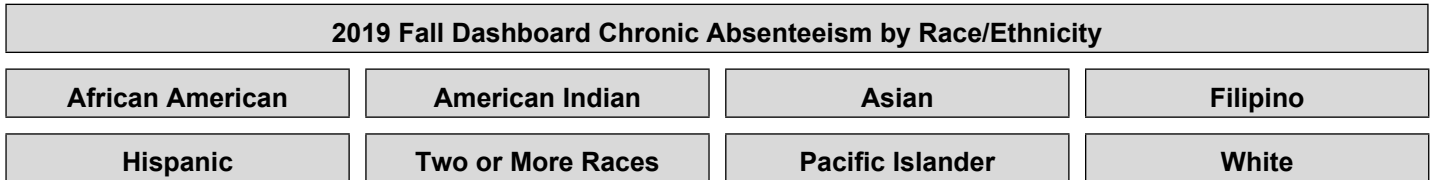
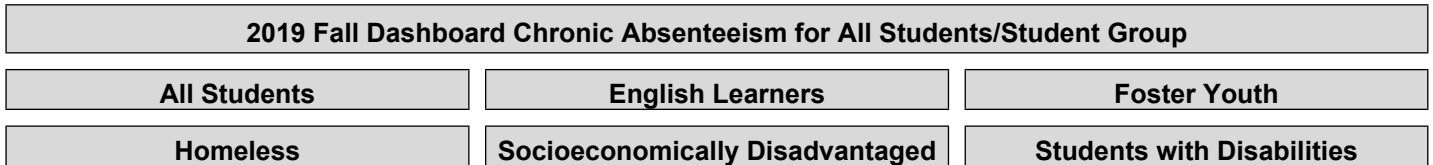
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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.

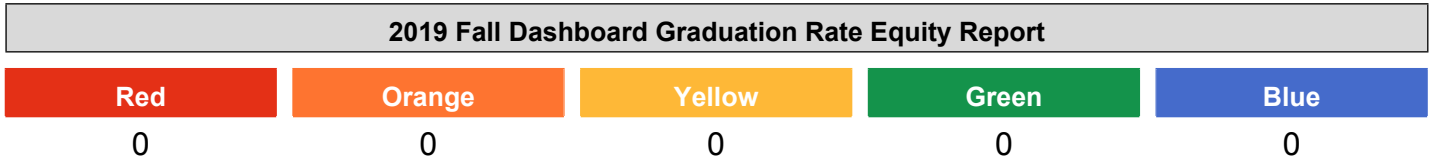
# School and Student Performance Data

## 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 85.7 Increased +14.7 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 84 Increased +19.5 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

<p align="center"><b>African American</b></p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">5</p>	<p align="center"><b>American Indian</b></p>	<p align="center"><b>Asian</b></p>	<p align="center"><b>Filipino</b></p>
<p align="center"><b>Hispanic</b></p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">8</p>	<p align="center"><b>Two or More Races</b></p>	<p align="center"><b>Pacific Islander</b></p>	<p align="center"><b>White</b></p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">86.7</p> <p align="center">Increased +11.7</p> <p align="center">15</p>

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.

**2019 Fall Dashboard Graduation Rate by Year**

<p align="center"><b>2018</b></p>	<p align="center"><b>2019</b></p>
<p align="center">71.1</p>	<p align="center">85.7</p>

**Conclusions based on this data:**

1. The graduation rate for all students increased, especially the SED students.
2. The counselor works with each student to provide guidance to increase the opportunity to graduate.
3. Academic intervention will be provided for students at risk of not graduating.

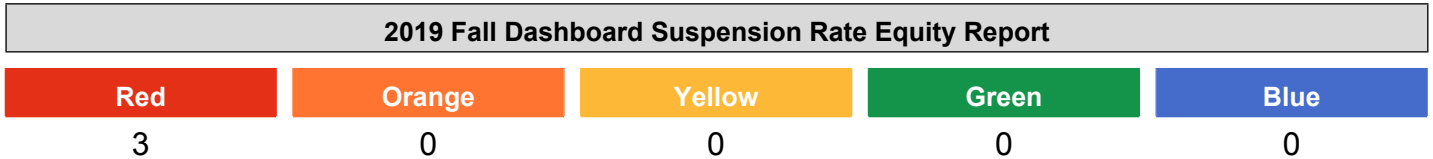
# School and Student Performance Data

## 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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>18.1</p> <p>Increased +6.4</p> <p>116</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>15.5</p> <p>Increased +2.6</p> <p>103</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 27.3 Increased +21.7 11			 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 17.5 Increased +3.2 40		 No Performance Color Less than 11 Students - Data 2	 Red 14.8 Increased +5 61

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	11.7	18.1

**Conclusions based on this data:**

- Progress is being made with other means of correction before suspension. Our suspension rate did increase by over 6 points however.
- Positive behavior interventions will continue to be implemented to create a positive school culture.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

Identified areas of need in SBAC assessment results and Dashboard data

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 2 Implementation of Academic Standards Reflection Tool (1-5 lowest to highest)	Progress in making instructional materials aligned to standards in ELA/ELD-5 and math 5	Maintain level 5 full implementation and sustainability
CAASPP Assessments	District scores 2019: ELA 51% Math 36%  Site:  11th grade ELA: 29% 11th grade Math: 0%	Increase performance in Level 3 and 4 by 2% over baseline for all student groups

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

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

### 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)
1100	General Unrestricted 4000-4999: Books And Supplies Office and Counselor Supplies
192	General Unrestricted 5000-5999: Services And Other Operating Expenditures Postage
50	General Unrestricted 4000-4999: Books And Supplies Health Supplies

## 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

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

### 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)
1500	General Unrestricted 4000-4999: Books And Supplies Instructional Supplies
3000	General Unrestricted 5000-5999: Services And Other Operating Expenditures Acellus Licensing Fee
60	General Unrestricted 5000-5999: Services And Other Operating Expenditures Multilith Printing

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Maximize student engagement and achievement.

## Goal 2

Maximize student engagement and achievement.

## Identified Need

Identified needs based on SBAC assessment data and Dashboard data

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate/Chronic Absenteeism Rate	District Attendance Rate 95.2%; Chronic Absenteeism Rate 11.5%	Maintain/Increase attendance rate by 2%; Maintain/Decrease Chronic Absenteeism by 2%
Suspension Rate	District Suspension Rate 6.6%; Mesquite Suspension Rate 11.7%	Maintain/Decrease suspension rate by 2%
California Healthy Kids Survey	20% of 11th graders strongly agree they are connected to their school	Maintain/Increase school connectedness by 2%

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

Character Development Program

### 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)

175

General Unrestricted  
4000-4999: Books And Supplies  
Character Development Workbooks for new students

## Strategy/Activity 2

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

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

Under-performing socioeconomically disadvantaged students in ELA and math

### Strategy/Activity

Provide academic interventions.

### 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)

Under-performing socioeconomically disadvantaged students in ELA and math

### Strategy/Activity

Provide evidence-based, supplemental academic intervention materials.

### 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)

5000

Title I Part A: Allocation  
5000-5999: Services And Other Operating Expenditures  
Intervention Program for Math/Algebra through Access. Access is an online program offers personalized skill recommendations determined by a pretest and periodic checks with a proven success rate.

5085

Title I Part A: Allocation  
5000-5999: Services And Other Operating Expenditures  
Intervention Program for ELA through Achieve 3000 which is uniquely designed to meet the needs of classrooms with a diverse mix of

student abilities and needs. Every student in the class reads the same grade-appropriate content differentiated at their individual reading level.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Grow family and community partnerships that benefit students.

## Goal 3

Grow family and community partnerships that benefit students.

## Identified Need

District LCAP Parent Survey results

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Surveys	Spring 2019 LCAP Parent Survey: 73.5% of district-wide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school

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

1. Provide family nights and graduation to increase parent/guardian 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)

658

#### Source(s)

Title I Part A: Parent Involvement  
4000-4999: Books And Supplies  
Light refreshments for Back to School Night, Parent Night, and Graduation

## 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**

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

**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)

1000

Source(s)

District Funded  
5000-5999: Services And Other Operating Expenditures  
Parent Square Services

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Guarantee safe and well-maintained facilities.

## Goal 4

Guarantee safe and well-maintained facilities.

## Identified Need

Results of Facility Inspection Tool; Dashboard data-local indicators

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facility Inspection Tool	2018 FIT Rating: Fair	Maintain/Increase FIT Rating

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

1. Support safe and well-maintained facilities.

### 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)
1950	General Unrestricted 4000-4999: Books And Supplies Custodial Supplies

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 5

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

## Identified Need

Dashboard data-local indicators

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number/rate of fully credentialed teachers	Number/rate of fully credentialed teachers: 4/4 or 100%	Maintain the number/rate of fully credentialed teachers

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

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

### 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)
400	General Unrestricted 1000-1999: Certificated Personnel Salaries Substitutes for teachers to attend District PD/Textbook Adoption Meeting
60	General Unrestricted 3000-3999: Employee Benefits



	Employee Benefits
2000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Professional Development for teachers of SED students

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 1

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)	Maintain/Increase level 3 or 4 in ELA/ELD and math	APS Site Score 2017-18: 2 in ELA/ELD and 4 in Math; 2018-19 Academic Performance Survey (APS) Results: ELA/ELD-2.5 and math 4
CAASPP Assessments	Increase performance in Level 3 and 4 by 2% over baseline for all student groups	2018 ELA 7% and math 0%; 2019 ELA 29% and math 0%

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide non-instructional, basic site operation supplies.	Provided non-instructional, basic site operation supplies.	Office and Counselor Supplies 4000-4999: Books And Supplies General Unrestricted 2000	Office and Counselor Supplies 4000-4999: Books And Supplies General Unrestricted 1780
		Postage 5000-5999: Services And Other Operating Expenditures General Unrestricted 400	Postage 5000-5999: Services And Other Operating Expenditures General Unrestricted 350
		Health Supplies 4000-4999: Books And Supplies General Unrestricted 200	Health Supplies 4000-4999: Books And Supplies General Unrestricted 176
		Maintenance on copiers/laminator 5000-5999: Services And Other Operating Expenditures General Unrestricted 750	Maintenance on copiers/laminator 5000-5999: Services And Other Operating Expenditures General Unrestricted 1176
2. Provide evidence-based supplemental instructional materials to support substantial implementation of	Provided evidence-based supplemental instructional materials to support substantial implementation of	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 2000	Instructional Supplies 4000-4999: Books And Supplies General Unrestricted 1603

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Common Core State Standards. (Title I)	Common Core State Standards. (Title I)	Acellus Licensing Fee 5000-5999: Services And Other Operating Expenditures General Unrestricted 2250	Acellus Licensing Fee 5000-5999: Services And Other Operating Expenditures General Unrestricted 4850
		Multilith Printing 5000-5999: Services And Other Operating Expenditures General Unrestricted 200	Multilith Printing 5000-5999: Services And Other Operating Expenditures General Unrestricted 58

## Analysis

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

As noted in the "Actual Actions/Services" section above, 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.

Overall, the actions/services were effective in meeting Goal 1. 2018-19 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.

The Academic Program Survey (APS) will be replaced with the California School Dashboard Priority 2 Local Indicator-Implementation of Academic Standards Reflection Tool which will measure progress in making instructional materials aligned to standards in ELA/ELD and math.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 2

Maximize student engagement and achievement.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate/Chronic Absenteeism Rate	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism by 1%	District Attendance Rate Increased .2%; Chronic Absenteeism Rate Increased 1.3%
Suspension Rate	Maintain/Decrease suspension rate by 1%	District Suspension Rate 6.6%; Mesquite Suspension Rate 11.7%; Declined 13.3%
California Healthy Kids Survey	Maintain/Increase school connectedness by 1%	Fall 2017 39% of students feel connected; Fall 2018 20% of 11th graders strongly agree they are connected to their school

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Character Development Program	Provided a Character Development Program.	Workbooks for new students 4000-4999: Books And Supplies General Unrestricted 200	Workbooks for new students 4000-4999: Books And Supplies General Unrestricted 175
PBIS Rewards	PBIS Rewards were given to students.	PBIS system to track Positive Behavior Points for Rewards 5000-5999: Services And Other Operating Expenditures Other 500	PBIS system to track Positive Behavior Points for Rewards 5000-5999: Services And Other Operating Expenditures Other 500
Cerro Coso College/Career Day	Cerro Coso College/Career Day was held.	Cerro Coso College Day 5000-5999: Services And Other Operating Expenditures General Unrestricted 80	Cerro Coso College Day 5000-5999: Services And Other Operating Expenditures General Unrestricted 0
Provide academic interventions.	Provided academic interventions.		
Provide evidence-based, supplemental academic intervention materials.	Provided evidence-based, supplemental academic intervention materials.	Intervention Program for Math/Algebra through IXL. IXL is an online	Intervention Program for Math/Algebra through IXL. IXL is an online

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>program offers personalized skill recommendations determined by a pretest and periodic checks 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 3000</p>	<p>program offers personalized skill recommendations determined by a pretest and periodic checks 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 299.00</p>
		<p>Intervention Program for ELA through Achieve 3000 which is uniquely designed to meet the needs of classrooms with a diverse mix of student abilities and needs. Every student in class reads the same grade-appropriate content differentiated at their individual reading level 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4246</p>	<p>Intervention Program for ELA through Achieve 3000 which is uniquely designed to meet the needs of classrooms with a diverse mix of student abilities and needs. Every student in class reads the same grade-appropriate content differentiated at their individual reading level 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 3871.00</p>

## 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 College Day.

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. The IXL subscriptions were much lower than anticipated.

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.

Strategies and activities for Goal 2 will be adjusted to address site identified needs and district initiatives.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 3

Grow family and community partnerships that benefit students.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Parent Surveys	Maintain/Increase percentage of parents feeling welcome at school	2018-82% and 2019-73.5%; Declined 8.5%

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide family nights and graduation to increase parent/guardian engagement.	Provided family nights and graduation to increase parent/guardian engagement.	Back to School Barbeque for Parents and families 5000-5999: Services And Other Operating Expenditures Other 200	Back to School Barbeque for Parents and families 5000-5999: Services And Other Operating Expenditures Other 0
		Refreshments for Back to School Night, Parent Night, and Graduation 4000-4999: Books And Supplies Title I Part A: Parent Involvement 560	Refreshments for Back to School Night, Parent Night, and Graduation 4000-4999: Books And Supplies Title I Part A: Parent Involvement 120
2. Keep parents informed of all activities and grade reporting days	Kept parents informed of all activities and grade reporting days	Parent Square Services 5000-5999: Services And Other Operating Expenditures District Funded 1000	Parent Square Services 5000-5999: Services And Other Operating Expenditures District Funded 1000

## 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 Back to School BBQ.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.  
 According to the LCAP Parent Survey results the strategies and activities were not effective in meeting Goal 3.

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.

Strategies and activities for Goal 3 will be adjusted to address site identified needs and district initiatives.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 4

Guarantee safe and well-maintained facilities.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection Tool	Maintain/Increase FIT Rating	FIT rating went from fair to good

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Support safe and well-maintained facilities.	Supported safe and well-maintained facilities.	Custodial Supplies 4000-4999: Books And Supplies General Unrestricted 1792	Custodial Supplies 4000-4999: Books And Supplies General Unrestricted 1950

## Analysis

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

As noted in the "Actual Actions/Services" section above, 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.

The site provided a well-maintained facility.

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.

The strategies and activities for Goal 4 will be adjusted to fit site needs.



# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 5

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number/rate of fully credentialed teachers	Maintain/Increase the number/rate of fully credentialed teachers by 25	5/5 Fully Credentialed Teachers 100%

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide professional development in identified areas of need and district initiatives.	Did not provide professional development in identified areas of need and district initiatives.	Substitutes for teachers to attend District PD/Textbook Adoption Meeting 1000-1999: Certificated Personnel Salaries General Unrestricted 400	Substitutes for teachers to attend District PD/Textbook Adoption Meeting 1000-1999: Certificated Personnel Salaries General Unrestricted 0
		Employee Benefits 3000-3999: Employee Benefits General Unrestricted 60	Employee Benefits 3000-3999: Employee Benefits General Unrestricted 0
		Two teachers to travel to Continuation School Conference in April 5000-5999: Services And Other Operating Expenditures Other 1500	Two teachers to travel to Continuation School Conference in April 5000-5999: Services And Other Operating Expenditures Other 0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.  
 As noted in the "Actual Actions/Services" section above, none of the 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.  
 All of the teachers are fully credentialed at Mesquite.

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. Professional development was funded through other district sources.

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.

Professional development needs will be adjusted to address site needs or district initiatives.

# 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).

## Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	8487	0.00
Title I Part A: Allocation	12,085.00	0.00
Title I Part A: Parent Involvement	658.00	0.00

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$12,743.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$22,230.00

## 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 (\$)
Title I Part A: Allocation	\$12,085.00
Title I Part A: Parent Involvement	\$658.00

Subtotal of additional federal funds included for this school: **\$12,743.00**

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 (\$)
District Funded	\$1,000.00
General Unrestricted	\$8,487.00

Subtotal of state or local funds included for this school: **\$9,487.00**

Total of federal, state, and/or local funds for this school: \$22,230.00

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

Name of Members	Role
Jo Anne McClelland	Principal
Erik Duncan	Classroom Teacher
Miles May	Secondary Student
Andrea Mason	Parent or Community Member
Autumn Mason	Secondary Student
Stephanie Bear	Other School Staff
Jacob Gamboa	Parent or Community Member
Sandi Smith-King	Other School Staff

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 12/12/2019.

Attested:



Principal, Jo Anne McClelland on 12/12/2019



SSC Chairperson, Erik Duncan on 12/12/2019