

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT ALBA SCHOOL

2022-23

37-68338-3731130

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Voeltner, Meghan

Contact Person: Voeltner, Meghan

Position: Principal

Telephone Number: 619/344-3900

Address: 4041 Oregon Street, ALBA, San Diego, CA, 92104

E-mail Address: mvoeltner@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *(Date to be inserted by Strategic Planning for Student Achievement Department)*



SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.



2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: ALBA Community Day PHONE: 619.344.3900 FAX: 619.344-3940
SITE CONTACT PERSON: Meghan Voeltner E-MAIL ADDRESS: mvoeltner@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP)
- CSI School
- ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: _____
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 5/25/22
- Other (list): _____ Date of presentation: _____

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: _____

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Meghan Jon Voeltner
Type: Print Name of School Principal

[Signature] 9/30/22
Signature of School Principal Date

Denise Garcia
Type: Print Name of SSC Chairperson

[Signature] 10.3.22
Signature of SSC Chairperson Date

Type: Print Name of ELAC Representative

Signature of ELAC Representative Date

Erin Richison
Type: Print Name of Area Superintendent

[Signature] 10-7-22
Signature of Area Superintendent Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of Title I school-wide program.

ALBA Community Day School is an alternative school that supports the academic, social, emotional, and behavioral growth of students toward progress and mastery of academic and social-emotional soft skills. Through integrated delivery of academic instruction and related services, ALBA meets each individual student where they are at and works with them on their individual goals to meet their academic and social-emotional potential. Our related services may include behavior intervention, intensive mental health therapy, intensive drug and alcohol therapy, and small student to teacher ratios.

ALBA is a Community Day School that serves students grade 7-12 who are referred by the school district's Placement and Appeals Office after being placed on suspended expulsion from the comprehensive school site. At ALBA, there is also an option to pro-actively accept students who are need of intervention and support, if the site team feels that they can appropriately meet the student needs and that the students can benefit from our school program. Each student at ALBA participates in an intake process where a personalized reinstatement plan is created to meet the unique needs of the student. This plan includes the requirements for reinstatement to the comprehensive sites, academic goals, mental health goals, and other personal goals. The plan can outline the mental health supports, group and individual counseling as well as participation in UPAC drug treatment program. The focus of the counseling and mental health groups is for Anger Management, Decision Making, and Healthy Relationships.

ALBA Community Day School strives to create and maintain an educational environment that provides rich and diverse learning experiences using evidence-based practices. These purposeful and personalized learning experiences are supported by dedicated teachers and staff that are committed to helping students develop the healthy social skills, resiliency and self-esteem needed to achieve their personal and academic goals. School programs are designed with individual students in mind to address mental health and social-emotional concerns and behaviors that brought students to ALBA. With a restorative lens, we support students in a therapeutic setting to understand and identify root causes of behaviors and learn strategies to deal with those concerns while providing a strong academic program. This School Plan for Student Achievement lays out goals and strategies that will improve student achievement, attendance, suspension rates, and access for all learners.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning with High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

SSC Meeting Dates and Topics 2021-2022
(SBB 2022-2023)**Annual Parent Title I Meeting**

Home School Compact and Title I Parent Involvement Policy were included in the re-enrollment packets and sent home with students the first week of school. Parents are encouraged to contact principal with any concerns.

October 19, 2021

- First SSC Meeting for School Year 2021-2022
- Introduction of new members
- Designation of Secretary and Chairperson
- Staff Met to analyze and provide budget recommendations
- UCP-Uniform Complaint Procedure Shared with members
- Revision and Approval of:
 - ALBA Bylaws
 - SPSA Goals
 - Title I Parent & Family Engagement
 - Title I School Parent Compact

January 19, 2022

- Revision and approval of School Safety Plan 2021-2022

March 8, 2022

- SBB 2022-2023 Review & Approval
- Approval of Budget Transfers to contracted services to add sessions to Movement “BE” due to increased student enrollment

May 25, 2022

- **Presentation and Approval**
- Title I Parent & Family Engagement Policy 2022-2023
- School Parent Compact 2022-2023
- SPSA 2022-2023

RESOURCE INEQUITIES

ALBA Community Day School's root cause analysis involved examining data from the California Dashboard, California Healthy Kids Survey, site data; and a review of the 2021-2022 SPSA.

- Based on district data there are significant inequities in the areas of chronic absenteeism and suspension rates. The following were determined to be significant root causes of chronic absenteeism and suspension rates:
 - Students historically disconnected from school
 - History of limited academic success

- Financially unable to provide transportation
- Long history of suspensions from traditional schools
- High rate of students with mental health needs
- High rate of students with special education services
- Neighborhood issues bleeding onto campus (gang and drug violence)
- High percentage of drug/alcohol abuse
- High percentage of students with anger management needs
- Facilities: We are a shared space with North Park Recreation Center. Limited access to a gym and field, no library, no auditorium, no media center
- Lack of after school extracurricular activities due to our students living across the district and limited transportation and shared space with North Park Rec Center
- Lack of parental involvement due to our families not having access to our school as they do to their neighborhood school

ALBA office staff will work collaboratively and closely with the principal, school counselors, the school nurse, and certificated staff to monitor attendance and social emotional needs of our students. A comprehensive, points-based level system has been designed and implemented across campus to address issues of tardiness, absenteeism, and behavior. The entire staff will continue training in Restorative Justice, Trauma Informed Care, and Mental Health First Aid to assist in working with students with high cases of mental instability and behavioral outbursts. Mental Health services will be available 5 days per week (in groups and individually) with strategic coping skills and plans to help students stay in class/school without interruption. UPAC will continue to meet in person after school twice a week to provide drug/alcohol intervention. Movement Be, Youth Empowerment and Outdoor Outreach will continue to work with us to build lasting relationships with our students and provide mental health services and opportunities to our students in need. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS school wide to address the overall school culture.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Carl Munn	Classroom Teacher
Mynor Pinillos	Classroom Teacher
B. Andrade	Student
O. Williams	Student
J. Coleman	Student
Teem Osborn	Classroom Teacher
Denise Garcia-Lopez	Other School Representative
Meghan Voeltner	Principal
Linda Doughty	Community Member
James O'Fallon	Community Member Alternate

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District**Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

ALBA contracted with Movement Be and Outdoor Outreach to provide unique experiences on and off campus to address students' social-emotional health. We held 3, 10 week sessions with Movement Be for our young men and 2 10-week sessions with our young women where students used poetry, spoken word, and lyrics to address emotions, traumatic experiences, neighborhood violence, and family cycles of violence, drug abuse, and poverty. Additionally, we were able to schedule two outdoor excursions with Outdoor Outreach where students went hiking and mountain-biking to engage in physical activity and build capacity as environmental stewards.

ALBA's school-wide PBIS VIP Points System continues to be the backbone of our campus. Students are able to earn points for daily behavior that allow specific privileges on campus. This 4 tiered level system provides students the opportunity to be successful even when making mistakes. Students are able to level up and down based on their behavior. Our transparency with behavior expectations allows students to be responsible for their own choices and responsible for making behavior changes if necessary. Our points system runs daily for every period of the day, including passing periods and lunchtime. Students have agency with regards to their personal behaviors and reactions to behaviors and know that if they make mistakes and level down, they always have the opportunity to work smarter and level up again. We have plenty of incentives built into the points system that include field trips, Fun Friday Activities, and a VIP Lounge where students can play pool, air hockey, indoor basketball, foosball, video games, and color and build puzzles or play board games. The VIP Lounge is truly a student space. Students can earn VIP Lounge time during lunch and can earn cell phone privileges.

Mental Health and therapy are a huge part of the instructional day for ALBA students. While our allocations for therapists changed, we still work to ensure that all students with Mental Health Related Serves (MHRS) on the IEPs and all general education students receive either individual or group

therapy consistently each week. Students will miss academic instruction to ensure that their therapeutic needs are met. However, we have found that by dealing with the whole child first, academic success comes naturally. We also partner with UPAC to provide drug and alcohol treatment 2 days a week for our students with these issues. UPAC works with students individually and in group to assess their substance abuse, provide weekly urine analysis, and communicate with families regarding their student's progress.

ALBA staff continues to participate in professional development around Restorative Practices Training, Trauma Informed Care, and has also committed to working with the school district Behavior Intervention and Supports Services to continue our professional development around student behavior, triggers, and reflective practices. Our teachers and staff participate in monthly PD that shares best practices in working with students with high anxiety and trauma. We will continue to study the escalation cycle and create our own personal safety plans when dealing with students who exhibit severe behaviors and mental health concerns. This ongoing practice allows us to better understand our student and practice our own self-reflection to see how we can be contributing to our students' poor behavior in lieu of managing it.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

While monies were budgeted for each of the above organizations, some were not spent. We hit a huge wall when attempting to create an MOU and contract with Outdoor Outreach. The district required additional insurance that the organization did not have. After months of work, we were able to arrange a contract and MOU and schedule two out of the original 10 excursions.

We did lose our allocations for mental health clinicians this year due to case management sizes in MHRC. Originally, ALBA was allocated a full-time mental health clinician who worked solely with special education students that had MHRS on the IEPs. Additionally, we have another full-time clinician to work with our general education students as therapy is required as part of their reinstatement plan. During the 21-22 school year, we had one part-time clinician who was expected to see all MHRS students in addition to all general education students. It seems that MHRC does not account for general education students when creating caseloads for clinicians. Individual and group therapy are reinstatement requirements for ALL ALBA students. This year, many of our students received very little therapeutic support due to time constraints, large caseload numbers, and the fact that our clinician is only on site 3 days per week as she shares her time with two other sites.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

After almost 2 full school years where no students have been expelled, ALBA seemed back on track with population and need for the first time since COVID and online learning. By reintegrating these experiences (Movement Be, Outdoor Outreach) back into our instructional program, we hope to provide multiple opportunities to connect students to our campus. We also plan on contracting services with Youth Empowerment to provide mentorships for our students. Groups will continue to meet weekly and/or monthly and our students will build lasting relationships with one another and staff that increases student participation and lowers suspension rates. We hope that these unique learning opportunities will continue to affect our absenteeism.

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We have been designated as a Community School for the 22-23 school year. With this designation we hope to increase our mental health clinician allocations to 2 full-time therapists to meet the needs of our students.

*Identified Need

In an effort to improve the culture and climate of ALBA, it is extremely important that we decrease our suspension and absenteeism rates significantly. Given that every student at our school has been expelled from their traditional, comprehensive site, we know that our students are already disconnected from school. Students' familial circumstances and historical trauma also create high levels of absenteeism. We also see high rates of absenteeism because our students do not live in the ALBA neighborhood. Students take the city bus from all over the district to attend ALBA. We are the only district school that takes students on a suspended expulsion.

Please note that ALBA's student population is small and transient. Student stay with us anywhere from two weeks to one full year. Given this, we do not have the numbers to substantiate a significant subgroup of students and therefore, do not have Annual Measurable Outcomes.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	7-12	decrease suspension	18%	10%	Suspension	annually

*Annual Measurable Outcomes (Closing the Equity Gap)

Supporting Black Youth - Additional Goals

- ✓ ALBA's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ The staff diversity goal at ALBA is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. ALBA's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ In the 2022-23 school year, ALBA will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ ALBA will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ ALBA's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ ALBA will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ ALBA will increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ ALBA will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Partner with Outside Agencies

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

All students at ALBA Community Day School will be served by this strategy.

***Strategy/Activity - Description**

ALBA Community Day School will partner with several outside agencies such as Youth Empowerment, Movement Be, Outdoor Outreach, and local artists to bring unique opportunities to campus that will motivate and connect students to school. Through mentorships, poetry/spoken word, outdoor experiences, and mural arts projects, students will participate in memorable activities that connect them to one another. These activities will happen weekly and monthly and provide opportunities for students to want to come to school and stay in school.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03313A	Contracted Svcs Less Than \$25K		\$3,841.00	\$3,841.00	0331-30100-00-5853-1000-3550-01000-0000	Title I Basic Program	[no data]		Pay for contracted services to support students' mental health supports
N03313B	Contracted Svcs Less Than \$25K		\$4,613.00	\$4,613.00	0331-30106-00-5853-1000-3550-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Pay for contracted services to support students' mental health supports

***Additional Supports for this Strategy/Activity**

ALBA is working with Robert Marzano's Research Foundation to be certified as a Level 1 High Reliability School. We also are a Restorative Practices School where students participate in restorative circles in class and restorative conferences when returning from a suspension. We ensure that harms are repaired so that students may continue functioning on our small campus together after an incident has occurred. Additionally, ALBA has created a school-wide points-based level system to address student behavior:

ALBA's V.I.P Process

Appropriate Participation: On Task, On Time

Respectful to Peers and Adults: Appropriate Language, Choice Words

Overall Work

Moving UP the Level System

To move from ORIENTATION to TRUST – Students must earn 300 points on their daily monitoring sheet

To move from TRUST to RESPECT – Students must earn 600 points on their daily monitoring sheet

To move from RESPECT to VIP – Students must earn 1200 points on their daily monitoring sheet

**Students do not receive points on days they are absent*

Moving DOWN the Level System

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To stay at Level VIP – Students must maintain 420 points per week or student move down to Level RESPECT
 To stay at Level RESPECT – Students must maintain 385 points per week or student moves down to Level TRUST
 To stay at Level TRUST – Students must maintain 315 points per week or student moves down to Level ORIENTATION

** A referral and/or suspension AUTOMATICALLY moves you down to Orientation Level*

** Administration reserves the right to change a student's level at any time deemed appropriate*

Level	Description
ORIENTATION	<ul style="list-style-type: none"> - Students must be escorted by an adult anytime they need to leave class - Students have not yet earned field trip privileges - Students may have earned a suspension - 300 points to move up to Level TRUST
TRUST	<ul style="list-style-type: none"> - Where all students start - Pass Privileges - must be visible at all times - Specified field trip privileges with staff approval - Maintain 315 points per week 600 points to move up to Level RESPECT
RESPECT	<ul style="list-style-type: none"> - TRUST privileges - All school field trip privileges – space provided - Fun Friday Activities. - Maintain 385 points per week - 1200 points to move up to VIP
VIP	<ul style="list-style-type: none"> - RESPECT Privileges - Lunch time cell phone privilege in VIP Lounge - Lunch time SEALED outside food and drink privilege in VIP Lounge - Maintain 420 points per week <p>*Students may not share their items with students on other levels. Students will not be reminded to return their cell phones and/or food to the office before the end of lunch. Any student who does not return their phone will be receive an automatic referral and moved to LEVEL ORIENTATION.</p>

Individual and Group Therapy***Students to be served by this Strategy/Activity**

All students at ALBA Community Day will be served by this strategy.

***Strategy/Activity - Description**

Individual and group therapy are required for all students attending ALBA to reinstate to their comprehensive site. With the addition of 2 mental health clinicians, we plan to ensure that ALL students (IEP and General Ed) get the therapeutic services they need. Individual and group therapy will take place weekly on our campus. Additionally, we will partner with UPAC to provide substance abuse treatment for all students that present with this type of issue/concern.

***Additional Supports for this Strategy/Activity**

Community Schools Initiative

Professional Development

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

All students at ALBA Community Day will be served by this strategy.

***Strategy/Activity - Description**

ALBA staff continues to participate in professional development around Restorative Practices Training, Trauma Informed Care, and has also committed to working with the school district Behavior Intervention and Supports Services to continue our professional development around student behavior, triggers, and reflective practices. Our teachers and staff participate in monthly PD that shares best practices in working with students with high anxiety and trauma. We will continue to study the escalation cycle and create our own personal safety plans when dealing with students who exhibit severe behaviors and mental health concerns. This ongoing practice allows us to better understand our students and practice our own self reflection to see how we can be contributing to our students' poor behavior in lieu of managing it.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N033141	Prof&Curriclm DevHrlyClstrmTchr		\$2,000.00	\$2,476.20	0331-00000-00- 1170-1000- 3550-01000- 0000	Discretionary Alloc	[no data]		PD Time to work with district behavior support services to understand students and their triggers to support a collaborative and safe campus with little to no incidents

***Additional Supports for this Strategy/Activity**

Community Schools Initiative
PD Hourly

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities. **Access:** Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning with High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22

articulated goal(s).

Our school district has provided in depth professional development with the Marzano Research Foundation. Through this work, we have identified the critical concepts, by subject, that are imperative to student learning. Because ALBA is such a small school with only eight teachers, we have had to re-imagine some of this work to meet our current class structure and student needs. ALBA courses are stacked. This means that with only one high school science teacher, that teacher has one class with all grade levels included. Therefore, this teacher has students who need biology, physics, and/or chemistry credits in one room. It is impossible for any teacher to teach three distinct subjects in one classroom. Since every teacher is in this same position on my site, our team decided to look at critical concepts in an innovative way. Teachers have worked in small teams to identify the common critical concepts found in each of the subjects they teach. Once those critical concepts have been identified, our teachers create lessons, tasks, culminating projects, and assessments that evaluate students' understanding. Using the same science example, the science teacher has identified the critical concepts that are common throughout biology, physics, and chemistry. He has created engaging lessons and tasks to help students understand those concepts and assessments that evaluate students' understanding of them. This is the same for every subject on campus: English, math, history, ethnic studies, art, and other electives. We continue to evaluate the critical concepts, tasks, and assessments for validity and appropriateness.

We are also continuing this work to build a body of evidence that represents our curriculum and its relevancy to our students and their lives. As part of each student's journey at ALBA, we ask them to reflect on their experience of being expelled, what they have learned, and how they plan to integrate back into a comprehensive site. We continue to develop and End of Year Exhibition in which students create a personal statement and reflect upon 2-3 projects they completed at ALBA. In these reflections, students talk about the critical concepts they learned and how their understanding of those concepts grew over time. They also share how they have grown through the ALBA Program which is not solely academic. We approach learning in a very holistic style. We believe that when we work with students on a social-emotional level, understand and resolve trauma, and function through a restorative lens, students show growth in all facets of their lives.

Additionally, we are tasked with implementing a standards-based grading system. In this system, students have multiple opportunities to show mastery. They are not graded on a typical 10-point A, B, C scale, but rather a 4 point scale that allows for growth. Students may only score a 1 or 2 on a task or assessment on their first try, which would be below proficient. However, after relearning and resubmitting those tasks, they may earn a 3 or 4 that shows proficiency or mastery of a concept. While this is a huge shift in thinking for teachers and students, we are eliminating the barriers that keep students in the bottom of the learning pit and allowing students to become the drivers of their own learning experience.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The COVID Pandemic drastically affected students and teachers world-wide. We saw and felt these affects very deeply. Many of our students had been left alone at home for the past two and a half years while their parents struggled to work. Many students had a huge gap in education because they were faced with insurmountable barriers. As such, we have had students on campus that were exhibiting poor behavior and struggling academically to the likes of which we had never seen before. In 21-22 student were back on campus for the first time and had truly fallen out of the routine of school. Their

grades had dropped significantly and they had trouble functioning appropriately at school.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

With consideration to the major changes on campus, we needed to rearrange our thinking to meet the students where they were at. While we continued to focus on critical concepts and our End of Year Exhibition, we realized that our students needed more engaging tasks that captured their interest and kept them coming to school. Many teachers (across disciplines) began co-creating projects that met the critical concepts of multiple classes. Students were able to identify how critical concepts in one subject area connected to another. We became more project-based and found that students were much more successful with hands-on learning.

***Identified Need - English Language Arts**

ALBA students have been expelled from their comprehensive sites. Our students are historically disconnected from school and have experienced poor grades. The students we actually access with the SBAC have only been in attendance for a few months to as little as a few weeks at the time of the assessment. While we know we need to improve the percentage of students meeting or exceeding standards, we believe that we must offer our students a unique and engaging curriculum that connects them to reading and writing in the first place. We know that by partnering with outside agencies and utilizing unique curriculum, where students use art and language to tell their own stories and read about other's experiences, we will reduce the number of Ds and Fs in English Language Arts.

Please note that ALBA's student population is small and transient. Student stay with us anywhere from two weeks to one full year. Given this, we do not have the numbers to substantiate a significant subgroup of students and therefore, do not have Annual Measurable Outcomes.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	7-8	Decrease Ds and Fs in Middle School ELA	50%	25%	Site Developed Common Assessments	semester
June 2023	9-12	Decrease Ds and Fs in High School ELA	31.5%	20%	Site Developed Common Assessments	semester

ALBA students have been expelled from their comprehensive sites. Our students are historically disconnected from school and have experienced poor grades. The students we actually access with the SBAC have only been in attendance for a few months to as little as a few weeks at the time of the assessment. While we know we need to improve the percentage of students meeting or exceeding standards, we believe that we must offer our students a unique and engaging curriculum that connects them to mathematics in the first place. We know that by utilizing a unique curriculum, where students use math to build logical reasoning and mental rigor, we will reduce the number of Ds and Fs in mathematics.

Please note that ALBA's student population is small and transient. Students stay with us anywhere from two weeks to one full year. Given this, we do not have the numbers to substantiate a significant subgroup of students and therefore, do not have Annual Measurable Outcomes.

*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
January 2023	7-8	Decrease Ds and Fs	22%	10%	Other (Describe in Objective)	semester
January 2023	9-12	Decrease Ds and Fs	36%	25%	Other (Describe in Objective)	semester

***Identified Need - English Learners**

ALBA has few English Learners and most of our EL students that take the ELPAC Exam have not been at ALBA very long for actual English instruction. Thus, we have students taking the ELPAC who have had English instruction from another school site. While the ELPAC data may not reflect our teaching practices, it is an important tool in identifying students' English proficiency. We recognize the importance of students taking the ELPAC Exam seriously so that they may become English Proficient prior to graduating from high school.

While we are not large enough to offer separate ELD courses, we do offer designated English Learner Development in our courses. Our EL students are identified on a special roster so that teachers may differentiate instruction and tasks to meet ELs where they are. We also provide small group support to our ELs to support them in their acquisition of English.

Please note that ALBA's student population is small and transient. Students stay with us anywhere from two weeks to one full year. Given this, we do not have the numbers to substantiate a significant subgroup of students and therefore, do not have Annual Measurable Outcomes.

*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	7-12	English Learner	Increase proficiency by one level on the ELPAC Exam	16%	25%	Summative ELPAC	annual

***Identified Need - Graduation/Promotion Rate**

ALBA is a Community Day School. As such, we are not WASC Certified and may NOT issue diplomas. However, we do work with students individually to help them grow and meet the requirements to reinstate to their home comprehensive school site. The purpose of our program is to help students learn who they are, why they are important, and how to reach their goals. Through coursework, therapy, art therapy, and working with outside organizations, our students learn and grow, understand their mistakes, and move forward. We document all student growth in an individual reinstatement plan that follows the student from ALBA back to their comprehensive site. We know we have been successful when a student reinstates to their original school and can maintain their learning to be a contributing member of their school community.

Please note that ALBA's student population is small and transient. Student stay with us anywhere from two weeks to one full year. Given this, we do not have the numbers to substantiate a significant subgroup of students and therefore, do not have Annual Measurable Outcomes

*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	

ALBA SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	7-12	Increase the percentage of students eligible to reinstate to their traditional comprehensive site by using the individual rehabilitation plans	86%	95%	Other (Describe in Objective)	annual
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***Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate**

Optional School Goal(s)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	7-12	All Students	Decrease chronic absenteeism	18%	10%	attendance data	annual

Professional Development

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

All students at ALBA Community Day School will be served by this strategy.

***Strategy/Activity - Description**

All of our teachers will continue to participate in professional development around learning styles and adverse behavior in the classroom. Teachers are asked to do much more than teach at ALBA. They serve as counselors, mentors, and mental health support. They need to be trained in these skills to implement them correctly. By working with our District's Behavior Intervention Team, Restorative Practices Department, Trauma Informed Care Team, and outside agencies we are able to learn and share how to help students control their emotions and regulate their behavior.

Additionally, teachers will have pull-out time to work on critical concept tasks and assessments that analyze student learning, in English and Math, and allow for teacher and student revision when necessary. Through our PD we will continue to learn how to reflect on our own practices and help students grow and improve academically.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N033115	Supplies		\$2,142.00	\$2,142.00	0331-09800-00-4301-1000-3550-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Purchase supplementary tools to support in English and math for struggling learners such as math manipulatives and notebooks.

***Additional Supports for this Strategy/Activity**

Community Schools Initiative

Math Support

*Students to be served by this Strategy/Activity

All Students at ALBA will benefit from this strategy.

*Strategy/Activity - Description

The ALBA math program is California state standards-based, and focuses its primary attention upon three basic areas:

1. Achieving student mastery of content as a means of fostering stronger and more resilient feelings of self-belief
2. Promoting a growth-mindset attitude by providing students with multiple opportunities to attempt and find success in their mathematical pursuits
3. Developing strong problem-solving skills, both individually and within group settings

Mastery of content by all students (as opposed to merely covering the required material) is paramount and is ensured through rigorous daily formative assessment of student progress. Students engage in thorough guided practice of all skills and concepts in a low-stakes atmosphere designed to alleviate fear of failure and build student confidence. This process also affords the instructor with ample opportunity to assess each student's progress individually and informally, before moving on to more structured individual practice and, eventually, subsequent concepts.

Summative assessments are also designed to afford students with an opportunity to try, fail, practice, and subsequently try again. Every unit exam is preceded by a "pretest" which closely mirrors the final formative assessment. Student pre-tests are graded and returned the next day for review, allowing students to gauge their current strengths and weaknesses. Students then engage in a process of "fixing" their pretests. This process requires them to explain their mistakes, and then retry problems that are similar to problems that they attempted incorrectly the first time. Students who fully engage in this "fix-up" process can have their pretest score improved by as much as 30%. This process helps foster a growth-mindset mentality, possessors of which tend to show more resilience in the face of everyday problems and failures. It allows students to gain a greater comfort level with the tasks required, which typically results in a more confident and impressive performance on the actual unit exam (which is administered the following day). Additionally, built into each unit are multiple opportunities for students to solve complex and open-ended problems. These problems are often first attempted working within a group format, which allows students to come up with creative "outside-the-box" solutions and share their unique ideas and gifts. These experiential opportunities then become a strong framework upon which they can begin to develop the types of mathematical modeling skills which are at the heart of most algebraic and geometric problem solving. And, again, attaining mastery of these more complex concepts and skills is always the ultimate goal.

*Additional Supports for this Strategy/Activity

Community Schools Initiative

Students with Disabilities Support***Students to be served by this Strategy/Activity**

All students with IEPs at ALBA will benefit from this strategy.

***Strategy/Activity - Description**

Students with disabilities will be purposefully scheduled into academic core classes with appropriate special education support. General education teachers and special education case managers and support staff will ensure that instruction directly aligns with the student's individual needs and goals as listed in the students' IEPs. Additionally, dedicated Study Skills classes for middle school and high school are built into our master schedule for students whose IEPs state that separate service hours are required. Additionally, IEP summary sheets will be shared with all teachers to ensure that teachers are aware of their students' goals and areas of need. All IEPs will be up to date and meetings held on time. Finally, lunchtime and after school tutoring will be available to support students in their coursework.

***Additional Supports for this Strategy/Activity**

Community Schools Initiative

Support for Black Youth***Students to be served by this Strategy/Activity**

Black youth at ALBA will benefit from this strategy.

***Strategy/Activity - Description**

ALBA has partnered with Movement BE, a black owned non-profit, that works with students to help identify who they are and tell their own stories before someone else does. With the use of poetry, spoken word, and lyrics, students are able to reflect on emotional experiences and share them in a way that is conducive to their learning. Movement BE is also a mental health support that helps students regulate their emotions and learn to express themselves appropriately.

ALBA's black youth will participate in three 10-week sessions with Movement BE throughout the school year.

***Additional Supports for this Strategy/Activity**

Community Schools Initiative

Reinstatement Plans***Students to be served by this Strategy/Activity**

All ALBA students will benefit from this strategy.

***Strategy/Activity - Description**

Individualized reinstatement plans have been created for each ALBA student based on their offense and need. All parents, counselors, therapists, teachers, administrators, and outside agencies working with students will have input on the students' plans. Additionally, students will create and end of year presentation based on the goals of their plan and reflect on their learning experiences at ALBA to help prepare them for their reinstatement. Counseling staff, therapists, and administration will meet weekly to discuss individual students and their rehabilitation plan in an RTI Meeting.

***Additional Supports for this Strategy/Activity**

Community Schools Initiative

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

As we entered our first full year back on campus, we found that the need to communicate with families was greater than ever. As students became expelled, families had many questions about the expulsion process, enrollment at ALBA, and their eventual return to their traditional school site. We continue to partner with Placement and Appeals to help families navigate this process, answer their questions, and mitigate their fears.

We have historically struggled with having parents or family members sit on our various committees because their children are only at ALBA for a short time. Some students enroll and leave within days because they were reinstated at their hearing. Other students do not enroll because they are waiting for the results of their hearing. Finally, students that do attend only stay for 2 semesters at most, and families find it difficult to commit to a committee knowing their student will leave soon.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

No major difference this year. Family engagement is a historical challenge at ALBA.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Our ASB students (in middle school) will be creating monthly newsletters to share with students, staff, and families. Our hope is that families may have a heightened interest when receiving communications from their child. We will continue to use our best resources, which are personal phone calls and home visits to engage families. We hope with the onboarding of our new Community Schools Coordinator, we may have more traction with getting

families to join our school committees.

***Identified Need**

Historically, ALBA has had low parental involvement. Many if not most of our students are disconnected from school which causes the families to be distant as well. Through our intake process and regular communication, we hope to increase parent involvement and make ALBA a comfortable and inviting environment. For our students to meet the goals of their personal rehabilitation plans, it is imperative that we have parent involvement. Our parents must consent to all therapy and drug/alcohol treatment. We believe with regular, documented communication, we will have a higher percentage of parents connected to our site and participating in our events.

Please note that ALBA's student population is small and transient. Students stay with us anywhere from two weeks to one full year. Given this, we do not have the numbers to substantiate a significant subgroup of students and therefore, do not have Annual Measurable Outcomes

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Volunteers	Have at least one parent or family member on our SSC and SGT Committees	0	2 parents	Other - Describe in objective
June 2023	Other (Describe in Objective)	We will directly communicate with every family by phone once a month	75%	90%	Other - Describe in objective

Exhibition

***Families to be served by this Strategy/Activity**

All ALBA families will benefit from this strategy.

***Strategy/Activity - Description**

We will host an end of year exhibition where students can share projects and reflect on their experience at ALBA. This exhibition will include students describing how they changed from the time they arrived and what they learned moving forward towards reinstatement to their comprehensive site. These exhibitions will also serve as celebrations for all of our families. Additionally, we will invite administration from the schools students are reinstating to join and meet their new students for the first time!

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03312C	Supplies		\$77.00	\$77.00	0331-30103-00-4301-2495-3550-01000-0000	Title I Parent Involvement	[no data]		Pay for flyers to be copied to be mailed home as family communication.

***Additional Supports for this Strategy/Activity**

Community Schools Initiative

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

ALBA Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 3,918
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 10,673

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 4,613
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 4,613

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 2,142
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 2,142

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 10,673

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
ALBA	09800 LCFF Intervention Support	(blank)	4301 Supplies	Supplies	2,142.00	0	\$2,142.00
ALBA		(blank) Total				0	\$2,142.00
ALBA	09800 LCFF Intervention Support Total					0	\$2,142.00
ALBA	30100 Title I Basic Program	(blank)	5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	3,841.00	0	\$3,841.00
ALBA		(blank) Total				0	\$3,841.00
ALBA	30100 Title I Basic Program Total					0	\$3,841.00
ALBA	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	77	0	\$77.00
ALBA		(blank) Total				0	\$77.00
ALBA	30103 Title I Parent Involvement Total					0	\$77.00
ALBA	30106 Title I Supplmnt Prog Imprvmt	(blank)	5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	4,613.00	0	\$4,613.00
ALBA		(blank) Total				0	\$4,613.00
ALBA	30106 Title I Supplmnt Prog Imprvmt Total					0	\$4,613.00

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

ALBA Community Day school

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

ALBA Community Day school with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

ALBA Community Day school obtains parent input through individual parent meetings at the time of enrollment, parent meetings during school year and the collection of survey data to develop and write the Title I Parent & Family Engagement Policy.

Title I Parent & Family Engagement Policy is included in the enrollment packets, parents are advised to read it thoroughly and submit in writing or via email to principal any revisions or suggestions that they could have to improve the policy.

It is not easy to form a consistent parent group because our school population is transient, most of the students at ALBA attend just for a semester or two, we encourage parents to actively participate in our decision making groups and express their concerns whenever they consider the policy needs to be amended.

Parents are provided with LEA contact information in case they need to voice their concerns in case they find the Policy to be not satisfactory.

Early in the fall an annual meeting is held to share with parents a description of the Title I Program and its requirements. Policy is distributed at the time of enrollment. The intake process lasts about an hour to ensure all parents' questions and concerns are addressed. The policy is available in multiple languages and is posted in the main office. The policy is shared with outside agencies working within the school and updated at parent events and through survey data.

ALBA Principal meets with parents at their request, parent meetings and assemblies are scheduled at a time that is more convenient for parents and a ZOOM link is created for every meeting.

SSC and SGT members are required to review and approve the policy once a year and are advised that at any time they consider and update or revision to the policy is needed to bring them to the board to be revised.

SPSA is developed in conjunction with SSC and SGT members, the school sends multiple surveys to parents seeking their input and they are updated of changes during parent events, conferences and meetings.

Surveys are sent home with students, US Mail and emails to give parents the opportunity to express/share with school their opinion if they find it not satisfactory.

ALBA's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on May 25, 2022. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before September 30, 2022 with all returning students and at the time of enrollment with all new students.

Signature Page

Meghan Jon Voeltner, Principal

Name and Title of Authorized Official

Enter Signature of Authorized Official

Signature of Authorized Official

May 25, 2022

Date

California Department of Education

April 2020

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

The ALBA Community Day School, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

At ALBA we make every effort to provide a rigorous standards-based curriculum. We have a very supportive, highly trained staff. Instruction is delivered in a small class environment that is culturally inclusive and strong mental health/counseling services. School climate demands high expectation for all students in order to succeed in their choice of college or career.

First parent conference is at the time of enrollment. Parents, students, counselors, and therapists meet to discuss academic and behavior expectation and the School Parent Compact. Additional parent/teacher conferences are scheduled as needed and upon parent request. Grade reports and assessment scores are shared at regular intervals.

Parents are welcome into classrooms to volunteer or observe given an appointment has been made in advance. Parents are welcome on campus for a variety of events including Open House, family nights, and end of semester/year celebrations. Parents are invited to all student work exhibitions and assemblies. Parents are contacted regarding events on campus through US Mail, flyers, emails, school messenger and personal Phone calls/texts, newsletters and school website.

Parents have the opportunity to preview curriculum available on campus, we have regular scheduled meetings with parents and families. Parents and students have the opportunity to be part of our SSC & SGT Boards.

ALBA works collaboratively with outside agencies to provide opportunities for families. All communication with parents is translated into required language, translations services provided at all events and meetings.

This Compact was established by ALBA Community Day School on May 25, 2022, and will be in effect for the period of School year 2022-2023. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: September 30, 2022 for returning students at time of enrollment for new students .

Signature Page

Meghan Jon Voeltner, Principal

Name and Title of Authorized Official

Enter Signature of Authorized Official

Signature of Authorized Official

Date

5/25/2022

California Department of Education
April 2020

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at: https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

Additional Data Sources:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

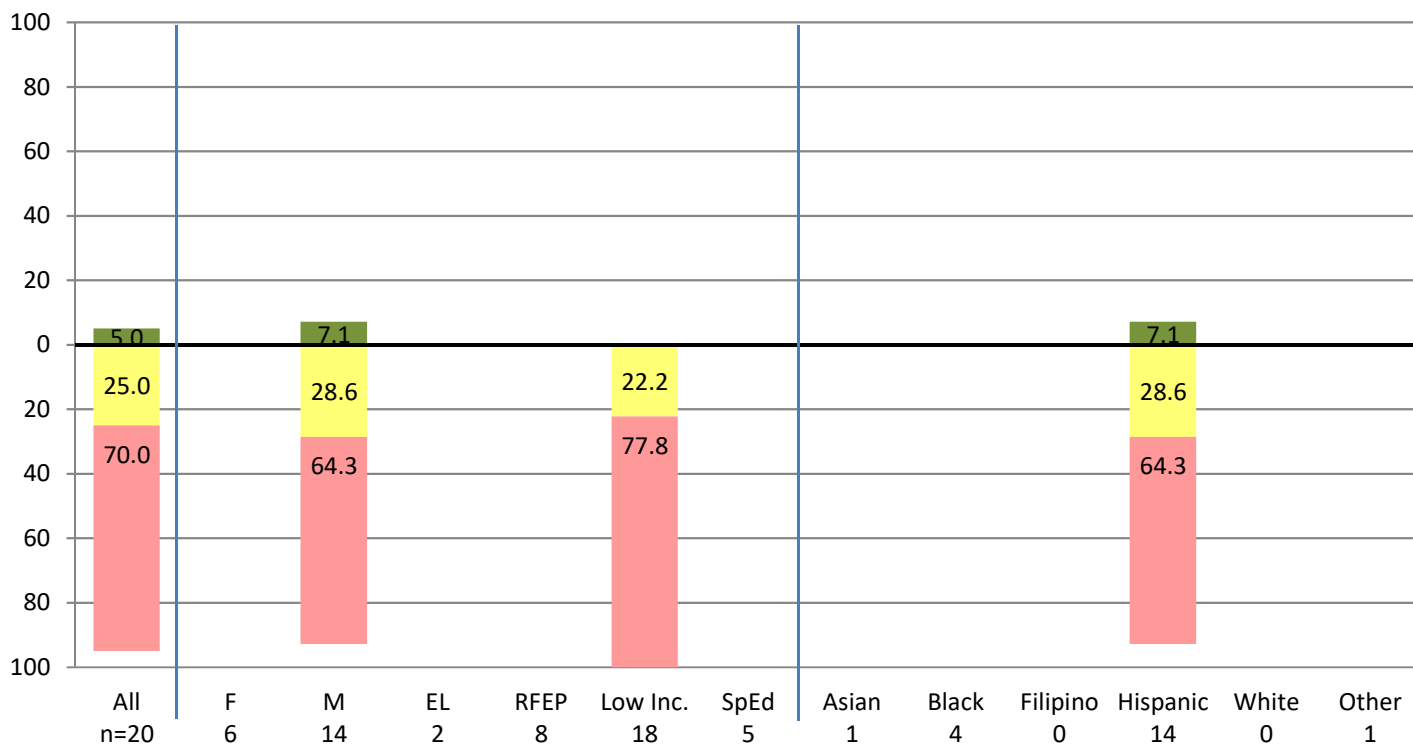


PERFORMANCE LEVELS BY GROUP REPORT
ALBA
Smarter Balanced Summative Assessments 2022

Research & Evaluation
8/12/2022

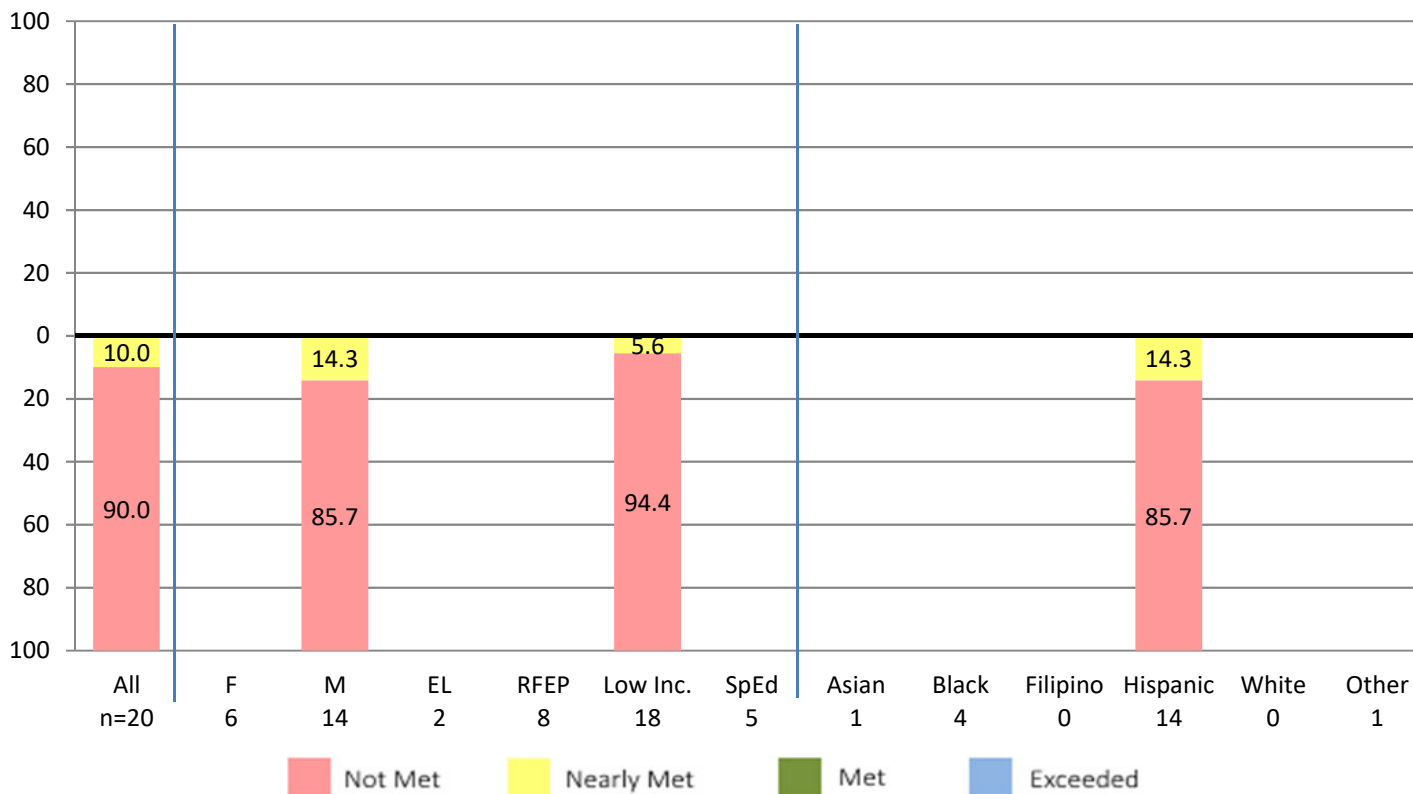
ENGLISH LANGUAGE ARTS

Percent of Students at Each Achievement Level



MATHEMATICS

Percent of Students at Each Achievement Level



■ Not Met
 ■ Nearly Met
 ■ Met
 ■ Exceeded

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: ALBA

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Partner with Outside Agencies

***Strategy/Activity - Description**

ALBA Community Day School will partner with several outside agencies such as Outdoor Outreach, Movement Be, StarPals, and local artists to bring unique opportunities to campus that will motivate and connect students to school. Through outdoor experiences, storytelling, and mural arts projects, students will participate in memorable activities that connect them to one another. These activities will happen weekly and monthly and provide opportunities for students to want to come to school and stay in school.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not working	Modifications based on qualitative and quantitative data.
Travel Conference		\$1,500.00	30106-5207	Travel to support conferences to improve school climate and culture.	Attended School Climate Conference and learned strategies from other alternative schools on how to connect with students and build engaging, motivating lessons.	COVID limited our options for travel as conferences were canceled.	Continue to attend conferences as they open up.

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

ALBA Community Day ELA teachers will participate in PLCs where they create a PBL cross-curricular project for students enrolled in a Cohort Group. These students will participate in a unique PBL curriculum within English, History, Art, and Ethnic Studies where they design and build a business to increase their academic performance.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not working	Modifications based on qualitative and quantitative data.
Supplies		\$7,728.00	30100-4301	Supplemental Instructional supplies to support ELA standards. Students may need additional materials above district allocation due to supplemental nature of site based units of study.	Supplemental supplies supported students in their learning when utilized.	Teachers needed reminders to use the supplemental supplies to differentiate instruction	Offer specific training for teachers on how to modify instruction and assignments to differentiate for all learners in an atypical setting
Prof&Curriclm Dev Vist Tchr		\$2,995.25	30106-1192	PD visiting teachers for PLC and teacher collaboration on ELA Units of study. If PD visiting teachers are not available due to district staffing money will be transferred to appropriate teacher hourly.	Money was transferred to teacher hourly and supplies to support teachers in their collaborative work. In lieu of units of study, teachers worked on critical concepts for their content areas.	Substitutes were not available this year due to severe shortage	If substitute shortage is overcome, monies will continue to be allocated for PD.

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

The ALBA math program is California state standards-based, and focuses its primary attention upon three basic areas:

1. Achieving student mastery of content as a means of fostering stronger and more resilient feelings of self-belief
2. Promoting a growth-mindset attitude by providing students with multiple opportunities to attempt and find success in their mathematical pursuits
3. Developing strong problem-solving skills, both individually and within group settings

Mastery of content by all students (as opposed to merely covering the required material) is paramount, and is ensured through rigorous daily formative assessment of student progress. Students engage in thorough guided practice of all skills and concepts in a low-stakes atmosphere designed to alleviate fear of failure and build student confidence. This process also affords the instructor with ample opportunity to assess each student’s progress individually and informally, before moving on to more structured individual practice and, eventually, subsequent concepts.

Summative assessments are also designed to afford students with an opportunity to try, fail, practice, and subsequently try again. Every unit exam is preceded by a “pretest” which closely mirrors the final formative assessment. Student pretests are graded and returned the next day for review, allowing students to gauge their current strengths and weaknesses. Students then engage in a process of “fixing” their pretests. This process requires them to explain their mistakes, and then retry problems that are similar to problems that they attempted incorrectly the first time. Students who fully engage in this “fix-up” process can have their pretest score improved by as much as 30%. This process helps foster a growth-mindset mentality, possessors of which tend to show more resilience in the face of everyday problems and failures. It allows students to gain a greater comfort level with the tasks required, which typically results in a more confident and impressive performance on the actual unit exam (which is administered the following day). Additionally, built into each unit are multiple opportunities for students to solve complex and open-ended problems. These problems are often first attempted working within a group format, which allows students to come up with creative “outside-the-box” solutions and share their unique ideas and gifts. These experiential opportunities then become a strong framework upon which they can begin to develop the types of mathematical modeling skills which are at the heart of most algebraic and geometric problem solving. And, again, attaining mastery of these more complex concepts and skills is always the ultimate goal.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not working	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PD visiting teachers to support PLCs and the development of	Money was transferred to teacher hourly and supplies to support	Substitutes were not available this year due to severe shortage	If substitute shortage is overcome, monies

ALBA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				units. Site will also use this time to review student work and assessments.	teachers in their collaborative work. In lieu of units of study, teachers worked on critical concepts for their content areas.		will continue to be allocated for PD.
Supplies	--	--	30100-4301	Supplemental instructional supplies to support site based instructional units that are not supported by district allocation.	Money was transferred to teacher hourly and supplies to support teachers in their collaborative work. In lieu of units of study, teachers worked on critical concepts for their content areas.	Substitutes were not available this year due to severe shortage	If substitute shortage is overcome, monies will continue to be allocated for PD.

Goal 4- Supporting English Learners

Strategy/Activity 1

*Strategy/Activity - Description

ALBA teachers will provide tutoring in all core subject areas for LTELs on campus during lunch and on specified days after school.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not working	Modifications based on qualitative and quantitative data.
Non Clsrn Tchr Hrly		\$4,283.21	30106-1957	After school tutoring by certificated staff.	Lunch time tutoring was more successful as students do not live in the ALBA neighborhood and many times cannot stay after school because of long bus rides.	After school tutoring had a very low turnout. Our number of EL students fluctuates from quarter to quarter as students enroll in ALBA and reinstate to their neighborhood schools	Consider a new strategy for EL support in the 22-23 school year

Goal 7 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

We will an end of year exhibition where students can share projects and reflect on their experience at ALBA. This exhibition will include students describing how they changed from the time they arrived and what they learned moving forward towards reinstatement to their comprehensive site. These exhibitions will also serve as celebrations for all of our families. Additionally, we will invite administration from the schools students are reinstating to to join and meet their new students for the first time!

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not working	Modifications based on qualitative and quantitative data.
Supplies		\$180.00	30103-4301	Supplies to support year end exhibitions and parent refreshments.	Regular personal phone calls and text messages to parents and families from the principal, teachers, and main office. Family Events like the exhibition and others (including award ceremonies). Most if not all families have been attending events and responding to calls	Email Website Zoom These just do not add the personal touch our families need	Continue our current practice with personal connections.

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Individualized reinstatement plans have been created for each ALBA student based on their offense and need. All parents, counselors, therapists, teachers, administrators, and outside agencies working with students will have input on the students' plans. Additionally, students will create and end of year presentation based on the goals of their plan and reflect on their learning experiences at ALBA to help prepare them for their reinstatement. Counseling staff, therapists, and administration will meet weekly to discuss individual students and their rehabilitation plan in an RTI Meeting.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not working	Modifications based on qualitative and quantitative data.
Bus Passes		\$3,000.00	30100-5627	Due to the lack of district support, students need support to attend ALBA. This is a supplemental support that is critical to our low income students. If students cannot attend, they would most likely drop out.	Attendance is increasing because of bus passes	Students losing bus passes is affecting our budget	Continue funding bus passes

What are my leadership strategies in service of the goals?

I will continue to use distributive leadership in service of fostering teacher accountability in not completing tasks for the sake of completing tasks. We will continue our work in ELA and Math by clarifying and solidifying critical concepts to help keep instruction and grading transparent for students and families. Additionally, we will continue to support EL students by differentiating curriculum and providing multiple opportunities for mastery in all subjects. Through professional development, teachers will collaborate to not only strengthen their content area instruction, but to also learn new ways to interact with challenging student behaviors and continue to implement strategies that support historically disconnected students.

SCHOOL NAME: ALBA

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

ALBA teachers will provide tutoring in all core subject areas for LTELs on campus during lunch and on specified days after school.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$6,611.00	09800-4301	After school tutoring for EL students to support additional time necessary to develop literacy scaffolds to access curricular standards. This will require additional instructional supplies.	Teachers had adequate time and resources to ensure that their content areas were scaffolded to support ELs in the mainstream setting.	Given that our school is not the neighborhood school for our students, we had a difficult time getting students to stay after school.	Use our resources during the regular school day and allow for a lunchtime tutoring session for ELs while they are already on campus.

What are my leadership strategies in service of the goals?

I will continue working with staff to develop supports for ELs on campus. Our campus is transient and our number of ELs can fluctuate from week to week. I must ensure that my staff is not only aware of our ELs, but is able to provide the necessary support for them to develop literacy and access the curricular standards. I will continue our efforts to extend learning opportunities for ELs throughout and beyond the school day.