

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **MT. EVEREST ACADEMY** SCHOOL

**2022-23**

37-68338-3730751

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:** Browne, Courtney

**Contact Person:** Browne, Courtney

**Position:** Principal

**Telephone Number:** 858/496-8778

**Address:** 4350 Mount Everest Blvd, Mt. Everest Academy, San Diego, CA, 92117-4847

**E-mail Address:** cbrowne@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: Mt. Everest Academy      PHONE: 619-605-8700      FAX: 858-573-5981

SITE CONTACT PERSON: Mihoko Ikeuchi      E-MAIL ADDRESS: mikeuchi@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:

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____          |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____          |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____          |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation: <u>9/28/22</u> |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: <u>5/25/22</u> |

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: 5/25/22

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.

Courtney Browne  
Type/Print Name of School Principal

Aaron Rubin  
Type/Print Name of SSC Chairperson

\_\_\_\_\_  
Type/Print Name of ELAC Representative

Erin Richison  
Type/Print Name of Area Superintendent

Courtney Browne 10/4/22  
Signature of School Principal / Date

[Signature] 10/4/22  
Signature of SSC Chairperson / Date

[Signature] 10/7/22  
Signature of ELAC Representative / Date

[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**

The School Plan for Student Achievement fulfills the requirements of a schoolwide comprehensive budgeting plan for supporting students based on our achievement plan.

**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.

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & 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
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

**ENGAGING EDUCATIONAL PARTNERS**

At Mt. Everest Academy, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2020-2021, stakeholders were involved in the 2021-2022 budget development process via multiple meeting opportunities to dialogue and to solicit input. These include staff meetings, SGT and SSC throughout the year.

-Sept. 29, 2021- SSC Meeting to review school data, Home/School Compact and Parent Involvement Policy.

-Jan. 12, 2022- SSC met to analyze data and provided budget recommendations.

-Feb. 7, 2022- Staff met to analyze data and provided budget recommendations.

-Feb. 16, 2022-SSC reviewed and approved the 22-23 budget (LCFF)

-May 25, 2022 - SSC reviewed and approved 2022-2023 SPSA

**RESOURCE INEQUITIES**

Data from CAASPP, the CA Dashboard, CA Healthy Kids survey, and Surveys for Alternative Schools of Choice were reviewed along with site data and the existing SPSA. CAASPP data from 2018-2019 was reviewed as state tests were not administered in 2020 or 2021 due to Covid19. In 2019, Mt. Everest students continued to outperform the state average in both ELA (88% met or above standards in 18-19, up from 80% the prior year) and Math (75% met or exceeded standards, down from 77% the prior year.) 80% of parents report feeling welcome to participate in our school. 90% of 7th

graders and 85% of 11th graders perceive school as safe or very safe. However, 19% of 7th graders and 46% of 11th graders reported experiencing chronic sadness or hopelessness.

Areas of need include instructional supports, especially pertaining to online learning and SEL. We will continue to partner with the Dept. of Youth Advocacy to develop our "Ally Action" Program, an anti-bullying leadership program for grades 6-12. Additionally, in the 2022-2023 we will be piloting Leader in Me Curriculum through Franklin Covey. Our head counselor will collaborate with classroom teachers to lead character development lessons and restorative circles in grades K-6. The MEA teachers and office staff will continue to work collaboratively and closely with the principal, school counselor, school nurse, school psychologist, and educational specialist to monitor the socio-emotional health of our students.

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Petunia R.	Student
Katherine B.	Student
Fayyad H.	Student
Jim Greenwood	Classroom Teacher
Andrea Ausland	Parent
Liljana Hristova	Parent
Deb Mech	Classroom Teacher
Nancy Mullen	Classroom Teacher
Maria Ramos	Other School Personnel
Kate Fries	Parent
Courtney Browne	Principal
Rachel Finney	Classroom Teacher

# **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).

The CHKS and related parent survey from 2019 showed that 80% of parents report feeling welcome to participate in our school. 90% of 7th graders and 85% of 11th graders perceive school as safe or very safe. However, 19% of 7th graders and 46% of 11th graders reported experiencing chronic sadness or hopelessness.

The 2022 Parent Survey of Alternative Schools of Choice showed that 97% of parents surveyed felt that MEA teachers care about students, 97% believe MEA teachers provide an excellent education and 95% responded that MEA promotes an appreciation of diversity.

Staff attended multiple anti-racist, anti-bias trainings as well as professional development around culturally responsive teaching and will incorporate their learnings into the classroom and lesson design. Teachers meet in PLCs to share lessons and best practices with the goal of all students feeling welcome, included, and successful.

Our Ally Action program continues to meet and was recently awarded a CA Civics Award. Our counselor and ASB advisor partnered with the Youth Advocacy Dept. to offer this program. We will continue to have staff and students collaborate to bring the Ally Action program to a larger audience. Survey results show that the Ally Action Program increased both student and staff awareness and knowledge in regard to bullying and actions that can be taken to improve school climate. Mt. Everest students also established a Mental Health Club with the counselor as the club advisor. Meetings were held online during the 2021-2022 school year. The Mental Health Club presented to the staff and offered ideas that teachers incorporated into their classes.

**\*Major Differences**



## Mt. Everest Academy SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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).

There were no major implementation changes or budget changes.

### \*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.

We will continue to have staff and students collaborate to bring the Ally Action program to a larger audience. During 2022-2023 we will be piloting Franklin Covey's Leader in Me Curriculum across all grade levels as part of our SEL plan. Staff attended multiple anti-racist, anti-bias trainings as well as culturally responsive teaching and restorative practices and will incorporate their learnings into the classroom and lesson design.

### \*Identified Need

Students have limited time on campus due to the independent study nature of our program. There is a need for more SEL embedded in the curriculum and more opportunities for students to engage in collaborative activities. We will continue to implement Restorative Practices as well as Culturally Responsive teaching practices. Beginning with the Class of 2024, all students will graduate having taken a course in Ethnic Studies. Most 9th graders are currently enrolled in this course for the 2021-2022 school year. Due to small numbers within subgroups the overall goals pertain to all students as well as our subgroups. This not only protects the privacy of individuals but also adds to the validity of the statistical analysis of the data.

### \*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	Implement Leader in Me	0	100	Other (Describe in Objective)	Annually
June 2023	K-12	Increase school connectedness	82(7), 70(9), 70 (11)	85	CAL-SCHLS (CHKS)	Annually

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	English Learner	Increase Attendance Rates	*Small group size	95%	Attendance	Weekly, Monthly
June 2023	K-12	Black or African American	Increase Attendance Rates	*Small group size	95%	Attendance	Weekly, Monthly
June 2023	K-12	Students with Disabilities	Increase Attendance Rates	*Small group size	95%	Attendance	Weekly, Monthly

**Supporting Black Youth - Additional Goals**

- ✓ Mt. Everest Academy’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the SPSA equity goals and monitor student access to programs, learning, and attendance data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ The staff diversity goal at Mt. Everest Academy 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. Mt. Everest Academy’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, Mt. Everest Academy 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.
- ✓ Mt. Everest Academy 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.
- ✓ Mt. Everest Academy’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.
- ✓ Mt. Everest Academy will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

**Strategy/Activity 1**

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

All students will be served by these activities.

**\*Strategy/Activity - Description**

Staff, teachers, and our counselor continuously communicate regarding students. Supervising teachers collaborate monthly with content area teachers to monitor grades, attendance, and student overall well-being. Our school counselor will continue to meet with individual students and their families based on socio-emotional needs and staff referrals.

## **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).

Due to Covid-19 no state test was administered in 2019-2020 or 2021-2022. Our most recent CAASPP data is from 2019. Overall, Mt. Everest students continue to outperform the state average in ELA (88% met or above standards in 18-19, up from 80% the prior year). Students in grades K-4 were not performing as well as their older peers on site assessments and the CAASPP (where applicable.) Parents of elementary students had requested a more comprehensive standards-aligned curriculum than what was provided by the district to support the independent study/home study model. Parents now have the option to utilize the new district curriculum from Benchmark. Initial analysis of FAST, DRA, and site assessments show growth for students in K-4.

**\*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).

Teachers in grade 5-12 will continue to develop vertically aligned standards-based lessons and assignments. Teachers in grade K-4 will train continue to train parents on the Benchmark ELA curriculum and ensure support throughout the school year through group workshops and **one on one** sessions. Additional supports through online programs such as Newsela and Reading A-Z will be provided.

**\*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.

No changes.

**\*Identified Need - English Language Arts**

Mt. Everest students continue to outperform the state average in ELA. Students not meeting or exceeding standards are assigned personalized support in areas of need. Due to the small numbers within subgroups the overall goals pertain to all students as well as our subgroups. This not only protects the privacy of individuals but also adds to the validity of the statistical analysis of the data.

**\*Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	90% of students will meet or exceed standards on ELA assessments. Assessments include site developed monthly assessments, F&P, FAST, Interims, and CAASPP	88	90	Other (Describe in Objective)	Monthly, Annually

## Mt. Everest Academy SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	K-12	90% of students will meet or exceed standards on ELA assessments. Assessments include site developed monthly assessments, F&P, FAST, Interims, and CAASPP	88	90	Other (Describe in Objective)	Monthly, Annually	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	English Learner	90% of students will meet or exceed standards on ELA assessments. Assessments include site developed monthly assessments, DRA, FAST, Interims, and CAASPP	*Small group size	90	Other (Describe in Objective)	Monthly, Annually
June 2023	K-12	Black or African American	90% of students will meet or exceed standards on ELA assessments. Assessments include site developed monthly assessments, DRA, FAST, Interims, and CAASPP	*Small group size	90	Other (Describe in Objective)	Monthly, Annually
June 2023	K-12	Students with Disabilities	90% of students will meet or exceeds standards	*Small group size	90	Other (Describe in Objective)	Monthly, Annually

## Mt. Everest Academy

### SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			on ELA assessments. Assessments include site developed monthly assessments, DRA, FAST, Interims, and CAASPP				
<b>*Identified Need - Math</b>							
Mt. Everest students continue to outperform the state average in Math. Students not meeting or exceeding standards are assigned personalized support in areas of need. Due to small numbers within subgroups the overall goals pertain to all students as well as our subgroups. This not only protects the privacy of individuals but also adds to the validity of the statistical analysis of the data.							
<b>*Goal 3 - Mathematics</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	K-12	80% of students will meet or exceed standards on Math assessments. Assessments include site developed monthly assessments, FAST, Interims, and CAASPP	75	80	Other (Describe in Objective)	Monthly, Annually	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Math</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	English Learner	80% of students will meet or exceed standards on Math assessments. Assessments include site	*Small group	80	Other (Describe in Objective)	Monthly, Annually

## Mt. Everest Academy SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			developed monthly assessments, FAST, Interims, and CAASPP				
June 2023	K-12	Black or African American	80% of students will meet or exceed standards on Math assessments. Assessments include site developed monthly assessments, FAST, Interims, and CAASPP	*Small group	80	Other (Describe in Objective)	Monthly, Annually
June 2023	K-12	Students with Disabilities	80% of students will meet or exceed standards on Math assessments. Assessments include site developed monthly assessments, FAST, Interims, and CAASPP	*Small group	80	Other (Describe in Objective)	Monthly, Annually

**\*Identified Need - English Learners**

Due to small numbers within this subgroup the overall goals pertain to all students as well as our subgroups. This not only protects the privacy of individuals but also adds to the validity of the statistical analysis of the data.

**\*Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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## Mt. Everest Academy SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	All grades	English Learner	All students will increase by one level on the ELPAC	small group size	%100	Summative ELPAC	annually
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**\*Identified Need - Graduation/Promotion Rate**

Due to small numbers within sub groups the overall goals pertain to all students as well as our subgroups. This not only protects the privacy of individuals but also adds to the validity of the statistical analysis of the data.

**\*Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	Increase number of Mt. Everest students who graduate with an A-G diploma	95	100%	% UC A-G on task	annually

**\*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	English Learner	Increase number of Mt. Everest students who graduate with an A-G diploma	*Small group size	100%	% UC A-G on task	annually
June 2023	12	Black or African American	Increase number of Mt. Everest students who graduate with an A-G diploma	*Small group size	100%	% UC A-G on task	annually
June 2023	12	Students with Disabilities	Increase number of Mt. Everest students who graduate with an A-G diploma	*Small group size	100%	% UC A-G on task	annually

**Strategy/Activity 1**

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

English Learners



<p><b>*Strategy/Activity - Description</b></p> <p>The subgroup of students who are classified as English Language Learners at Mt. Everest is not statistically significant. All students not meeting or exceeding standards are provided with a personalized support plan for success that includes supplemental curricular supports and targeted instruction.</p>
<p><b>Strategy/Activity 2</b></p>
<p><b>*Students to be served by this Strategy/Activity</b></p> <p>All students with disabilities will benefit.</p>
<p><b>*Strategy/Activity - Description</b></p> <p>The Education Specialist will provide a summary of progress reports given to families every 12 weeks. The Education Specialist conferences monthly with students and/or their families (depending on their age) on her caseload. These meetings coincide with our monthly independent study calendar for assignments to be completed and submitted to content area teachers. Support providers (including OT and SLP) and classified support staff offer small group classes through which students work on goals.</p>
<p><b>Strategy/Activity 3</b></p>
<p><b>*Students to be served by this Strategy/Activity</b></p> <p>All students are served by this strategy.</p>
<p><b>*Strategy/Activity - Description</b></p> <p>Targeted supports for students with D's and F's, including AVID, tutoring, and conferences with content area teachers and the counselor. Personalized support plans are created for each student at risk of earning a D or F in one or more classes following 4 weeks of enrollment. Grades are reviewed every 3-4 weeks in alignment with our monthly independent study calendar. In accordance with AB 130, a tiered re-engagement process is followed, including Evaluations of Continued Enrollment.</p>
<p><b>Strategy/Activity 4</b></p>
<p><b>*Students to be served by this Strategy/Activity</b></p> <p>All students will be served by this strategy.</p>
<p><b>*Strategy/Activity - Description</b></p> <p>Teachers in grade 5-12 will continue to develop vertically aligned standards-based lessons and assignments. Teachers in grade K-4 will continue to train parents on the newer ELA curriculum and ensure support throughout the school year through group workshops and one on one sessions. Teachers will continue to plan in PLC's vertically aligning assignments and assessments K-5 and 6-12, with a focus on assessments and effective feedback. Students are monitored on a monthly basis and extra supports put in place, including tutoring sessions, one on one support, and personalized support plans. Teachers will continue to enrich District provided curriculum with relevant and standards-based lessons.</p>
<p><b>*Proposed Expenditures for this Strategy/Activity</b></p>

**Mt. Everest Academy** SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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
N0395L	Library Books		\$221.00	\$221.00	0395-09800-00-4201-1000-3300-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To add relevant and diverse offerings in library
N039520	Supplies		\$5,800.00	\$5,800.00	0395-09800-00-4301-1000-3300-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		For curriculum and classroom supplies such as notetaking supplies.
N03952I	Software License		\$1,000.00	\$1,000.00	0395-09800-00-5841-1000-3300-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		For online/digital support programs

<b>LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools</b>					
<b>Call to Action Belief Statement</b>					
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.					
<b>District LCAP Goals</b>					
5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities					
<b>Annual Review of This Goal: SPSA Reviewed 2021-22</b>					
<b>*Analysis</b>					
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).					
80% of parents report feeling welcome to participate at the school and believe that the school promotes academic success for all students. 70% report that the school allows input and welcomes parent's contributions. 48% report that the school actively seeks the input of parents before making decisions. Although parents can offer ideas and suggestions through the SSC, SGT, and Parent Foundation another venue continues to be needed.					
<b>*Major Differences</b>					
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).					
Coffee with the principal events continued to be online during the 2021-2022 school year.					
<b>*Changes</b>					
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.					
This goal will remain the same, with events happening online until campus reopens for parents.					
<b>*Identified Need</b>					
Due to small numbers within subgroups the overall goals pertain to all students as well as our subgroups. This not only protects the privacy of individuals but also adds to the validity of the statistical analysis of the data.					
<b>*Goal 6- Family Engagement</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>

## Mt. Everest Academy SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	Other (Describe in Objective)	Parent "Coffee with the Principal"	100	100	Other - Describe in objective
<b>*Annual Measurable Outcomes</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2023	Other (Describe in Objective)	Parents will report on the CSPS that the school actively seeks their input before making decisions	48%	80%	Other - Describe in Objective
<b>Strategy/Activity 1</b>					
<b>*Families to be served by this Strategy/Activity</b>					
All families will benefit.					
<b>*Strategy/Activity - Description</b>					
"Coffee with the Principal" will occur at least 6 times during the school year.					

## **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**

# Mt. Everest Academy Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
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)	\$ 7,021

## 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)	\$ 0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 0

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)	\$ 7,021
[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): \$ 7,021

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 7,021

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Mt. Everest 09800 LCFF Intervention Support		(blank)	4201 Library Books	Library Books	221	0	\$221.00
Mt. Everest Academy			4301 Supplies	Supplies	5,800.00	0	\$5,800.00
Mt. Everest Academy			5841 Software License	Software License	1,000.00	0	\$1,000.00
Mt. Everest Academy		<b>(blank) Total</b>				<b>0</b>	<b>\$7,021.00</b>
<b>Mt. Everest 09800 LCFF Intervention Support Total</b>						<b>0</b>	<b>\$7,021.00</b>



**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**

## **Mt. Everest Academy**

# **PARENT AND FAMILY ENGAGEMENT POLICY**

- Mt. Everest Academy will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings will include:
  - Improving communication between the school and home.
  - Discussing current student assessment data and student progress.
  - Providing information about school and district resources for student academic improvement.
  - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation.
  - Conferencing with teachers.
  - Providing training programs to help parents support and work with their children at home and at school.
  - Valuing cultural diversity.
- Input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- The schoolwide e-newsletter is emailed to parents weekly informing parents/community of all meetings and classes of interest. For special District meetings, targeted language groups receive notice in their language. The parent center is used to advertise parent meetings and training sessions offered at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.
- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Parents are notified annually of individual student assessment results by Assessment Services Department. An explanation of the information is available in several languages.

This policy was adopted by **Mt. Everest Academy** on **Set. 28, 2022** and will be in effect for the period of **2022-2023 School Year**.

The school will distribute the policy to all parents of students on, or before: **Oct. 28, 2022**

**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Strategic Planning for Student Achievement Department**

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**School-Parent Compact 2022-2023**  
**Mt. Everest Academy**

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following:

- a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
  
- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:
  1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement.
  
  2. Frequent reports to parents on their children’s progress.
  
  3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.
  
  4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes from [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school) :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- 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.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Mt. Everest**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	95	81.1	95	88.4	111	80.2	114	86.0	100	85.0	3.9	-1.0	94	70.2	92	80.4	109	77.1	112	75.0	98	75.5	5.3	0.5
<b>Female</b>	58	84.5	52	94.2	68	85.3	61	90.2	61	90.2	5.7	0.0	58	63.8	50	86.0	66	74.2	60	75.0	60	76.7	12.9	1.7
<b>Male</b>	37	75.7	43	81.4	43	72.1	53	81.1	39	76.9	1.2	-4.2	36	80.6	42	73.8	43	81.4	52	75.0	38	73.7	-6.9	-1.3
<b>African American</b>	3	-	2	-	0	-	3	-	0	-	-	-	3	-	2	-	0	-	3	-	0	-	-	-
<b>Asian</b>	9	-	7	-	12	75.0	11	72.7	12	91.7	-	19.0	9	-	8	-	12	83.3	11	72.7	12	91.7	-	19.0
<b>Filipino</b>	0	-	3	-	1	-	2	-	4	-	-	-	0	-	3	-	1	-	2	-	3	-	-	-
<b>Hispanic</b>	15	80.0	17	88.2	21	76.2	12	75.0	19	84.2	4.2	9.2	15	73.3	14	85.7	20	70.0	12	75.0	18	66.7	-6.6	-8.3
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	52	80.8	47	87.2	54	79.6	64	92.2	51	84.3	3.5	-7.9	51	68.6	46	76.1	54	77.8	62	74.2	51	76.5	7.9	2.3
<b>Multiracial</b>	15	93.3	17	88.2	22	86.4	22	81.8	14	85.7	-7.6	3.9	15	66.7	17	76.5	21	76.2	22	77.3	14	64.3	-2.4	-13.0
<b>English Learner</b>	3	-	0	-	0	-	0	-	1	-	-	-	3	-	0	-	0	-	0	-	1	-	-	-
<b>English-Speaking</b>	92	82.6	95	88.4	111	80.2	114	86.0	99	85.9	3.3	-0.1	91	70.3	92	80.4	109	77.1	112	75.0	97	75.3	5.0	0.3
Reclassified†	5	-	6	-	7	-	8	-	8	-	-	-	5	-	7	-	7	-	8	-	7	-	-	-
Initially Eng. Speaking	87	81.6	89	88.8	104	79.8	106	86.8	91	85.7	4.1	-1.1	86	68.6	85	80.0	102	77.5	104	76.0	90	76.7	8.1	0.7
<b>Econ. Disadv.*</b>	20	90.0	20	100.0	25	80.0	23	78.3	26	84.6	-5.4	6.3	21	61.9	17	76.5	25	76.0	22	59.1	24	62.5	0.6	3.4
<b>Non-Econ. Disadv.</b>	75	78.7	75	85.3	86	80.2	91	87.9	74	85.1	6.4	-2.8	73	72.6	75	81.3	84	77.4	90	78.9	74	79.7	7.1	0.8
<b>Gifted</b>	40	92.5	42	90.5	53	83.0	58	96.6	35	97.1	4.6	0.5	39	89.7	41	90.2	53	88.7	57	91.2	34	97.1	7.4	5.9
<b>Not Gifted</b>	55	72.7	53	86.8	58	77.6	56	75.0	65	78.5	5.8	3.5	55	56.4	51	72.5	56	66.1	55	58.2	64	64.1	7.7	5.9
<b>With Disabilities</b>	4	-	3	-	8	-	6	-	1	-	-	-	3	-	3	-	9	-	6	-	1	-	-	-
<b>WO Disabilities</b>	91	83.5	92	89.1	103	81.6	108	87.0	99	84.8	1.3	-2.2	91	71.4	89	82.0	100	78.0	106	77.4	97	76.3	4.9	-1.1
<b>Homeless</b>	0	-	1	-	1	-	2	-	0	-	-	-	0	-	1	-	1	-	2	-	0	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	7	-	7	-	7	-	9	-	0	-	-	-	7	-	7	-	7	-	9	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Mt. Everest**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	10	70.0	6	-	11	63.6	0	-	12	75.0	5.0	-	10	70.0	6	-	11	72.7	11	54.5	12	75.0	5.0	20.5
Female	5	-	1	-	7	-	0	-	5	-	-	-	5	-	1	-	7	-	3	-	5	-	-	-
Male	5	-	5	-	4	-	0	-	7	-	-	-	5	-	5	-	4	-	8	-	7	-	-	-
African American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Asian	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	1	-	1	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	0	-	0	-	2	-	0	-	4	-	-	-	0	-	0	-	2	-	2	-	4	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	5	-	4	-	4	-	0	-	2	-	-	-	5	-	4	-	4	-	5	-	2	-	-	-
Multiracial	4	-	2	-	4	-	0	-	4	-	-	-	4	-	2	-	4	-	2	-	4	-	-	-
English Learner	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
English-Speaking	9	-	6	-	11	63.6	0	-	12	75.0	-	-	9	-	6	-	11	72.7	11	54.5	12	75.0	-	20.5
Reclassified†	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Initially Eng. Speaking	9	-	6	-	11	63.6	0	-	11	72.7	-	-	9	-	6	-	11	72.7	11	54.5	11	72.7	-	18.2
Econ. Disadv.*	1	-	20	100.0	4	-	0	-	5	-	-	-	1	-	17	76.5	4	-	3	-	5	-	-	-
Non-Econ. Disadv.	9	-	6	-	7	-	0	-	7	-	-	-	9	-	6	-	7	-	8	-	7	-	-	-
Gifted	5	-	1	-	4	-	0	-	35	97.1	-	-	5	-	1	-	4	-	1	-	34	97.1	-	-
Not Gifted	5	-	5	-	7	-	0	-	12	75.0	-	-	5	-	5	-	7	-	10	50.0	12	75.0	-	25.0
With Disabilities	2	-	1	-	1	-	0	-	1	-	-	-	2	-	1	-	1	-	1	-	1	-	-	-
WO Disabilities	8	-	5	-	10	60.0	0	-	12	75.0	-	-	8	-	5	-	10	70.0	10	60.0	12	75.0	-	15.0
Homeless	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Mt. Everest**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	9	-	12	75.0	7	-	0	-	4	-	-	-	9	-	12	66.7	7	-	12	58.3	4	-	-	-
Female	5	-	6	-	3	-	0	-	1	-	-	-	5	-	6	-	3	-	7	-	1	-	-	-
Male	4	-	6	-	4	-	0	-	3	-	-	-	4	-	6	-	4	-	5	-	3	-	-	-
African American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Asian	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	3	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	2	-	0	-	1	-	0	-	1	-	-	-	2	-	0	-	1	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	6	-	7	-	3	-	0	-	2	-	-	-	6	-	7	-	3	-	5	-	2	-	-	-
Multiracial	1	-	4	-	3	-	0	-	1	-	-	-	1	-	4	-	3	-	2	-	1	-	-	-
English Learner	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
English-Speaking	9	-	12	75.0	7	-	0	-	4	-	-	-	9	-	12	66.7	7	-	12	58.3	4	-	-	-
Reclassified†	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Initially Eng. Speaking	9	-	11	81.8	7	-	0	-	4	-	-	-	9	-	11	63.6	7	-	11	54.5	4	-	-	-
Econ. Disadv.*	3	-	1	-	25	80.0	0	-	26	84.6	-	-	3	-	1	-	25	76.0	5	-	24	62.5	-	-
Non-Econ. Disadv.	6	-	11	72.7	7	-	0	-	4	-	-	-	6	-	11	63.6	7	-	7	-	4	-	-	-
Gifted	3	-	8	-	3	-	0	-	35	97.1	-	-	3	-	8	-	3	-	5	-	34	97.1	-	-
Not Gifted	6	-	4	-	4	-	0	-	4	-	-	-	6	-	4	-	4	-	7	-	4	-	-	-
With Disabilities	4	-	3	-	8	-	0	-	1	-	-	-	0	-	3	-	9	-	1	-	1	-	-	-
WO Disabilities	9	-	12	75.0	7	-	0	-	4	-	-	-	9	-	12	66.7	7	-	11	54.5	4	-	-	-
Homeless	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.





**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Mt. Everest**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	10	80.0	12	100.0	11	90.9	0	-	8	-	-	-	9	-	12	75.0	11	81.8	11	63.6	8	-	-	-
Female	6	-	5	-	6	-	0	-	8	-	-	-	5	-	5	-	6	-	3	-	8	-	-	-
Male	4	-	7	-	5	-	0	-	0	-	-	-	4	-	7	-	5	-	8	-	0	-	-	-
African American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Asian	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	0	-	1	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	3	-	2	-	0	-	0	-	0	-	-	-	3	-	2	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	4	-	7	-	5	-	0	-	5	-	-	-	3	-	7	-	5	-	6	-	5	-	-	-
Multiracial	2	-	3	-	5	-	0	-	2	-	-	-	2	-	3	-	5	-	3	-	2	-	-	-
English Learner	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
English-Speaking	9	-	12	100.0	11	90.9	0	-	8	-	-	-	8	-	12	75.0	11	81.8	11	63.6	8	-	-	-
Reclassified†	2	-	0	-	1	-	0	-	1	-	-	-	2	-	0	-	1	-	1	-	1	-	-	-
Initially Eng. Speaking	7	-	12	100.0	10	90.0	0	-	7	-	-	-	6	-	12	75.0	10	80.0	10	70.0	7	-	-	-
Econ. Disadv.*	1	-	4	-	1	-	0	-	3	-	-	-	1	-	4	-	1	-	2	-	3	-	-	-
Non-Econ. Disadv.	9	-	8	-	10	90.0	0	-	5	-	-	-	8	-	8	-	10	80.0	9	-	5	-	-	-
Gifted	4	-	5	-	6	-	0	-	3	-	-	-	4	-	5	-	6	-	4	-	3	-	-	-
Not Gifted	6	-	7	-	5	-	0	-	5	-	-	-	5	-	7	-	5	-	7	-	5	-	-	-
With Disabilities	4	-	3	-	1	-	0	-	1	-	-	-	0	-	3	-	1	-	6	-	1	-	-	-
WO Disabilities	10	80.0	12	100.0	10	90.0	0	-	8	-	-	-	9	-	12	75.0	10	80.0	11	63.6	8	-	-	-
Homeless	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	2	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.  
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Mt. Everest**  
**Grade 6**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	13	92.3	14	92.9	18	88.9	0	-	10	80.0	-12.3	-	13	69.2	13	84.6	17	88.2	19	94.7	10	90.0	20.8	-4.7
Female	9	-	10	90.0	8	-	0	-	7	-	-	-	9	-	10	80.0	7	-	11	100.0	7	-	-	-
Male	4	-	4	-	10	80.0	0	-	3	-	-	-	4	-	3	-	10	90.0	8	-	3	-	-	-
African American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Asian	2	-	0	-	1	-	0	-	1	-	-	-	2	-	0	-	1	-	2	-	1	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Hispanic	3	-	5	-	3	-	0	-	2	-	-	-	3	-	4	-	3	-	1	-	2	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	5	-	6	-	13	84.6	0	-	6	-	-	-	5	-	6	-	12	83.3	11	90.9	6	-	-	-
Multiracial	1	-	2	-	1	-	0	-	1	-	-	-	1	-	2	-	1	-	4	-	1	-	-	-
English Learner	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
English-Speaking	12	91.7	14	92.9	18	88.9	0	-	10	80.0	-11.7	-	12	75.0	13	84.6	17	88.2	19	94.7	10	90.0	15.0	-4.7
Reclassified†	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Initially Eng. Speaking	11	90.9	14	92.9	18	88.9	0	-	10	80.0	-10.9	-	11	72.7	13	84.6	17	88.2	18	94.4	10	90.0	17.3	-4.4
Econ. Disadv.*	4	-	3	-	5	-	0	-	3	-	-	-	4	-	2	-	4	-	2	-	3	-	-	-
Non-Econ. Disadv.	9	-	11	90.9	13	92.3	0	-	7	-	-	-	9	-	11	81.8	13	92.3	17	94.1	7	-	-	-
Gifted	4	-	8	-	11	81.8	0	-	4	-	-	-	4	-	7	-	10	100.0	14	100.0	4	-	-	-
Not Gifted	9	-	6	-	7	-	0	-	6	-	-	-	9	-	6	-	7	-	5	-	6	-	-	-
With Disabilities	4	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	1	-	1	-	-	-
WO Disabilities	13	92.3	13	92.3	17	88.2	0	-	10	80.0	-12.3	-	13	69.2	12	91.7	16	87.5	18	100.0	10	90.0	20.8	-10.0
Homeless	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	2	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	3	-	0	-	0	-	-	-	0	-	1	-	3	-	2	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Mt. Everest**  
**Grade 7**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	22	86.4	14	100.0	23	82.6	0	-	19	84.2	-2.2	-	21	85.7	14	85.7	22	81.8	21	85.7	19	84.2	-1.5	-1.5
<b>Female</b>	12	100.0	8	-	17	88.2	0	-	7	-	-	-	12	83.3	8	-	16	81.3	11	81.8	7	-	-	-
<b>Male</b>	10	70.0	6	-	6	-	0	-	12	83.3	13.3	-	9	-	6	-	6	-	10	90.0	12	75.0	-	-15.0
<b>African American</b>	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
<b>Asian</b>	2	-	4	-	2	-	0	-	4	-	-	-	2	-	4	-	2	-	2	-	4	-	-	-
<b>Filipino</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Hispanic</b>	5	-	1	-	10	80.0	0	-	3	-	-	-	5	-	1	-	9	-	3	-	3	-	-	-
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	10	80.0	5	-	8	-	0	-	12	83.3	3.3	-	9	-	5	-	8	-	13	76.9	12	75.0	-	-1.9
<b>Multiracial</b>	4	-	3	-	3	-	0	-	0	-	-	-	4	-	3	-	3	-	3	-	0	-	-	-
<b>English Learner</b>	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
<b>English-Speaking</b>	22	86.4	14	100.0	23	82.6	0	-	18	88.9	2.5	-	21	85.7	14	85.7	22	81.8	21	85.7	18	83.3	-2.4	-2.4
Reclassified†	1	-	3	-	2	-	0	-	0	-	-	-	1	-	3	-	2	-	1	-	0	-	-	-
Initially Eng. Speaking	21	85.7	11	100.0	21	81.0	0	-	18	88.9	3.2	-	20	85.0	11	90.9	20	80.0	20	90.0	18	83.3	-1.7	-6.7
<b>Econ. Disadv.*</b>	4	-	4	-	5	-	0	-	4	-	-	-	4	-	4	-	5	-	3	-	4	-	-	-
<b>Non-Econ. Disadv.</b>	18	83.3	10	100.0	18	83.3	0	-	15	80.0	-3.3	-	17	82.4	10	100.0	17	82.4	18	88.9	15	86.7	4.3	-2.2
<b>Gifted</b>	11	81.8	4	-	15	80.0	0	-	9	-	-	-	10	100.0	4	-	15	80.0	11	90.9	9	-	-	-
<b>Not Gifted</b>	11	90.9	10	100.0	8	-	0	-	10	70.0	-20.9	-	11	72.7	10	80.0	7	-	10	80.0	10	70.0	-2.7	-10.0
<b>With Disabilities</b>	4	-	1	-	2	-	0	-	1	-	-	-	0	-	1	-	2	-	2	-	1	-	-	-
<b>WO Disabilities</b>	21	90.5	13	100.0	21	90.5	0	-	19	84.2	-6.3	-	21	85.7	13	84.6	20	90.0	19	89.5	19	84.2	-1.5	-5.3
<b>Homeless</b>	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	2	-	0	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	3	-	0	-	2	-	0	-	0	-	-	-	3	-	0	-	2	-	1	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Mt. Everest**  
**Grade 8**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	12	75.0	19	89.5	25	68.0	0	-	16	81.3	6.3	-	12	66.7	19	84.2	25	64.0	27	81.5	16	62.5	-4.2	-19.0
Female	7	-	10	100.0	15	80.0	0	-	11	100.0	-	-	7	-	10	90.0	15	60.0	19	89.5	11	72.7	-	-16.8
Male	5	-	9	-	10	50.0	0	-	5	-	-	-	5	-	9	-	10	70.0	8	-	5	-	-	-
African American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Asian	1	-	1	-	6	-	0	-	2	-	-	-	1	-	1	-	6	-	2	-	2	-	-	-
Filipino	0	-	1	-	0	-	0	-	2	-	-	-	0	-	1	-	0	-	0	-	2	-	-	-
Hispanic	0	-	4	-	3	-	0	-	2	-	-	-	0	-	4	-	3	-	5	-	2	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	10	70.0	10	100.0	11	63.6	0	-	8	-	-	-	10	60.0	10	90.0	11	63.6	15	80.0	8	-	-	-
Multiracial	1	-	2	-	4	-	0	-	2	-	-	-	1	-	2	-	4	-	5	-	2	-	-	-
English Learner	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
English-Speaking	12	75.0	19	89.5	25	68.0	0	-	16	81.3	6.3	-	12	66.7	19	84.2	25	64.0	27	81.5	16	62.5	-4.2	-19.0
Reclassified†	1	-	1	-	4	-	0	-	2	-	-	-	1	-	1	-	4	-	1	-	2	-	-	-
Initially Eng. Speaking	11	72.7	18	88.9	21	66.7	0	-	14	85.7	13.0	-	11	63.6	18	83.3	21	66.7	26	80.8	14	64.3	0.7	-16.5
Econ. Disadv.*	1	-	4	-	6	-	0	-	3	-	-	-	1	-	4	-	6	-	4	-	3	-	-	-
Non-Econ. Disadv.	11	72.7	15	86.7	19	68.4	0	-	13	76.9	4.2	-	11	63.6	15	80.0	19	63.2	23	78.3	13	61.5	-2.1	-16.8
Gifted	4	-	11	90.9	8	-	0	-	4	-	-	-	4	-	11	90.9	8	-	19	89.5	4	-	-	-
Not Gifted	8	-	8	-	17	64.7	0	-	12	75.0	-	-	8	-	8	-	17	52.9	8	-	12	50.0	-	-
With Disabilities	4	-	3	-	1	-	0	-	1	-	-	-	1	-	3	-	1	-	1	-	1	-	-	-
WO Disabilities	11	81.8	19	89.5	24	66.7	0	-	16	81.3	-0.5	-	11	72.7	19	84.2	24	62.5	26	84.6	16	62.5	-10.2	-22.1
Homeless	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	2	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	3	-	0	-	0	-	0	-	-	-	1	-	3	-	0	-	5	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Mt. Everest**  
**Grade 11**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	19	78.9	18	94.4	16	93.8	12	83.3	31	87.1	8.2	3.8	20	60.0	16	93.8	16	87.5	11	54.5	29	65.5	5.5	11.0
<b>Female</b>	14	78.6	12	100.0	12	91.7	6	-	22	90.9	12.3	-	15	46.7	10	100.0	12	83.3	6	-	21	66.7	20.0	-
<b>Male</b>	5	-	6	-	4	-	6	-	9	-	-	-	5	-	6	-	4	-	5	-	8	-	-	-
<b>African American</b>	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
<b>Asian</b>	2	-	1	-	1	-	1	-	3	-	-	-	2	-	2	-	1	-	1	-	3	-	-	-
<b>Filipino</b>	0	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
<b>Hispanic</b>	2	-	5	-	2	-	0	-	7	-	-	-	2	-	3	-	2	-	0	-	6	-	-	-
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	12	83.3	8	-	10	90.0	8	-	16	81.3	-2.0	-	13	69.2	7	-	11	81.8	7	-	16	62.5	-6.7	-
<b>Multiracial</b>	2	-	1	-	2	-	3	-	4	-	-	-	2	-	1	-	1	-	3	-	4	-	-	-
<b>English Learner</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>English-Speaking</b>	19	78.9	18	94.4	16	93.8	12	83.3	31	87.1	8.2	3.8	20	60.0	16	93.8	16	87.5	11	54.5	29	65.5	5.5	11.0
Reclassified†	0	-	1	-	0	-	3	-	4	-	-	-	0	-	2	-	0	-	3	-	3	-	-	-
Initially Eng. Speaking	19	78.9	17	94.1	16	93.8	9	-	27	85.2	6.3	-	20	60.0	14	92.9	16	87.5	8	-	26	65.4	5.4	-
<b>Econ. Disadv.*</b>	6	-	4	-	4	-	3	-	8	-	-	-	7	-	2	-	5	-	3	-	6	-	-	-
<b>Non-Econ. Disadv.</b>	13	84.6	14	92.9	12	91.7	9	-	23	87.0	2.4	-	13	69.2	14	92.9	11	90.9	8	-	23	69.6	0.4	-
<b>Gifted</b>	9	-	5	-	6	-	3	-	15	93.3	-	-	9	-	5	-	7	-	3	-	14	92.9	-	-
<b>Not Gifted</b>	10	60.0	13	100.0	10	100.0	9	-	16	81.3	21.3	-	11	45.5	11	100.0	9	-	8	-	15	40.0	-5.5	-
<b>With Disabilities</b>	4	-	3	-	2	-	6	-	1	-	-	-	0	-	3	-	3	-	6	-	1	-	-	-
<b>WO Disabilities</b>	19	78.9	18	94.4	14	100.0	12	83.3	30	86.7	7.8	3.4	20	60.0	16	93.8	13	92.3	11	54.5	28	67.9	7.9	13.4
<b>Homeless</b>	0	-	1	-	1	-	2	-	0	-	-	-	0	-	1	-	1	-	2	-	0	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	1	-	2	-	2	-	0	-	0	-	-	-	1	-	2	-	2	-	0	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

**APPENDIX E**

**2021-22 SPSA ASSESSMENT AND EVALUATION**

**Mt. Everest Academy** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: MT. EVEREST ACADEMY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Staff, teachers, and our counselor continuously communicate regarding students. Supervising teachers collaborate monthly with content area teachers to monitor grades, attendance, and student overall well-being. Our school counselor will continue to meet with individual students and their families based on socio-emotional needs and staff referrals.

**\*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.

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>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.).</b>	<b>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.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Supplies	--	--	09800-4301	Supplies for in	Supplemental	N/A	N/A

## Mt. Everest Academy

### SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>person classes, students returning after 18 months and may not have the ability to purchase their own supplies.</p>	<p>curriculum choices, have proven to be effective choices. FAST scores, grades, and monthly site assessments were analyzed.</p>		
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**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Teachers in grade 5-12 will continue to develop vertically aligned standards based lessons and assignments. Teachers in grade K-4 will train parents on the new ELA curriculum and ensure support throughout the school year through group workshops and one on one sessions. All teachers will continue to plan in PLC's vertically aligning assignments and assessments, with a focus on quality assessments and effective feedback. Students are monitored on a monthly basis and extra supports put in place when applicable, including tutoring sessions, one on one support, and supplemental curriculum.

**\*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.

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>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.).</b>	<b>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.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Software License		\$3,763.00	09800-5841	All but \$1500 will be transferred to Hourly costs to support new	Online tools to support English instruction have been effective. Data	Purchased software proved to be effective. More teacher training is	N/A

## Mt. Everest Academy

### SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				curriculum and standards based grading training.	from FAST scores, grades, and monthly site developed assessments support the effectiveness of the chosen online tools and their application.	needed to ensure more widespread usage across grade levels.	

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Teachers will continue to plan in PLC's vertically aligning assignments and assessments K-5 and 6-12, with a focus on assessments and effective feedback. Students are monitored on a monthly basis and extra supports put in place, including tutoring sessions, one on one support, and personalized support plans.

**\*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		\$4,000.00	09800-4301	Supplemental supplies to support our unduplicated with Math Goals. These goals include units of	Supplemental curriculum choices, have proven to be effective choices. FAST scores, grades, and monthly site	N/A	N/A

## Mt. Everest Academy

### SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				study that are not district supported therefore our students need access to supplies such as: pencils, paper, graph paper measurement tools, alternative texts, etc.	assessments were analyzed.		
Software License	--	--	09800-5841	.	Purchased software proved to be effective.	More teacher training is needed to ensure more widespread usage across grade levels.	N/A

What are my leadership strategies in service of the goals?