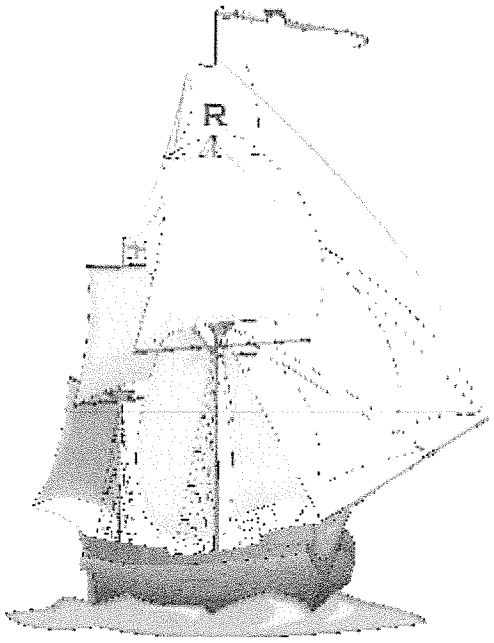
School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foothill Intermediate School	58-72736-6056691	5/25/21	

Purpose and Description

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

Schoolwide Program

The purpose of this comprehensive school plan is to report the following: Data of student achievement over time, results of a needs assessment as it relates to student achievement, goals related to continuous improvement and budget allocations designed to meet those goals.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement meets ESSA requirements and is aligned with our LCAP by outlining a response to three over-aching goals:

Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 3: Increase parent, family, and community involvement in the education of all students.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

The following data sources were used to conduct a comprehensive needs assessment of our school's services and programs:

- Alternate local assessments (no CAASPP available this year) for ELA and Math
- Dashboard data - student populations
- ELA and Math formative and summative assessments
- Chronic Absenteeism
- Suspension Rates
- Attendance Reports
- Discipline Records
- PD Plans
- Parent and Community Surveys
- Observations
- Patent Participation Data
- Parent Conferences
- Library Usage and Collection Inventories

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

In reviewing the last set of CAASPP data (Before Covid shut down our schools), we found that overall, in grades 6-8, student scores improved in both ELA and math. The percentage of students who were at or near proficient in ELA was 74.6% More recently, this percentage increased to 80.3%. The percentage of students who were at or near proficient in Math was 64.6%. This percentage increased to 70.7%. In analyzing the ELA data more specifically, we find the following: Reading went from 75.3% to 76.4%; Writing went from 72.2% to 78%;Listening/Communication skills went from 82.4% to 87.5%; Research and Inquiry went from 76% to 82.7%. Similar trends of improvement were found in math scores: Concepts and Procedures went from 59.5 % to 61%; Problem Solving/Modeling/Data Analysis went from 63.7 to 65%; Communicating Reasoning went from 63.3% to 67.3%.

The Dashboard data provided by the CDE indicated that our students were meeting required levels of proficiency at the 'medium' level in ELA. When looking at our performance of different subgroups, we find that white students were performing at a 'high' level, while our socio-economically disadvantaged subgroup was performing at the 'low' level. All groups combined, however, showed a designation of 'increased' scores over the previous year. In math, our overall score as well as our subgroup scores all 'increased' as compared to the prior year. Each group, however, remained below the 'medium' levels of proficiency. Our special education subgroup is not considered a high enough number of students to warrant a score on the School Dashboard. Data is, however, was available for 23 students. In ELA, our students fell below 'medium' levels of proficiency and also declined in their performance from the previous year. In math, this subgroup also fell below 'medium' levels of proficiency, but scores did improve as compared to the year. Subgroups that present the

greatest level of disparity in terms of student achievement were our socially economically disadvantaged students and our students with special needs.

Student discipline and attendance is always an important area to analyze. During the 20-21 school year, suspension was not an area we had to be concerned with since students were not on campus for the majority of the year. Attendance rates were significantly impacted due to distance learning and internet connectivity in the Foothills. With rigorous outreach to families we were able to see a significant increase in students getting online and attending. When we transitioned to a blended learning model, these numbers increased even more.

The library at Foothill School is an integral part of the school and its academic program. For the majority of this year, our library has been 'off limits'. We just recently were able to open it up for students to again be checking out books. Prior to being placed in a Distance Learning environment, students accessed the library no less than 3 times per week. Our Literacy Resource Technician provided guidance and support to students in book selection for various assignments, individualized and small group tutoring. Perhaps the best indicator of this important aspect of our school is to witness the number of students who are in the library before school and at recess. The other indicator is the excitement and anticipation expressed by students when they know another order of 'new books are coming'!

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

This year, we will implement an SEL curriculum titled Way Finder. This curriculum is designed to address the SEL needs of all students.

Increases in ELA and Math scores as compared to the previous year, indicate that current efforts are helping us move in a positive direction where student achievement is concerned. There remains work to be done, however, in moving more

students to levels of proficient or higher. Special education remains an area of concentration for our school's continuous improvement efforts. Our master schedule, this year, includes a structured intervention period built into the week. We will explore the possibility of expanding this intervention opportunity to more days throughout the week. One of the things that current data shows us is that we need a tighter alignment between instructional activities and academic standards. Work has been done to identify the 'Boulder' standards i.e. those standards which we deem MUST be mastered by ALL students. Ensuring that instructional activities are congruent with these standards is an area of focus. Teachers meet weekly in a collaborative setting to discuss student progress, analyze achievement data, and plan common formative assessments. Collaboration is a challenge in some of our subject areas because our teachers are 'singletons', i.e. the only person teaching that subject and/or grade level.

Chronic absenteeism is identified through daily monitoring of our 'Attention to Attendance' (A2A) software system. Parents are notified immediately when a student has more than 3 unexcused absences. If absences continue after this first notification, parents are required to meet with the principal for a Level 2 conference. The purpose of the meeting is to discuss causes for the absences and offer support to overcome obstacles. School-site contracts are signed. Further unexcused absences may then result in a referral to the Student Attendance and Review Board. Daily monitoring of our attendance data is needed to ensure interventions can be put in place for students who are chronically absent.

In a 'normal' school setting, suspension and referral rates are monitored monthly. Prevention of suspension from school is addressed through clearly defining expectations for student behavior. Referrals are analyzed to determine patterns of behavior and help define areas of focus through our Positive Behavior and Supports System (PBIS). Preventing suspensions is also addressed though a focus on corrective actions designed to alleviate the need for suspension.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

The findings outlined above lead us to data-driven decisions regarding our upcoming next steps. Our Literacy Resource Specialist is providing valuable access and support for high levels of reading materials. They have been invaluable, thus far, in helping teachers do this remotely, thus far. This includes both informational text and fiction. Guidance from this resource helps students achieved individualized Accelerated Reader goals in reading, language and science. Continued support of our PBIS program has proven to help reduce disciplinary referrals and suspensions, thus allowing students to remain in class and not have their instruction interrupted. It is important that funding to help support this program continue. Students who struggle accessing state-adopted core curriculum benefit from a wide array of supplemental instructional material and supplies. This includes ensuring students have access to technology. Our increasing scores in both ELA and math indicate that funding for such materials, equipment and supplies is achieving desired outcomes for student achievement. Still, we can do better.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Staff are accessing PD offerings provided by our district. Teachers are asked to analyze activities in their classroom and ensure alignment to the academic standards. Standards are articulated to help students understand the congruence between activities and required learning. Intervention time has been built into our Distance Learning schedule so that students have access to additional support on a daily basis. This allows teachers to identify students in need of extra support and intervention and provide that in smaller group, more focused settings. Individual requests for staff development are provided when teachers express a desire to learn more about specific areas on instruction, technology, curriculum and/or management techniques. These opportunities are on-going through-out the school year.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Each year, our families participate in a Back-to-School Title 1 information night. Standards for student learning were discussed as were expectations for behavior. and opportunities for parent involvement. Development of the SPSA is based on student, staff and parent input. The plan is reviewed/revised five times per year via our site council meetings. Stakeholder groups provide input to the distribution of funds via a SPSA survey. Communication between staff and families is frequent and takes place in a variety of forms. Examples include, quarterly progress reports, daily access to the Aeries Parent Portal, parent/teacher conferences, Remind 101 (text communication system), and Student Study Teams

We communicate with parents through monthly newsletters, Aeries Communications, Remind 101 (text notification system) and an interactive Parent Network social media page. Individual conferences are held with administration and/or our counselor whenever needed. Last year, despite our distance learning, families were involved in a variety of school events including our annual Title 1 slideshow, College and Career Day, Drama productions, Virtual Promotion Ceremony activities and Music performances. As Covid protocols dictate, we will endeavor to continue these events.

Through Site Council parent-student-staff surveys help identify needs for our school. Through this survey, the following areas of need were considered:

- Additional Literacy Resource Specialist time to staff our library
- A 3.5 hour/day Student Support Specialist
- Teacher Professional Development
- Accelerated Reader Books for the library
- Classroom Technology
- Support Instructional Materials
- Positive Behavior Intervention and Support incentives

(It is important to note, that other needs for our school were identified, but those needs (such as grounds/facility needs) are addressed through other avenues of district support and are therefore, not applicable to this School Plan for Student Achievement

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Reviews and updates occur four times throughout the school year. Input is provided by parents, community representatives, teachers and students.

Resource Inequities

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

None

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	8.02%	6.9%	4.4%	19	16	9
African American	0.84%	1.72%	1.0%	2	4	2
Asian	0.84%	0.86%	1.0%	2	2	2
Filipino	%	0.43%	0.5%		1	1
Hispanic/Latino	14.77%	13.36%	15.3%	35	31	31
Pacific Islander	%	0.43%	%		1	
White	67.09%	68.97%	73.9%	159	160	150
Multiple/No Response	0.42%	1.29%	0.5%	1	3	1
			Total Enrollment	237	232	203

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	74	74	48
Grade 7	80	87	73
Grade 8	83	71	82
Total Enrollment	237	232	203

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment

English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	9	6	3	3.8%	2.6%	1.5%
Fluent English Proficient (FEP)	5	7	10	2.1%	3.0%	4.9%
Reclassified Fluent English Proficient (RFEP)	0	4	5	0.0%	44.4%	83.3%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	73	75	72	73	75	69	73	75	69	100	100	95.8
Grade 7	51	79	77	51	79	76	51	79	76	100	100	98.7
Grade 8	76	54	86	75	54	86	75	54	86	98.7	100	100
All Grades	200	208	235	199	208	231	199	208	231	99.5	100	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2518.	2538.	2521.	9.59	17.33	11.59	41.10	42.67	34.78	27.40	17.33	33.33	21.92	22.67	20.29
Grade 7	2568.	2550.	2556.	19.61	10.13	23.68	47.06	43.04	32.89	7.84	29.11	17.11	25.49	17.72	26.32
Grade 8	2556.	2581.	2560.	10.67	16.67	13.95	41.33	57.41	30.23	24.00	7.41	34.88	24.00	18.52	20.93
All Grades	N/A	N/A	N/A	12.56	14.42	16.45	42.71	46.63	32.47	21.11	19.23	28.57	23.62	19.71	22.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	21.92	30.67	15.94	52.05	44.00	50.72	26.03	25.33	33.33
Grade 7	35.29	17.72	30.26	41.18	59.49	36.84	23.53	22.78	32.89
Grade 8	26.67	25.93	23.26	49.33	51.85	51.16	24.00	22.22	25.58
All Grades	27.14	24.52	23.38	48.24	51.92	46.32	24.62	23.56	30.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	19.18	22.67	26.09	50.68	49.33	53.62	30.14	28.00	20.29
Grade 7	34.00	22.78	25.00	42.00	58.23	48.68	24.00	18.99	26.32
Grade 8	20.00	29.63	18.60	52.00	51.85	60.47	28.00	18.52	20.93
All Grades	23.23	24.52	22.94	48.99	53.37	54.55	27.78	22.12	22.51

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.33	14.67	13.04	69.86	76.00	71.01	17.81	9.33	15.94
Grade 7	17.65	10.13	15.79	66.67	72.15	69.74	15.69	17.72	14.47
Grade 8	16.00	24.07	16.28	65.33	66.67	65.12	18.67	9.26	18.60
All Grades	15.08	15.38	15.15	67.34	72.12	68.40	17.59	12.50	16.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	26.03	36.00	14.49	52.05	49.33	62.32	21.92	14.67	23.19
Grade 7	41.18	25.32	26.32	39.22	56.96	55.26	19.61	17.72	18.42
Grade 8	22.67	31.48	18.60	48.00	48.15	55.81	29.33	20.37	25.58
All Grades	28.64	30.77	19.91	47.24	51.92	57.58	24.12	17.31	22.51

Conclusions based on this data:

1. Conclusions based on last standardized assessment (pre-Covid) Overall, students who met or nearly met proficiency in ELA standards decreased from 78% to 76.5% over the last two years. Specifically, when comparing 2016 results with 2017 results, we find the following results as it relates to students who are at or near standard: Reading went form 73% - 75%, writing went from 76% - 72%, Listening went from 87% - 82%, Research and Inquiry went form 80% - 76%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	73	75	72	73	74	69	73	74	69	100	98.7	95.8
Grade 7	51	79	77	50	78	76	50	78	76	98	98.7	98.7
Grade 8	76	54	86	75	53	85	75	53	85	98.7	98.1	98.8
All Grades	200	208	235	198	205	230	198	205	230	99	98.6	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2505.	2511.	2511.	13.70	12.16	11.59	23.29	22.97	23.19	30.14	36.49	34.78	32.88	28.38	30.43
Grade 7	2522.	2526.	2517.	18.00	8.97	5.26	22.00	26.92	27.63	32.00	34.62	34.21	28.00	29.49	32.89
Grade 8	2528.	2553.	2529.	12.00	15.09	14.12	14.67	30.19	17.65	30.67	24.53	25.88	42.67	30.19	42.35
All Grades	N/A	N/A	N/A	14.14	11.71	10.43	19.70	26.34	22.61	30.81	32.68	31.30	35.35	29.27	35.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	19.18	20.27	20.29	43.84	41.89	36.23	36.99	37.84	43.48
Grade 7	26.00	20.51	15.79	36.00	41.03	40.79	38.00	38.46	43.42
Grade 8	13.33	28.30	18.82	41.33	30.19	32.94	45.33	41.51	48.24
All Grades	18.69	22.44	18.26	40.91	38.54	36.52	40.40	39.02	45.22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.07	9.46	15.94	47.95	52.70	44.93	36.99	37.84	39.13
Grade 7	28.00	14.10	14.47	44.00	44.87	52.63	28.00	41.03	32.89
Grade 8	16.00	20.75	17.65	42.67	60.38	44.71	41.33	18.87	37.65
All Grades	18.69	14.15	16.09	44.95	51.71	47.39	36.36	34.15	36.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.33	20.27	14.49	52.05	39.19	53.62	35.62	40.54	31.88
Grade 7	14.00	10.26	6.58	54.00	60.26	64.47	32.00	29.49	28.95
Grade 8	10.67	11.32	11.76	48.00	62.26	54.12	41.33	26.42	34.12
All Grades	12.12	14.15	10.87	51.01	53.17	57.39	36.87	32.68	31.74

Conclusions based on this data:

1. Based on previous standardized assessment (pre-Covid), overall, students who met or nearly met proficiency in math decreased from 71% to 65% over the last two years. Specifically, when comparing 2016 results with 2017 results, we find the following results as it relates to students who are at or near standard: Concepts and Procedures 62% - 60%. Problem Solving/Data Analysis 72% - 64%%, Communicating Reasoning 73% - 64%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*
All Grades							*	6

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*		*	*	*
8	*	*		*	*	*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
237	54.4	3.8	2.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	3.8
Foster Youth	5	2.1
Homeless	3	1.3
Socioeconomically Disadvantaged	129	54.4
Students with Disabilities	24	10.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.8
American Indian	19	8.0
Asian	2	0.8
Hispanic	35	14.8
Two or More Races	19	8.0
White	159	67.1

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Orange	**Suspension Rate**  Orange
Mathematics  Orange		

Conclusions based on this data:

1. See prior sections

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 2.9 points below standard Declined -9.1 points 216	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 29.1 points below standard Maintained -1.9 points 121	 No Performance Color 96.8 points below standard Increased Significantly 22

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 37.2 points below standard Declined -13.8 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 33.9 points below standard Increased Significantly ++31.7 points 32	 No Performance Color 2.7 points below standard Maintained -1.1 points 18	 No Performance Color 0 Students	 Yellow 8.8 points above standard Declined Significantly -15.6 points 143

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 4	2.6 points below standard Declined -11 points 203

Conclusions based on this data:

1. See prior sections

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 48.9 points below standard Declined -12.9 points 215	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 72.7 points below standard Declined -5.4 points 120	 No Performance Color 143.4 points below standard Maintained -2.3 points 22

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 88 points below standard Declined -13.3 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 78.5 points below standard Declined -4.6 points 31	 No Performance Color 40.9 points below standard Declined -8 points 18		 Orange 39.3 points below standard Declined -12.8 points 143

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 4	50.6 points below standard Declined Significantly -15.1 points 202

Conclusions based on this data:

1. See prior sections

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
		
Orange	No Performance Color	No Performance Color
8.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.8	10	7
248		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	9.8	20.7
5	Declined -1.4	Increased +16.8
	143	29

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	Declined -9.1	2	0
	19		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
No Performance Color	No Performance Color	No Performance Color	Orange
7.7	19	Less than 11 Students - Data Not Displayed for Privacy	9.1
Declined -1.4	Increased +11.6	1	Increased +1.5
39	21		164

Conclusions based on this data:

1. See prior sections

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	0	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
5.5	Less than 11 Students - Data Not	Less than 11 Students - Data Not
Increased +0.8	10	7
255		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
Less than 11 Students - Data Not	6.8	16.7
7	Declined -0.8	Increased +7
	147	30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data 2	 No Performance Color 10 Increased +10 20	 No Performance Color Less than 11 Students - Data 2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 5 Increased +5 40	 No Performance Color 0 Declined -6.9 23	 No Performance Color Less than 11 Students - Data 1	 Orange 6 Increased +1.4 167

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.7	5.5

Conclusions based on this data:

1. See prior sections

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

ELA and Math performance levels will improve by 3% as compared to last CAASPP,

Identified Need

In ELA, 19.7% of students are not yet demonstrating mastery as measured by the last CAASPP. In math, 29.3% were below proficient.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	ELA = 80.3%. Math = 70.7	ELA = 83%. Math = 74%
STAR Reading, STAR Math, Formative Assessments	Scores earned near the beginning of the first quarter will serve as the baseline.	85% percent of students will show growth equivalent to one year by end of the year assessments.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.1 Academic Student Support Specialist services (3.5 hrs/day x 5 days/wk) will provide struggling learners with guidance and support to increase success in the classroom. The Student Support Specialist will meet with both small groups and individuals to monitor progress and achievement in core academic subjects. Student Support Specialist will also assist students with organization strategies and study skills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.2 Core academic classes will be supported by a Literacy Resource Technician (LRT). The primary responsibility will be to provide a structure whereby struggling learners receive extra assistance. In addition, the LRT will assist students in the following ways: reading to students, assisting with appropriate library book selections, assisting students develop research skills, supporting ELA Common Core standards instruction, monitoring student progress on Accelerated Reader and EL (and providing reports to teachers), and providing technology support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,000	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.3 Extend and enhance the library's learning environment by providing resources to students, staff and parents in the areas of technology, research-project materials, periodicals and books which complement the core academic program. A wide variety of literary genres, including informational texts, will be available to students. Novels and academic periodicals promote greater opportunities to practice fluency and comprehension with literature and informational text.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.4 Provide technology supplies and components which complement and support the implementation of distance learning and core instruction. We will ensure that every classroom and

teacher has up-to-date technology tools to meet the demands of ensuring success in our current Distance Learning environment. Teachers will use this to provide support and interventions in whole group, customized, and/or small group instruction for students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.5 Students experiencing difficulty accessing the core curriculum will be provided supplemental instructional materials, supplies and/or programs to enhance their academic performance. These materials will serve as a supplement to the district's adopted materials. Materials/programs purchased are designed to target specific areas of a student's learning deficits and will help our low-performing students advance to levels of proficiency in each subject.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,586	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.6 Provide ongoing professional development for our staff to advance their learning and professional practice. Specifics include opportunities for advanced PLC learning. In house-trainings/support will also be provided by staff in the areas of English Learner strategies and technology. Increased training and support will focus on Distance Learning. Two teachers will be compensated their hourly rate for providing EL and tech support to ensure student success.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.7 Copiers in a Title 1 school wide school provide expanded options to introduce and reinforce concepts outlined in pages of core textbooks. Teachers will utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning experience for struggling learners The purchase, and accompanying maintenance costs, allows for the introduction of multiple methods to reach students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.8 Student achievement is greatly influenced by their ability to organize and access learning materials. This is especially true for students experiencing a departmentalized setting (7 different classes) in Jr. High for the very first time. We will provide organizational planners and locker organizers to support student success through effective organization of textbooks, binders.class notes, homework, assignments, test dates, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Implement a school-wide attendance, discipline and academic support program

Identified Need

SEL materials are a key component during Distance Learning for students. Also, significant demand for social/emotional/academic support as demonstrated by referrals to site counselor during 2018-19 (pre-Covid) was our first year with this service. Corrective action plans need to be in place as an alternative to suspension. College and career planning needs to be integrated to help students set goals and see relevance for their studies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Engagement levels Suspension rates, attendance rates, promotion rates	DL Engagement Levels = TBD during DL Suspension = 16 Attendance = 96.2%, Promotion rate = 98%	Goal of 96% engagement during DL Improve attendance by 2%, Decrease suspension by 2%, Maintain our 98% promotion rate

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.1 Implementation of a school-wide system for Positive Behavior Intervention and Supports (PBIS) creates a culture in which students can maximize their learning. Students learn and are frequently recognized for behaviors that promote a safe, kind and responsible learning environment for all. Classroom instruction, school-wide assemblies and individual conferences are all a part of integrating our school's expectations. As part of a research-based system of PBIS, students are recognized daily, weekly and monthly for their positive accomplishments in maintaining an effective learning environment for all.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,860	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.2 Provide programs/supplies which support the social/emotional//behavioral needs of our students. This includes counseling supplies and our Intervention 360 online license.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.3 Recognition and encouragement of students' attendance and academic accomplishments promotes continued success. This includes awards, assemblies, printing costs and related supplies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.4 Professional development opportunities for support staff (LRT, Student Support Specialist, Counselor)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent, family, and community involvement in the education of all students.

Goal 3

Ensure all parents are frequently informed of their student's academic performance and included in all school events

Identified Need

Parent partnerships are vital to our school's success. Ongoing communication and involvement is needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation and communication rates	Specific data to be collected in a Distance Learning environment	Increases based on next year's baseline

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All families

Strategy/Activity

Communications, newsletter printing costs, mailings,

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
495	Title I Parent Involvement

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$76,941.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	40,586	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	495	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	35,860	0.00
Targeted Carryover	0	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	65,586.00
Goal 2	10,860.00
Goal 3	495.00
Goal 4	
Goal 5	
Goal 6	

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Kathleen Hansen	Principal
Diane Harris	Other School Staff
Ferenc Bertalan	Classroom Teacher
Tim Moriarty	Classroom Teacher
Rocio Bertalan	Classroom Teacher
Brandi Schwartz	Parent or Community Member
Martha Bunce	Parent or Community Member
Frankie Contreres	Parent or Community Member
Katie Schaal	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

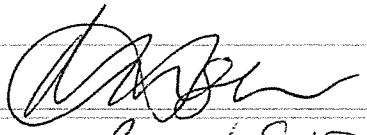
Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 6/1/21.

Attested:

Principal, Kathleen Hansen on 6/1/21	
SSC Chairperson, Brandi Schwartz on 6/1/21	

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Anna McKenney Intermediate School	58-72736-6056626	May 27, 2021	

Purpose and Description

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

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

At Anna McKenney, our goal is to Increase student achievement in all academic courses with an emphasis on increasing our ELA and math scores. We will continue to develop and implement strategies to increase positive school culture and improve our chronically absentee rate by engaging students through PBIS best practices. We will decrease suspensions rate to under 8% by increasing positive interactions and addressing issues while utilizing restorative practices to increase seat time in the classroom.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

CAASPP Scores
Star Reading and Math
Dashboard Data
Attendance and Discipline-SWIS, A2A, Aeries
Parent and Community Engagement- Participation in parent trainings and advisory committees

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Unfortunately, due to Covid-19 we have been unable to participate in the CAASPP assessment. Some of our students have been on distance learning for more than 1 year and we will need to monitor their progress and potentially provide additional support in ELA and Math through after-school sessions or supporting them with an intervention class during the normal school day. Our EL students have been provided additional support through the development of our ELD program and many are working through our iLit program. Our goal is to get our kiddos re-connected with school, which will help decrease our chronic absenteeism rate. We will start this during our Summer Camp portion. Our discipline rates are non-existent due to Covid-19, but we are gearing up our PBIS program to meet the needs of our students and improve our culture throughout campus. We have held most of our parent conferences through the use of Zoom, but we are looking forward to meeting with students and families in person, as we find more value in connecting with students and families in-person.
Chronic Absenteeism
2017-18
Attendance percentage 95.9%
Chronically Absent 10.4%
2018-19
Attendance percentage- as of 2/15/19 we are at 96%
As of March 2019 10.24%
CDE Dashboard Results: 10.9% of our students were considered chronic absentee, which is a slight improvement.
Discipline-Suspension Rate
2016-17
8.9% suspended at least once
2017-18
9.8% suspended at least once
CDE Dashboard Results: 8.7% of our students were suspended at least once
Academics
ELA 2016-17
All Students (Yellow)- 30.1 points below standard
Students with Disabilities (Orange)- 123.9 points below standard
English Learners (Yellow)- 56.9 points below standard
Hispanic (Yellow)- 42.4 points below standard
Socioeconomically Disadvantaged (Yellow)- 36.9 points below standard
White (Yellow)- 16.2 points below standard
ELA 2017-18

All Students (Yellow)- 26.9 points below standard
Students with Disabilities (Orange)- 118.2 points below standard
English Learners (Yellow)- 33.4 points below standard
Hispanic (Yellow)- 31 points below standard
Socioeconomically Disadvantaged (Yellow)- 31.6 points below standard
White (Orange)- 14.7 points below standard
ELA 2018-19
All Students (Orange)- 34.5 points below standard
Students with Disabilities (Orange)- 127.6 points below standard
English Learners (Orange)- 52.2 points below standard
Hispanic (Orange)- 40.7 points below standard
Socioeconomically Disadvantaged (Orange)- 42.9 points below standard
White (Orange)- 25.4 points below standard
Math 2016-17
All Students (Yellow)- 68.7 points below standard
Students with Disabilities (Orange)- 171.5 points below standard
English Learners (Orange)- 52.2 points below standard
Hispanic (Yellow)- 83.6 points below standard
Socioeconomically Disadvantaged (Yellow)- 75 points below standard
White (Yellow)- 56.2 points below standard
Math 2017-18
All Students (Yellow)- 61 points below standard
Students with Disabilities (Orange)- 161.8 points below standard
English Learners (Yellow)- 79.7 points below standard
Hispanic (Orange)- 40.7 points below standard
Socioeconomically Disadvantaged (Yellow)- 67.8 points below standard
White (Yellow)- 47.8 points below standard
Math 2018-19
All Students (Yellow)- 61 points below standard
Students with Disabilities (Red)- 185.8 points below standard
English Learners (Red)- 100.5 points below standard
Hispanic (Orange)- 83.4 points below standard
Socioeconomically Disadvantaged (Orange)- 82.2points below standard
White (Orange)- 58.8 points below standard
ELPAC 2017-18
We had 27 students tested.
51.85% of our students tested at Level 4
ELPAC 2018-19
EL's who decreased 1 level: 24.6%
EL's who maintained level 1,2,3: 31.8%
EL's who maintained level 4: 1.4%
EL's who increased 1 level: 42%

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*

- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Chronic Absenteeism
Attendance is consistent with the previous year. We are currently 1% point above the district target and continuously work to increase student attendance. We receive emails and updates from our attendance program, A2A and then make contact with students and
parents to formulate a plan to increase or monitor individual attendance. Once students are identified as having difficulties attending school on a regular basis, we have the ability to refer them to our district's SARB meetings at the local courthouse. Based on the data, we
will have to develop new ideas to help motivate and support students attending school. Many of our students have suffered throughout distance learning and it's been a struggle to get all of our kiddos logged into their classes consistently.

Discipline
We are always focused on improving our suspension rate. Our current data is fairly consistent with previous years, but the numbers have increased slightly over time. We utilize the SWIS program to monitor campus referrals and gather data on behavior trends. Obtaining
this data helps us place more focus on particular behaviors (fighting, bullying, etc.) and specific locations (classroom, hallways, etc.) around campus where the behavior is increasing. After obtaining the data we can make adjustments to yard duty locations or place more
emphasis on developing strategies to reduce the number of referrals in the classrooms. We hold weekly meetings with our PBIS Tier I & II teams to helps develop and monitor interventions to decrease unwanted student behavior. The two teams monitor specific
interventions, such as CICO and gather data to ensure we are meeting the needs of individual students. Our teams also develop strategies to acknowledge and reward students demonstrating appropriate school behavior. We have found this to be a successful strategy in
reducing the number of unwanted behaviors. We have had little discipline this year due to our students being on distance learning, but we have noticed an increase in social-emotional needs.

Academics
Based on the data obtained from our CAASPP results, we are making steady progress and our scores have increased each year. Our teachers are working collaboratively on developing common formative assessments and focusing on specific standards and units of
study so that all are aligned. When gaps are identified, we offer intervention periods and we have after-school tutoring to support the growth and development of each student. We have created an intensive after-school tutoring program called, MASH. Our MASH program
is capped off at 20 students and allows us to focus in on specific struggles and learning needs. Our EL Facilitator monitors and supports the needs of our students through pull-out, push-in, small group instruction and one-on-one counseling sessions. We have seen additional
support allocated towards our EL students through the development of our ELD program.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

Chronic Absenteeism
We have developed an SART team to help support our school decrees chronic absenteeism. Members of the team include: our PASS Office, Attendance Clerk, Assistant Principal, Principal, Counselor. Our goal is to increase home visits to ensure our students needs are
being addressed. Our SART team would like to identify chronically absenteeism earlier in the school year and we predict a positive impact on student participation and decrease our chronic absenteeism numbers. We will continue to utilize the A2A attendance program
and referral students to SARB if support is needed from outside agencies. We are moving away from A2A attendance program, but we will continue to refer kiddos to SARB once their attendance percentages reach the threshold. We will continue to hold our PBIS Tier II
meetings to discuss solutions to address the needs of our students and families. Many of our families have suffered due to the lack of transportation during Covid-19 and we are looking forward to getting these kiddos back on campus once the buses start running fulltime.

Discipline
Our PBIS tier II team will continue to review SWIS data and filter students into interventions to help decrease our suspensions. Our goal is to keep students in the classroom and off suspension so their academic performance does not digress. We have to develop new
interventions and better monitor the interventions we have in place. When our students are at home on suspension, their missing valuable information, so we have to work on strategies to keep them in school and out of trouble. Working with our PBIS teams to reward,
teach and acknowledge positive behaviors is a big piece of the puzzle that will help decrease suspension numbers and maximize seat time in the classroom. We will continue to seek strategies to decrease discipline issues on campus. Our PBIS team will continue to
meet weekly to brainstorm ideas and strategies.

Academics
Starting next school year, we will have daily interventions to support our scores on common formative assessments. We will continue to offer after school tutoring and our MASH tutoring for more intensive levels of academic support. We have also identified the need to
modify our daily schedule so we are meeting the academic needs or more students. We will be moving to an 8 period school day, which includes a 30 minute intervention period where CFA will be retaught or reassessed. Are teachers are collaboratively working on
developing best practices in each unit of study to help ensure our students are receiving the material in an engaging lesson. We are also working on developing new elective courses which have high levels of rigor and multiple "essential" or "supportive" academic
standards. Ensuring these additional standards are covered and included in our elective courses will lighten the load of our core teachers. To meet the needs of our struggling students, we will offer additional support classes in our daily schedule to address the learning
gaps created by the lack of on-campus support during the past year.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Professional Development
We have over 90 minutes of weekly professional development time to meet with colleagues to review common formative assessments, packing guides, and best practices utilized in the classroom. Our school was fortunate to obtain training from Solution Tree consultant,

Maria Neilsen, on three different occasions. Maria was able to work with our staff to develop units of study, identify our essential, supportive and developing standards and she arranged a visit to Fossil Ridge Intermediate School in Utah. Our last visit with Maria was
cancelled due to the closures from Covid-19. Over 90% of our staff has
participated in a professional learning community (PLC) conference and all members of our PBIS team have attended a conference to support our advancement. Each year we send a few staff members to a CUE conference to learn the latest advancements in technology.
Our teachers attending CUE come back and incorporate what they learn into the classroom by developing new elective courses, such as 3-D printing and multi-media productions, which produce a weekly new segment for all of our students. Each year we send a team
of staff members to the annual School Safety Conference to learn the newest ways to prevent and plan against a campus invader. All of our staff members have the ability to attend multiple days of professional development offered through the district at the end and
beginning of the school year.
We will attempt to get our newly hired staff members to an upcoming PLC conference so they can become familiar with how we build common formative assessments. We would also like to bring our PBIS team to a conference so we can learn about new strategies to
address the social-emotional needs of our students as we come out of a year of distance learning. Our district has offered many hours of PD throughout the past year and our teachers are becoming more comfortable with the online curriculum and Google Classroom. We
would like to build on that experience and meet the students on their level of technology interaction and interest.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Family and Community Engagement
The California Healthy Kids Survey is offered to students and parents each year and the result drive conversation around engagement and safety.
During the 2019/20 school year we offered parents to attend the PIQE institute in the evening.
We hold an Annual Title I Parent Meeting.
Newsletters are sent home to parents and families to keep parents updated and to invite them to actively participate in their child's education.
All Calls/School Messenger go home throughout the year to inform parents of upcoming events.
Home visits are often schedule with our PASS Officer to ensure students are attending school and are safe in their off campus environment.
Aeries training for parents occurs throughout the school year and allows our parents to monitor their students progress and have communication with teachers and other staff members.
College and Career Week offer a chance for us to bring experts and community members on campus to share and encourage our students.
Back-to-School Night and Open House offer a time for the community to be involved in the activities and academic discussions.
6th Grade Orientation night for incoming students and parents.
Site Council and PTA meetings are open to the community.
We would like to increase family and community engagement with the school, as it helps support our kiddos and builds a strong school culture. It has been a struggle throughout distance learning, but we are excited to get our families back on campus.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

At Anna McKenney we have multiple site council meetings, ELAC meetings, PTSO meetings, and a Title I parent meeting. We will also gather information and ideas/suggestions from our guiding coalition.

Resource Inequities

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

82% of our students qualify as socioeconomically disadvantaged
14% of our students have identified disabilities
14.4% English Learners

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.3%	1.13%	1.9%	8	7	11
African American	5.67%	4.67%	4.0%	35	29	24
Asian	3.89%	4.03%	4.5%	24	25	27
Filipino	%	0%	%		0	
Hispanic/Latino	41.82%	46.22%	47.7%	258	287	284
Pacific Islander	0.81%	0.32%	0.3%	5	2	2
White	40.84%	38.33%	34.6%	252	238	206
Multiple/No Response	1.13%	1.13%	0.5%	7	7	3
			Total Enrollment	617	621	596

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	221	200	174
Grade 7	193	229	203
Grade 8	203	192	219
Total Enrollment	617	621	596

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	74	73	86	12.0%	11.8%	14.4%
Fluent English Proficient (FEP)	59	72	57	9.6%	11.6%	9.6%
Reclassified Fluent English Proficient (RFEP)	0	4	5	0.0%	5.4%	6.8%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	200	185	219	195	181	218	195	181	218	97.5	97.8	99.5
Grade 7	180	205	199	177	204	191	177	204	191	98.3	99.5	96
Grade 8	174	177	204	168	175	200	168	175	200	96.6	98.9	98
All Grades	554	567	622	540	560	609	540	560	609	97.5	98.8	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2499.	2510.	2495.	5.13	14.92	8.72	31.28	30.94	27.52	34.87	25.41	32.11	28.72	28.73	31.65
Grade 7	2528.	2510.	2529.	4.52	2.45	11.52	41.81	30.88	33.51	29.38	34.31	26.18	24.29	32.35	28.80
Grade 8	2519.	2536.	2511.	6.55	1.14	3.50	23.81	35.43	22.50	34.52	39.43	34.50	35.12	24.00	39.50
All Grades	N/A	N/A	N/A	5.37	6.07	7.88	32.41	32.32	27.75	32.96	33.04	31.03	29.26	28.57	33.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.31	18.78	10.09	56.92	45.86	47.25	30.77	35.36	42.66
Grade 7	17.51	7.35	20.42	54.24	53.43	44.50	28.25	39.22	35.08
Grade 8	17.26	10.86	7.00	41.07	53.14	42.00	41.67	36.00	51.00
All Grades	15.56	12.14	12.32	51.11	50.89	44.66	33.33	36.96	43.02

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.21	21.55	17.43	56.41	40.33	55.05	35.38	38.12	27.52
Grade 7	17.51	11.27	21.47	53.67	60.29	52.36	28.81	28.43	26.18
Grade 8	11.31	9.14	12.50	48.21	66.29	56.00	40.48	24.57	31.50
All Grades	12.22	13.93	17.08	52.96	55.71	54.52	34.81	30.36	28.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.21	14.92	9.17	74.87	66.30	66.97	16.92	18.78	23.85
Grade 7	6.21	2.94	10.99	71.75	63.73	62.83	22.03	33.33	26.18
Grade 8	7.74	10.86	4.50	67.26	66.86	65.00	25.00	22.29	30.50
All Grades	7.41	9.29	8.21	71.48	65.54	65.02	21.11	25.18	26.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.51	31.49	17.89	51.79	41.99	49.54	27.69	26.52	32.57
Grade 7	16.38	13.24	17.28	63.28	57.35	51.83	20.34	29.41	30.89
Grade 8	14.88	17.14	11.50	50.60	56.57	44.00	34.52	26.29	44.50
All Grades	17.41	20.36	15.60	55.19	52.14	48.44	27.41	27.50	35.96

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	200	185	220	196	181	218	196	181	218	98	97.8	99.1
Grade 7	181	205	199	179	204	192	179	204	192	98.9	99.5	96.5
Grade 8	173	176	203	170	174	200	170	174	200	98.3	98.9	98.5
All Grades	554	566	622	545	559	610	545	559	610	98.4	98.8	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2491.	2504.	2482.	9.18	14.92	6.42	18.37	18.23	19.27	32.65	32.60	31.65	39.80	34.25	42.66
Grade 7	2495.	2485.	2503.	3.91	2.94	9.90	15.08	18.14	19.27	41.90	35.78	31.25	39.11	43.14	39.58
Grade 8	2488.	2515.	2488.	5.29	7.47	3.00	12.35	17.82	13.50	28.24	33.33	29.50	54.12	41.38	54.00
All Grades	N/A	N/A	N/A	6.24	8.23	6.39	15.41	18.07	17.38	34.31	33.99	30.82	44.04	39.71	45.41

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	16.33	22.65	12.39	32.65	37.02	31.19	51.02	40.33	56.42
Grade 7	8.94	7.35	14.06	37.99	35.78	35.42	53.07	56.86	50.52
Grade 8	4.71	10.34	6.50	34.71	39.66	34.00	60.59	50.00	59.50
All Grades	10.28	13.24	10.98	35.05	37.39	33.44	54.68	49.37	55.57

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.67	11.05	8.72	49.49	53.04	44.95	41.84	35.91	46.33
Grade 7	5.03	4.90	14.06	54.75	51.47	45.31	40.22	43.63	40.63
Grade 8	6.47	8.62	6.00	36.47	58.05	39.00	57.06	33.33	55.00
All Grades	6.79	8.05	9.51	47.16	54.03	43.11	46.06	37.92	47.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.18	13.81	8.26	50.00	45.86	43.58	40.82	40.33	48.17
Grade 7	9.50	3.92	9.90	55.31	60.29	62.50	35.20	35.78	27.60
Grade 8	7.65	8.05	5.50	50.59	57.47	50.50	41.76	34.48	44.00
All Grades	8.81	8.41	7.87	51.93	54.74	51.80	39.27	36.85	40.33

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1524.6	1526.3	1519.8	1522.4	1528.8	1529.7	19	27
Grade 7	1528.4	1514.2	1524.4	1496.7	1532.1	1531.6	25	18
Grade 8	1549.7	1547.1	1534.0	1540.9	1565.0	1552.5	27	25
All Grades							71	70

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	11.11	*	55.56	*	25.93	*	7.41	19	27
7	*	11.11	*	33.33	*	27.78	*	27.78	25	18
8	51.85	16.00	*	32.00	*	40.00	*	12.00	27	25
All Grades	39.44	12.86	30.99	41.43	22.54	31.43	*	14.29	71	70

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	40.74	*	48.15	*	3.70	*	7.41	19	27
7	*	16.67	48.00	33.33	*	27.78	*	22.22	25	18
8	62.96	16.00	*	52.00	*	20.00	*	12.00	27	25
All Grades	49.30	25.71	35.21	45.71	*	15.71	*	12.86	71	70

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	3.70	*	18.52	*	70.37	*	7.41	19	27
7	*	5.56	*	22.22	48.00	44.44	*	27.78	25	18
8	48.15	16.00	*	16.00	*	40.00	*	28.00	27	25
All Grades	28.17	8.57	*	18.57	33.80	52.86	23.94	20.00	71	70

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	25.93	*	62.96	*	11.11	19	27
7	44.00	5.56	56.00	55.56		38.89	25	18
8	55.56	12.00	44.44	64.00		24.00	27	25
All Grades	45.07	15.71	50.70	61.43	*	22.86	71	70

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	68.42	44.44	*	48.15	*	7.41	19	27
7	68.00	44.44	*	27.78	*	27.78	25	18
8	66.67	36.00	*	56.00	*	8.00	27	25
All Grades	67.61	41.43	28.17	45.71	*	12.86	71	70

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	3.70	*	44.44	*	51.85	19	27
7	*	5.56	*	44.44	60.00	50.00	25	18
8	44.44	20.00	*	36.00	*	44.00	27	25
All Grades	28.17	10.00	23.94	41.43	47.89	48.57	71	70

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		25.93	78.95	70.37	*	3.70	19	27
7	*	0.00	80.00	83.33	*	16.67	25	18
8	44.44	8.00	51.85	92.00	*	0.00	27	25
All Grades	22.54	12.86	69.01	81.43	*	5.71	71	70

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
617	83.1	12.0	1.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	12.0
Foster Youth	7	1.1
Homeless	10	1.6
Socioeconomically Disadvantaged	513	83.1
Students with Disabilities	82	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	5.7
American Indian	8	1.3
Asian	24	3.9
Hispanic	258	41.8
Two or More Races	28	4.5
Pacific Islander	5	0.8
White	252	40.8

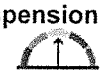
Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	5	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
		
Orange	Orange	No Performance Color
34.5 points below standard	52.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.6 points	Declined Significantly -18.8 points	5
565	106	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Orange	Orange
54.2 points below standard	42.9 points below standard	127.6 points below standard
Declined -5.9 points	Declined -11.3 points	Increased ++3.5 points
13	472	84

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 81.9 points below standard Declined Significantly -22.6 points 31	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 22.6 points below standard Increased Significantly 23	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 40.7 points below standard Declined -9.6 points 238	No Performance Color 5.6 points below standard Increased Significantly 27	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Orange 25.4 points below standard Declined -10.7 points 229

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.6 points below standard Declined Significantly -20.9 points 63	11.3 points above standard Declined Significantly -27.6 points 43	33 points below standard Declined -5.3 points 443

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	 No Performance Color
73.7 points below standard	100.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.7 points	Declined Significantly -20.8 points	5
565	106	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Red
93.8 points below standard	82.2 points below standard	185.8 points below standard
Declined Significantly -15.3 points	Declined -14.4 points	Declined -9.2 points
13	472	84

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 129.4 points below standard Declined Significantly -21.5 points 31	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 67.4 points below standard Increased Significantly 23	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 83.4 points below standard Declined Significantly -21.7 points 238	No Performance Color 52.1 points below standard Maintained -1.9 points 27	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Orange 58.8 points below standard Declined -11 points 229

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
143.4 points below standard Declined Significantly -21.4 points 63	37.6 points below standard Declined Significantly -32.1 points 43	70.2 points below standard Declined -10.1 points 443

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
43.5 making progress towards English language proficiency
Number of EL Students: 69
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.6	31.8	1.4	42.0

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	5	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
		
Orange	Yellow	No Performance Color
10.9	3.8	6.7
Increased +0.5	Increased +2.7	Declined -10
662	79	15

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Orange	Yellow
45	11.9	16.5
Increased +10.2	Increased +0.7	Declined -2.2
20	553	109

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow 15 Declined -3.4 40	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color 0 Maintained 0 24	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 9.5 Increased Significantly +5.8 273	Yellow 13.5 Declined -13 37	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Yellow 12.1 Declined -2.3 273

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	2	3	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Yellow	Orange	No Performance Color
8.7	7.4	5.3
Declined -1.2	Increased +2.1	Declined -17.8
682	81	19

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Yellow	Yellow
9.5	9.7	10.7
Declined -2.5	Declined -0.6	Declined -1.5
21	566	112

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
22	Less than 11 Students - Data	0	Less than 11 Students - Data
Increased +4	9	Declined -3.4	1
41		26	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Green
7.9	10.3	Less than 11 Students - Data	7.7
Increased +0.4	Declined -3.3	5	Declined Significantly -3.5
277	39		284

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	9.8	8.7

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve Academic Performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students.

Goal 1

Our students at Anna McKenney will make progress towards meeting or exceeding grade level proficiency on site developed common formative assessments, ELAC and CAASPP assessments in English Language Arts, Mathematics and all subjects.

Identified Need

We need to continue on developing strategies and procedures that ensure all PLC components are addressing the academic needs of our students. We need to improve our intervention process and enrichment selection to meet the needs of high performing students. Our guiding coalition will research and implement best practices to ensure our students are receiving high quality first instruction. Designing a designated time for all students to have the ability of obtaining extended learning or targeted interventions will support their progress towards academic improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade level common formative assessments, which are built on our site selected rocks, boulders and butterflies.	Our students will be given the CFA several times throughout the year. Students will be offered opportunities for immediate, Mustang Time, interventions or enrichment activities based on the scores from the CFA.	Students will master the grade level essential (Rocks) standards.
Assessments and growth from supplemental resources and/or materials utilized to support the mastery of our essential or supportive standards.	Initial scores or levels that provide us a baseline. The initial score will be taken at the point students begin to use the resource.	Our students will show growth towards mastery of grade level essential standards. The data gathered on MobyMax and Renaissance will demonstrate progress towards achieving mastery of essential standards.
California Dashboard data in ELA and Math.	Our baseline data will be the scores from the 2020-21 school year.	Our goal is to make progress towards decreasing our number of "points below standard" in math from 73.7 to under 40 and in ELA from 34.5 to under 10.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Anna McKenney will hire a Student Support Specialist:
Student Support Specialist will provide students with academic support in registering for ATS and ETS. This position will support the coordination of Mustang Time, where all students will receive extension or the curriculum or interventions to help all students progress towards mastery of the essential standards. Help with CAASPP testing, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies. Will meet monthly with services PBIS Tier I and II teams to determine how best to serve our students and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
44076.	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Anna McKenney will provide tutoring:
Provide after-school tutoring to students who are performing below grade level in ELA and math. The additional instruction will be targeted to addressing specific essential standards based on Professional Learning Communities (PLC) identified standards. Regular assessments will monitor progress of students participating in extended learning time. The targeted intervention fill focus on students who are below proficient in ELA and/or Math to pre-teach and re-teach essential standards in small group and/or individual settings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15000.	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Anna McKenney will enhance our school and classroom Libraries:
The McK library will be accessible to all students and staff members throughout the school year. Our library will provide our students with materials to supplement the core curriculum and provide opportunities for deeper understanding of the essential standards. The allocation of funds will increase the resources that are available to all students, staff members and community members. We will provide highly engaging books and resources, novels and periodicals, and a wide range of genres to increase student engagement and improve our ELA levels. Provide books for literacy reading incentives.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000.	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Anna McKenney will provide supplemental materials and programs to improve ELA and math skills:
McK will provide supplemental instructional materials and technology to improve instruction, align the curriculum with standards, and provide students with extended learning opportunities.We will provide supplementary materials, resources and supplies for daily classroom use and interventions, subscriptions to online programs,as well as maintain copier/riso machine leases/maintenance. We will purchase student planners for all students to support the partnership with family members who are support their child from the home environment. Student planners will promote student accountability and teach core strategies to help them all become successful throughout their educational journey. Supplemental materials and programs to enhance and extend the California state adopted curriculum will be purchased. These items include, but are not limited to: paper and printer ink to support supplemental programs such as: Renaissance, GLAD strategies, iPad apps for ELD, Science, MobyMax, IXL, Criterion, Scholastic magazines, Scholastic Scope, Discovery Encyclopedia, NewsELA, Actively Learn, Freckle.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000.	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Anna McKenney will replace and repair technology:
McK will replace outdated technology for classroom use including replacement bulbs, and ribbons. We will ensure that all technology within classrooms are up to date and in good working condition. Interactive technology allows our teachers to easily conduct assessments and gauge student understanding quickly and efficiently while increasing student engagement. Immediate feedback allows our teachers to quickly differentiate instruction and build individualized lessons to target disadvantaged students. The laptops are utilized for integrating technology into the core curriculum and the Chromebooks are used in all classrooms on campus. They are used to enrich the curriculum and they allow access to programs and materials. Supplemental technological, for all students includes, but is not limited to the following: clickers, elmos, LCD projectors, copiers, Rizo, I-Pads, Smart Boards, laptop hard drives, printers, document cameras, digital microscopes, smart TV's, cameras, ink cartridges, laptops, Chromebooks, and necessary tools for application.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25000.	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Guiding Coalition:
The Anna McKenney Guiding Coalition team will support in the development and growth of our Professional Learning Communities (PLC) at McKenney. We will dedicate time every other week for ongoing PLC and academic discussions related to student achievement, curriculum and essential standards documentation, and instructional strategies. Our team will plan and facilitate collaborative discussions with the goal of academic achievement through targeted intervention based on current data obtained from common formative assessments, district benchmarks and CAASPP results.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve the physical and emotional conditions of MJUSD schools to address the needs of the whole student.

Goal 2

All students will be in a learning environment that is safe, supportive, and conducive to academic achievement and supported by all stakeholders.

Identified Need

Our staff members and community have recognized an increased need for emotional and behavioral support services and interventions. Multiple calls from parents and community members requesting assistance to support our students and families coping with difficult life situations. We will increase parent involvement and strengthen partnerships throughout the community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data Chronic Absenteeism Emotional and behavioral Interventions	2017-2018 suspensions- 9.8% at least once 2017-2018 chronic absenteeism- 10.4% 2018-2019 suspensions- 8.7% at least once 2018-2019 chronic absenteeism- 10.9%	Suspension will decrease to no more than 8% suspended at least once- by 2021-2022 Chronic Absenteeism will decrease to no more than 10% by 2021-2022

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Anna McKenney will hire an At-Risk Consultant:
The At-Risk consultant will work with students and families throughout our community to mediate student conflicts, which will lead to increase student time in the academic setting and to increase school to home communication of student needs. McK will maximize student learning time by decreasing distractions and create a safe campus. Increase attendance and parent communication and positive incentives celebrating student improvement and achievement in academic, behavior and attendance goals. Provide students and parents with a school environment where they feel

comfortable and safe. Providing strategies and incentives to encourage and support students making appropriate choices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50000.	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Anna McKenney will hire a Student Service Administrator:
The Student Service Administrator will work with students, staff members and administration to reduce student conflict and increase student time in the academic setting. All students will be in a learning environment that is safe, including bullying, drug-free and conducive to learning. Our collaborative effort will be led by administration with parents, support staff, teachers, students, and community partners revising, evaluating and reviewing our school safety plan and our PBIS expectations at the school site. The assistant principal at Anna McKenney will help in the organization, coordination and implementation of programs and/or activities related to students discipline, attendance and classroom instruction. Collaboratively assist the principal with student behavior, curriculum development and implementation and school site operations as assigned. Support in the supervision at athletic events, assemblies and parent night events. Be a collaborative member in the evaluation and performance evaluations of assigned personnel.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35654	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase Suite 360 for interventions and SEL support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase music equipment, supplies, and uniforms for our band program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.	Targeted

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase PBIS Rewards to support our school-wide PBIS program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All At-Risk Students

Strategy/Activity

Anna McKenney will hire a PASS Probation Aide:

The PASS Probation Aide will work with students and families throughout our community to mediate student conflicts, which will lead to increase student time in the academic setting and to increase school to home communication of student needs. McK will maximize student learning time by decreasing distractions and create a safe campus. Increase attendance and parent communication and positive incentives celebrating student improvement and achievement in academic, behavior and attendance goals. Provide students and parents with a school environment where they feel comfortable and safe. Providing strategies and incentives to encourage and support students making appropriate choices. This person will have the ability to: cope with aggressive behavior, act calmly in emergency situations, recognize subtle changes in behavior, and provide crisis intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
43033.	Targeted

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Build a system of specific supports for our EL (English Learner), foster and low SES students.

Goal 3

Support the academic growth and achievement of our EL students

Identified Need

We will continue to build our ELD program to support the learning and social-emotional needs of our EL population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will utilize best practices while delivering high quality first instruction. Our teachers will collaborate in PLC discussions and implement new strategies to ensure all students are achieving at high levels. Our teachers will ensure that the ELD iLit educational minutes are being met throughout the school year.	Our EL students will meet the requirements of our ELD program by meeting the instructional minutes in their iLit program.	Continue to support our EL students in the ELD program and exit approximately 2-5 students at the end of the school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students, with special attention towards our English Learners.

Strategy/Activity

Anna McKenney will hire a Student Support Specialist:
EL Student Support Specialist will help motivate EL students and parents to improve academic skills, attendance and attitude. Provide EL students and parents with academic counseling, Motivational Assemblies, monitoring and maintaining EL student's achievement. Provide supplemental intervention for EL students.Pacing of standards, use of meetings and ELAC to meet with parents and students about their progress, benchmark alignment, provide ELPAC testing and training to teachers, parents and students, behavior modification, student/parent involvement,

parent/home communication, home visits and SST's. This position will also support the ELD teacher in the development, implementation and overseeing of the I-Lit program being utilized to support the academic growth of our students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
51338.	Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve the meaningful school to home relationship.

Goal 4

Increase communication, involvement, and partnerships with parents to encourage more participation in school activities and for the purpose of enhancing student achievement.

Identified Need

Building strong home to school relationships with all stakeholders

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We would like to increase our community involvement at all school activities.		Increased parent and community involvement at our academic and athletic events.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Anna McKenney will increase parent engagement:
Increase communication and partnerships with parents and encourage more participation in school activities and for the purpose of enhancing student achievement. We will cover the printing costs for home school communication, funding required for providing partial scholarships for parents to be fingerprinted through our district so that they may help at school functions. Provide parents with written information, newsletters, calendars, and phone calls to increase communication. We would like to develop and administer a survey for parents and community members, feedback will increase parent support and community connection. McK will host quarterly awards and assemblies to recognize and celebrate our students success: classroom, athletic participation, character traits, and community leadership and involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2259.	Title I Parent Involvement Carryover

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve employee morale by creating policies and practices that support the well-being of staff.

Goal 5

Create a culture of shared understanding and best practices to support employee morale and lead to student achievement

Identified Need

We need to build a system of support for all stakeholders on campus so they are in a good place to support and mentor our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Our staff members will be provided opportunities to participate in professional development throughout the school year.		We will have over 90% of our staff participate in professional development opportunities during the 2021-22 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development:
McKenney teachers will be provided opportunities for professional development aimed at ensuring the academic success of all students. We believe that high quality professional development is a powerful tool to assist our teachers in their work with all students. Utilizing effective teaching strategies is essential in improving academic achievement of all students. These PD opportunities are provided in and out of the district. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Substitute costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: EL Conference, CUE, PLC Conference/Institute, SCOE, PBIS, Solution Tree professional development training, GLAD, Science and.Restorative Practices and School Site Safety.All PD travel related expenses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000.	Title I

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$321,360.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	185,414	0.00
Title I Carryover	0	0.00
Title I Parent Involvement		
Title I Parent Involvement Carryover	2,259	0.00
CSI	0	0.00
Targeted	133,687	0.00
Targeted Carryover	0	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	114,076.00
Goal 2	133,687.00
Goal 3	51,338.00
Goal 4	2,259.00
Goal 5	20,000.00
Goal 6	

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

3 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Joe Seiler	Principal
Susan Roger	Classroom Teacher
Jennifer Campbell	Classroom Teacher
Ashley Martinez	Classroom Teacher
Karen Anderson	Classroom Teacher
Lois Zacharopoulos	Parent or Community Member
Pete Pantoja	Parent or Community Member
Jason Roper	Parent or Community Member
Troy Hane	Other School Staff
Tracy Hutchinson	Other School Staff
Tara Hensley	Other School Staff
Kayla Hall	Secondary Student
Gabi De Vargas	Secondary Student
Trinity Parks	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on May 27, 2021.

Attested:

Principal, Joe Seiler on May 27, 2021
SSC Chairperson, Jason Roper on May 27, 2021

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on May 27, 2021.

Attested:



Principal, Joe Seiler on May 27, 2021

SSC Chairperson, Jason Roper on May 27, 2021

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Yuba Gardens Intermediate School	58-72736-6056790	05/10/2021	

Purpose and Description

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

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

*CHRONIC ABSENTEEISM
A2A will continue to drive outreach efforts including home visits, SARB referrals and one on one intervention with chronically absent students.

A focus on extra curricular and co-curricular enrichment such as Music, Career Week, sports, student rallies and motivational speakers will help to create positive school connections for students, as well as a reason to attend school.

*DISCIPLINE
SWIS data will continue to be used to target problem areas related to student behavior and/or school issues. Data will continue to guide changes within the school day format and supervision. CICO, Suite 360 and tiered interventions will continue, as outcomes have been positive.

*ACADEMIC INTERVENTION
Daily interventions will continue to be provided based upon common formative assessment data.

After school transportation will continue to allow students to attend tutoring.

To further enhance district reading intervention for students performing below the third grade reading level, a need has been identified to provide intensive supports for students reading between the 4th and 6th grade reading levels.

Continued implementation of the PLC process will ensure even greater academic gains.

*PROFESSIONAL DEVELOPMENT

As Yuba Gardens moves towards a solid PLC community, ongoing professional development is needed by way of attendance at PLC institutes and ongoing site support by Maria Nielsen. All stakeholders are involved in this professional development. Additional professional development is needed in regards to RTI and math related the PLC process.

With the implementation of the NGIS Science standards and our new textbook adoption a professional development need has been identified by the science teachers.

Ongoing support with the implementation of PBIS will continue to help establish a school climate where appropriate behavior is the norm. Restorative Justice professional development will also help to establish and maintain a positive school climate.

Teachers continue to request ongoing professional development with Google Classroom, as technology is used more within the classroom setting. Strategies from this professional development are brought back by the attendees and shared with the entire teaching staff.

Professional development needs are identified through ongoing teacher collaboration discussions on minimum days.

*FAMILY AND COMMUNITY ENGAGEMENT
Parents are invited to be part of School Site Council Meetings, Title One parent meeting, PTA and ELAC, to provide input on student interventions and the academic program. The ELAC president attends the School Site Council meetings and presents the information during the monthly ELAC meeting. Administration collaborates with parents during these meetings. We are also engaging families in "Coffee with the Principal." This will be a monthly event that allows parents to come onto campus and get involved.

Parents are also invited to attend 7th grade orientation, back to school night and open house.

Spanish/English promotion information meetings are held for parents in the evening.

Home visits done when necessary; for example paperwork needs to be signed, attendance issues or transportation issues etc.

Aeries Communication is used for regular home communication to ensure parents are aware of engagement opportunities. Through April of 2021 more than 9800 phone calls were made home and 9246 emails were sent. Teachers also use Aeries Communication to communicate with parents.

Parent Portal trainings were offered in the evening for parents to learn how to track student academic progress.

Newsletters are sent home to parents monthly to keep parents updated and to invite them to actively participate in their child's education.

Parents are also invited to complete the California Healthy Kids Survey to provide feedback related to school climate.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

* Chronic Absenteeism (Orange) – 17% Chronic Absenteeism 18/19, as of 2/19 11.34%, Student with disabilities, White (Red)
* Actual Attendance – 17/18 Average – 94.8, 18/19 average thru 2/15 94.8
* Suspension Rate – (Red) – 20.4% suspended at least once, English Learners, Hispanic, socioeconomically disadvantaged, students with
disabilities, white (red)
* Discipline data (SWIS) – Minor referrals 17/18=507 Minor referrals 18/19 thru 2/15=299 Major referrals 17/18=791 18/19 thru 2/15=220
* Referrals by location indicate that problem areas for 18/19 are classroom, hallway, playground
* Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance
* English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically
Disadvantaged, Students with Disabilities
* English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard
* Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics,
Socioeconomically disadvantaged, White
* ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level
2 20.69 Level 1 <10 students
* Star Reading data for the 18/19 school year shows +49 SS, +0.4 GE gain for 7th +69 SS, +0.6 GE for 8th
* Star Math data for the 18/19 school year shows +2 SS, +0.01 GE gain for 7th +31 SS, +0.7 GE for 8th

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Average attendance has remained constant at 94.8 between the 17/18 and 18/19 school years.

Chronic Absenteeism rate has declined for the 2018/2019 school year 11.27%

Major and Minor referrals have decreased by approximately 40% for the 2018/2019 school year.
Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance. Continued data discussions with staff need to occur regularly centered on awareness of what students are struggling with behaviorally. Tier 1/2 interventions needs to be in place to support students struggling with concerning behaviors. Restorative conferences need to be occurring on regular basis between teachers and students and students that are having conflicts.

English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically

Disadvantaged, Students with Disabilities English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard. **While all subgroups have shown grown in ELA (orange) attention needs to remain on on our intervention students reading below the third grade reading level and students reading between the fourth grade reading level and their own grade level continued work.

Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics, Socioeconomically disadvantaged, White.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

CHRONIC ABSENTEEISM
A2A identifies chronically absent students daily/weekly. Home visits being conducted on Tuesdays and Thursdays of each week for students that are chronically absent. SARB meetings are attended weekly by an administrator. Chronically absent students consistently referred to SARB. 4-5 chronically absent students are assigned to office staff so that one on one contact is made several times a week with each of these students.

DISCIPLINE
SWIS is used consistently for documenting specific data related to suspensions, such as time of day, type of incident. Tier 2/3 meetings held consistently to provide intensive support such as CICO or connections to outside agencies. Suite 360 is used to help remediate negative student behaviors by providing time for reflection and follow up with an adult.

ACADEMIC INTERVENTION
Daily intervention is now being provided based upon formative assessment data in math and ELA. Students are grouped weekly/biweekly based upon performance needs.

Academic tutoring being offered after school daily with transportation provided.

Reading intervention being provided to students reading below the third grade reading level. Strategic Reading support being provided to students reading between the 4th and 6th grade reading levels, with attention to fluency, comprehension and vocabulary. These students also receive a period of core instruction.

PLC professional development in ongoing monthly. Maria Neilsen, is on site ten days per school year to support teachers in identifying essential standards, pacing of those identified standards, creation of formative assessment, interpretation of assessment data and intervention strategies. This work by teachers is ongoing on district collaboration minimum days.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

*CHRONIC ABSENTEEISM
A2A will continue to drive outreach efforts including home visits, SARB referrals and one on one intervention with chronically absent students.

A focus on extra curricular enrichment such as Music, Career Week, sports, student rallies and motivational speakers will help to create positive school connections for students, as well as a reason to attend school.

*DISCIPLINE
SWIS data will continue xc to be used to target problem areas related to student behavior and/or school issues. Data will continue to guide changes within the school day format and supervision. CICO, Suite 360 and tiered interventions will continue as outcomes have been positive.

*ACADEMIC INTERVENTION
Daily interventions will continue to be provided based upon common formative assessment data.

After school transportation will continue to allow students to attend tutoring.

To further enhance district reading intervention for students performing below the third grade reading level, a need has been identified to provide intensive supports for students reading between the 4th and 6th grade reading levels.

Due to positive outcomes related to the implementation of the PLC, staff, students and parents have embraced the intervention process. Continued implementation of the PLC process will ensure even greater academic gains.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

As Yuba gardens moves towards a solid PLC community ongoing professional development is needed by way of attendance at PLC institutes and ongoing site support by Maria Nielsen. All stakeholders are involved in this professional development. Additional professional development is needed in regards to RTI and math related the PLC process.

With the implementation of the NGIS Science standards and our new textbook adoption a professional development need has been identified by the science teachers.

Ongoing support with the implementation of PBIS to help establish a school climate where appropriate behavior is the norm. Restorative Justice professional development will also help to establish and maintain a positive school climate.

Teachers continue to request ongoing professional development with Google Classroom as technology is used more within the classroom setting. Strategies from this professional development are brought back by the attendees and shared with the entire teaching staff.

Professional development needs are identified through ongoing teacher collaboration discussions on minimum days.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Parents are invited to be part of School Site Council Meetings, Title One parent meeting, PTA and ELAC, to provide input on student interventions and the academic program. The ELAC president attends the School Site Council meetings and presents the information during the monthly ELAC meeting. Administration collaborates with parents during these meetings.

Parents are also invited to attend 7th grade orientation, back to school night and open house.

Spanish/English promotion information meetings are held for parents in the evening.

Home visits done when necessary; for example paperwork needs to be signed, attendance issues or transportation issues etc.

Aeries Communication is used for regular home communication to ensure parents are aware of engagement opportunities. Through April of 2019 more than 9800 phone calls were made home and 9246 emails were sent. Teachers also use School Messenger to communicate with parents.

Parent Portal trainings were offered in the evening for parents to learn how to track student academic progress.

Newsletters are sent home to parents monthly to keep parents updated and to invite them to actively participate in their child's education.

Parents are also invited to complete the California Healthy Kids Survey to provide feedback related to school climate.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parents - ELAC meetings, SPSA meetings, California Healthy Kids survey, Orientation conference, Back to School Night, Open House, evening parent meetings

Students - PLUS Forums, California Healthy Kids Survey - May each school year

Teachers - Weekly collaboration meetings, Teacher workdays, PD collaboration time provided

Staff - PRIDE Meetings

Resource Inequities

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

Reading intervention will be provided to students reading below the third grade reading level. Strategic Reading support will be provided to students reading between the 4th and 6th grade reading levels, with attention to fluency, comprehension and vocabulary, these students also receive a period of core instruction. The school will be using ExactPath for ELA for students reading below grade level for the 2021-22 school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.15%	1.39%	1.5%	9	11	12
African American	2.69%	3.15%	4.2%	21	25	33
Asian	11.52%	12.22%	11.6%	90	97	91
Filipino	0.51%	0.88%	0.6%	4	7	5
Hispanic/Latino	54.93%	54.16%	52.8%	429	430	416
Pacific Islander	0.26%	0.25%	0.3%	2	2	2
White	25.35%	24.56%	24.5%	198	195	193
Multiple/No Response	1.02%	0.88%	0.9%	8	7	7
			Total Enrollment	781	794	788

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	391	399	399
Grade 8	390	395	389
Total Enrollment	781	794	788

Conclusions based on this data:

1. Enrollment is increasing
2. Enrollment of the Asian, American Indian, Filipino, African American student groups have slightly decreased
3. Enrollment of Hispanic, and white student groups have increased

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	248	234	245	31.8%	29.5%	31.1%
Fluent English Proficient (FEP)	152	139	110	19.5%	17.5%	14.0%
Reclassified Fluent English Proficient (RFEP)	19	14	20	7.6%	5.6%	8.5%

Conclusions based on this data:

1. English Learner population is increasing
2. Reclassified 18 students

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	385	411	393	378	409	386	378	409	386	98.2	99.5	98.2
Grade 8	363	368	382	353	363	373	353	363	373	97.2	98.6	97.6
All Grades	748	779	775	731	772	759	731	772	759	97.7	99.1	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2469.	2481.	2509.	2.91	4.89	3.63	15.87	19.07	31.35	25.13	27.63	31.35	56.08	48.41	33.68
Grade 8	2478.	2490.	2505.	1.98	2.75	3.75	15.58	15.15	23.32	27.76	35.54	28.95	54.67	46.56	43.97
All Grades	N/A	N/A	N/A	2.46	3.89	3.69	15.73	17.23	27.40	26.40	31.35	30.17	55.40	47.54	38.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	6.35	10.76	8.03	40.74	37.16	48.70	52.91	52.08	43.26
Grade 8	5.95	9.37	9.92	38.81	34.71	40.48	55.24	55.92	49.60
All Grades	6.16	10.10	8.96	39.81	36.01	44.66	54.04	53.89	46.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	5.03	9.56	12.95	40.21	41.42	54.92	54.76	49.02	32.12
Grade 8	3.97	4.68	6.70	35.69	40.50	52.55	60.34	54.82	40.75
All Grades	4.51	7.26	9.88	38.03	40.99	53.75	57.46	51.75	36.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	5.03	5.15	6.22	50.26	54.41	64.77	44.71	40.44	29.02
Grade 8	3.97	6.34	5.36	57.22	57.58	63.54	38.81	36.09	31.10
All Grades	4.51	5.71	5.80	53.63	55.90	64.16	41.86	38.39	30.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	7.14	12.50	15.03	43.12	47.30	56.48	49.74	40.20	28.50
Grade 8	5.10	8.82	10.72	43.06	51.52	46.65	51.84	39.67	42.63
All Grades	6.16	10.77	12.91	43.09	49.29	51.65	50.75	39.95	35.44

Conclusions based on this data:

1. * English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically
Disadvantaged, Students with Disabilities
* English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard
* Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics,
Socioeconomically disadvantaged, White
* ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level
2 20.69 Level 1 <10 students
* Star Reading data for the 18/19 school year shows +49 SS, +0.4 GE gain for 7th +69 SS, +0.6 GE for 8th

2. Reading, Writing, Listening and Research Inquiry all showed improvement.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	385	411	393	380	409	386	380	409	386	98.7	99.5	98.2
Grade 8	363	368	382	354	363	373	354	363	373	97.5	98.6	97.6
All Grades	748	779	775	734	772	759	734	772	759	98.1	99.1	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2461.	2459.	2477.	3.68	3.91	3.63	10.00	12.47	14.25	27.11	24.45	30.83	59.21	59.17	51.30
Grade 8	2466.	2474.	2463.	2.54	3.58	2.68	11.58	11.29	6.97	18.64	23.42	24.13	67.23	61.71	66.22
All Grades	N/A	N/A	N/A	3.13	3.76	3.16	10.76	11.92	10.67	23.02	23.96	27.54	63.08	60.36	58.63

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	6.58	8.31	7.77	25.00	22.98	30.83	68.42	68.70	61.40
Grade 8	5.37	7.99	4.83	22.60	26.45	22.52	72.03	65.56	72.65
All Grades	5.99	8.16	6.32	23.84	24.61	26.75	70.16	67.23	66.93

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	3.95	5.13	5.18	40.00	39.85	42.49	56.05	55.01	52.33
Grade 8	7.06	4.13	2.95	27.97	46.28	35.92	64.97	49.59	61.13
All Grades	5.45	4.66	4.08	34.20	42.88	39.26	60.35	52.46	56.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	3.68	6.11	3.63	45.00	50.12	59.33	51.32	43.77	37.05
Grade 8	2.54	2.75	3.75	42.37	44.08	40.21	55.08	53.17	56.03
All Grades	3.13	4.53	3.69	43.73	47.28	49.93	53.13	48.19	46.38

Conclusions based on this data:

1.

* Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics,
Socioeconomically disadvantaged, White
* Star Math data for the 18/19 school year shows +2 SS, +0.01 GE gain for 7th +31 SS, +0.7 GE for 8th

2. Overall scores, Concepts and Procedures, Problem Solving & Modeling/Data Analysis and Communicating Reasoning all show a slight increase.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1532.0	1530.3	1519.4	1516.9	1544.2	1543.2	118	121
Grade 8	1538.7	1553.8	1527.4	1547.0	1549.6	1560.1	116	112
All Grades							234	233

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	28.81	20.66	42.37	37.19	22.03	28.10	*	14.05	118	121
8	33.62	22.32	38.79	43.75	20.69	22.32	*	11.61	116	112
All Grades	31.20	21.46	40.60	40.34	21.37	25.32	6.84	12.88	234	233

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	39.83	30.58	44.92	38.84	13.56	17.36	*	13.22	118	121
8	44.83	33.93	39.66	37.50	10.34	16.96	*	11.61	116	112
All Grades	42.31	32.19	42.31	38.20	11.97	17.17	*	12.45	234	233

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	21.19	12.40	28.81	35.54	30.51	31.40	19.49	20.66	118	121
8	31.90	16.96	26.72	30.36	23.28	37.50	18.10	15.18	116	112
All Grades	26.50	14.59	27.78	33.05	26.92	34.33	18.80	18.03	234	233

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	40.68	14.05	50.85	68.60	*	17.36	118	121
8	45.69	30.36	43.97	56.25	10.34	13.39	116	112
All Grades	43.16	21.89	47.44	62.66	9.40	15.45	234	233

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	55.93	42.15	38.98	45.45	*	12.40	118	121
8	57.76	40.18	36.21	47.32	*	12.50	116	112
All Grades	56.84	41.20	37.61	46.35	5.56	12.45	234	233

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	22.88	18.18	28.81	49.59	48.31	32.23	118	121
8	36.21	27.68	27.59	34.82	36.21	37.50	116	112
All Grades	29.49	22.75	28.21	42.49	42.31	34.76	234	233

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	11.86	6.61	83.05	81.82	*	11.57	118	121
8	28.45	4.46	65.52	90.18	*	5.36	116	112
All Grades	20.09	5.58	74.36	85.84	5.56	8.58	234	233

Conclusions based on this data:

1. Students are continuing to struggle with the Writing Domain and Written language.
2. 71 percent of our English Learners are performing at level 3/4

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
781	90.7	31.8	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	248	31.8
Foster Youth	5	0.6
Homeless	10	1.3
Socioeconomically Disadvantaged	708	90.7
Students with Disabilities	104	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	2.7
American Indian	9	1.2
Asian	90	11.5
Filipino	4	0.5
Hispanic	429	54.9
Two or More Races	20	2.6
Pacific Islander	2	0.3
White	198	25.4

Conclusions based on this data:

1. High percentage of Socioeconomically disadvantaged youth attend Yuba Gardens.

2. High percentage of English Learners and students with disabilities attend Yuba Gardens.

3. Many different races/ethnicities attend Yuba Gardens.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Yellow
Mathematics  Red		

Conclusions based on this data:

1. * Chronic Absenteeism (Orange) – 17% Chronic Absenteeism 18/19, as of 2/19 11.34%, Student with disabilities, White (Red)
   * Actual Attendance – 17/18 Average – 94.8, 18/19 average thru 2/15 94.8
   * Suspension Rate – (Red) – 20.4% suspended at least once, English Learners, Hispanic, socioeconomically disadvantaged, students with
   disabilities, white (red)
   * Discipline data (SWIS) – Minor referrals 17/18=507 Minor referrals 18/19 thru 2/15=299 Major referrals 17/18=791 18/19 thru 2/15=220
   * Referrals by location indicate that problem areas for 18/19 are classroom, hallway, playground
   * Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance
   * English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically
   Disadvantaged, Students with Disabilities
   * English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard
   * Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics,
   Socioeconomically disadvantaged, White
   * ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level
   2 20.69 Level 1 <10 students

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	5	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
49.7 points below standard	56.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++19.9 points	Increased Significantly ++30.9 points	6
684	337	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Orange
42.8 points below standard	52.8 points below standard	133.3 points below standard
Increased Significantly ++44.2 points	Increased Significantly ++19.4 points	Increased ++13.9 points
14	624	98

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 111.8 points below standard Declined Significantly -35.8 points 17	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Yellow 32.8 points below standard Increased Significantly ++21 points 88	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 56.6 points below standard Increased Significantly ++22 points 374	No Performance Color 19.5 points below standard Increased Significantly ++28.1 points 17	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Yellow 45.4 points below standard Increased Significantly ++15.1 points 169

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
94.4 points below standard Increased Significantly ++22 points 209	4.7 points above standard Increased Significantly ++21.1 points 128	49.7 points below standard Increased Significantly ++18.1 points 321

Conclusions based on this data:

1.

* English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
* English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard
* ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level 2 20.69 Level 1 <10 students
* Star Reading data for the 18/19 school year shows +49 SS, +0.4 GE gain for 7th +69 SS, +0.6 GE for 8th

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	1	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 Orange	 No Performance Color
104.6 points below standard	109.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.8 points	Increased Significantly ++16.5 points	6
683	337	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
135.5 points below standard	107.1 points below standard	175 points below standard
Declined -6.9 points	Increased ++3.1 points	Increased ++14.5 points
14	624	98

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 150.3 points below standard Declined -13.2 points 16	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Yellow 91.2 points below standard Increased ++10 points 88	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 110.6 points below standard Maintained ++1.6 points 374	No Performance Color 85.4 points below standard Increased ++7 points 17	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Red 101.9 points below standard Maintained ++0.1 points 169

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
143.5 points below standard Increased ++7.7 points 209	53.4 points below standard Increased ++9.4 points 128	106.5 points below standard Maintained ++1.3 points 320

Conclusions based on this data:

1. * Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics,
   Socioeconomically disadvantaged, White
   * Star Math data for the 18/19 school year shows +2 SS, +0.01 GE gain for 7th +31 SS, +0.7 GE for 8th

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
46 making progress towards English language proficiency
Number of EL Students: 226
Performance Level: Medium

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.3	33.6	9.2	36.7

Conclusions based on this data:

1. * ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level 2 20.69 Level 1 <10 students

2. 15 EL students were reclassified during the 2018-2019 school year

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

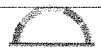
2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	2

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
		
Yellow	Blue	No Performance Color
13.1	4.4	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.9	Declined Significantly -5.4	10
834	251	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Yellow	Yellow
45.8	13.4	18.9
Declined -7.3	Declined Significantly -4.1	Declined -11.2
24	751	122

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color	No Performance Color	Blue	No Performance Color
28.6	Less than 11 Students - Data Not Displayed for Privacy	1.1	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.1	10	Declined -2	5
28		93	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Green	No Performance Color	No Performance Color	Yellow
10	14.3	Less than 11 Students - Data Not Displayed for Privacy	20.7
Declined Significantly -3.2	Declined -0.9	2	Declined Significantly -6.3
451	28		217

Conclusions based on this data:

1. * Chronic Absenteeism (Orange) – 17% Chronic Absenteeism 18/19, as of 2/19 11.34%, Student with disabilities, White (Red)

2. * Actual Attendance – 17/18 Average – 94.8, 18/19 average thru 2/15 94.8

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Yellow	Yellow	No Performance Color
13.8	9.7	Less than 11 Students - Data Not [illegible]
Declined Significantly -6.6	Declined Significantly -3.7	10
864	258	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Yellow	Orange
22.2	13.9	21
Declined -1.3	Declined Significantly -6.7	Declined -5.7
27	771	124

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color	No Performance Color	Green	No Performance Color
22.6	Less than 11 Students - Data	5.3	Less than 11 Students - Data
Declined -7	10	Declined -0.7	6
31		94	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Yellow	Orange	No Performance Color	Yellow
12.3	12.9	Less than 11 Students - Data	19.3
Declined Significantly -4.2	Declined -3.8	2	Declined Significantly -12.8
462	31		228

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	20.4	13.8

Conclusions based on this data:

1.

* Suspension Rate – (Red) – 20.4% suspended at least once, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, white (red)
* Discipline data (SWIS) – Minor referrals 17/18=507 Minor referrals 18/19 thru 2/15=299 Major referrals 17/18=791 18/19 thru 2/15=220
* Referrals by location indicate that problem areas for 18/19 are classroom, hallway, playground
* Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

ELA - Maintain continued increase of 12.9 percent and increase proficiency levels by 5%, to include English Learners. Math - maintain 2.3 increase and increase proficiency levels by 5%.

Identified Need

Curriculum to support struggling readers.
Increase student understanding of academic vocabulary.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results will maintain and increase an additional 5%		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
1.1 Provide Transportation after school so that students can stay after for extra academic support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,500	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.2 Purchase Flocabulary and Nearpod to help teachers with building academic vocabulary with their students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,500	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.3 Purchase of school planners for all students to help with content organization and study time. Planners also double as a tool for our tutorial period. This is a critical part of our in school intervention process.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,000	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.4 2 Technology Technicians to support teachers use of technology within their classrooms

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
1.5 Guiding Coalition Meetings to support the PLC initiative to increase student achievement

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	Targeted

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
1.6 Continued integration of technology to support the core curriculum and state standards and also purchase Instructional materials.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
1.7 2 Para Professional positions to support the professional learning communities process during intervention time and to support students within their academic settings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

32,007	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.8 2 Student Support Specialists to provide direct services to students to help increase academic achievement. The specialists will work with teachers, parents and students to support their academic progress and attendance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
129,821	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.9 Maintenance contracts for the school copiers and RISO machines to produce enhancement pieces to the core and supplemental curriculums.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,143	Targeted

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.10 Supplemental supplies and materials to help students reach their academic goals.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,458	Targeted

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.11 Purchase of composition books for all students in core subjects so that teachers can implement instructional strategies and help students to keep their learning organized.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,400	Targeted

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.12 Purchase of student Chromebooks to support Blended and Distance Learning and beyond. $243 per Chromebook. Purchasing 140 units.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.13 Purchase MobyMax to support teachers with intervention and remediation of our students while on Distance Learning and also when we return to in person learning. Intervention opportunities in History, Reading, Math, and Science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,495	Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.14 After School tutoring by certificated staff

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,600	Targeted

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.15

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.16

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2

Ongoing professional development to affect good first instruction in the classroom setting

Identified Need

Ongoing professional development with Solution Tree related to the PLC initiative. Ongoing support related to Tiered intervention within the PBIS framework. Ongoing support for classroom teachers and support staff related to using technology within the classroom setting.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP indicators maintaining and increasing in proficiency levels.		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 PLC Summer Institute attendance, and other conferences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.2 PBIS, PLUS and Restorative Practices Professional Development, salaries, benefits and supplies related to the implementation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.3 Provide Collaboration Time for each teacher to work together in their PLCs after school hours. (24 hours per teacher @ $65.24 per hour)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
28,000	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.4. Professional Development with Malik Muhammad on Transforming School Culture. This is part of the "rebranding" of the school as we look to kickoff next school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,000	Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 3

Decrease chronic absenteeism for the 19/20 school year by 5%.
Decrease suspension rate for the 19/20 school year by 5%

Identified Need

* Chronic Absenteeism (Orange) – 17% Chronic Absenteeism 18/19, as of 2/19 11.34%, Student with disabilities, White (Red)
* Actual Attendance – 17/18 Average – 94.8, 18/19 average thru 2/15 94.8
* Suspension Rate – (Red) – 20.4% suspended at least once, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, white (red)
* Discipline data (SWIS) – Minor referrals 17/18=507 Minor referrals 18/19 thru 2/15=299 Major referrals 17/18=791 18/19 thru 2/15=220
* Referrals by location indicate that problem areas for 18/19 are classroom, hallway, playground
* Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results/SWIS data results		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.1 PBIS Rewards Program - to help with student inclusion and recognize students that are fulfilling schoolwide expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,500	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.2 Purchase of Suite 360 through Evolution Labs to help provide other means of correction related to students who need an alternative to suspension. This will help with implementing restorative justice and intervention and help to support staff in understanding the process involved with alternative means of correction related to suspension.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.3 Family liaison - Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families with issues related to academic progress. The Family Liaison also works with students on behavioral issues identified through classroom and social observations and meets with students to modify choices that will help to create academic success. The Family Liaison also corresponds with parents to encourage active parent participation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
59,573	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.4 Purchase of SWIS contract to manage and implement discipline data to support our PBIS program and work towards decreasing our suspension rate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
460	Targeted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students and specifically at risk students related to academic, attendance, behavior, and social emotional issues.

Strategy/Activity

3.5 Student Support At Risk Consultant/Counselor to work with students as well as mediating student conflict to increase student time in the academic setting and to increase school to home communication of student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All staff & students

Strategy/Activity

3.6 Student Services Administrator - Using benchmark and interim testing data, determine at risk and low performing student needs and coordinate support personnel in creating targeted interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35,780	Targeted

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.7

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent, family, and community involvement in the education of all students.

Goal 4

Parental involvement on campus

Identified Need

Parental involvement needs to be increased at Open House, Back to School Nite, ELAC meetings, SPSA meetings, Title One meeting and at other offered parent evenings

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in sheets		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Parental Group

Strategy/Activity

4.1 Consistent use of Aeries Communication, newsletters. Support parents in education related to use of the parent portal, promotion requirements. Provide parents with educational materials and training related to their students' academic success.

Coffee with the Principal will be a monthly drop in meeting to allow stakeholders an avenue to engage with the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,254	Title I Parent Involvement
1,191	Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure equality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 5

Provide designated ELD instruction to all English Learners and integrated ELD in other academic goal areas that are completed by the school.

Identified Need

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from ELPAC, both interim and summative CAASPP tests, district benchmarks, and curricular assessments. In ELA and Math, growth of all students will increase by 5% or more. For 2019-20, English Language Learners at Yuba Gardens will make progress towards English proficiency as measured by the ELPAC. Going forward, in 2019-20 on the ELPAC seventy-five percent of EL students will either move one performance level, maintain their current performance level for only a second year, and/or meet reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Textbook Availability	100%	100%
Adequate Facilities	100%	100%
Correctly Assigned Teachers	100%	100%
(Subject Areas and EL	EL Orange Increased (-87.4	EL Yellow
Authorizations)	Below Standard)	EL Yellow
Overall CAASPP (ELA) Grades	EL Orange Increased (-125.5	1% (4)
3-8 and 11	Below Standard)	10% (22)
Overall CAASPP (Math)	6.8% (Total 14)	40% (55)
Grades 3-8 and 11	21.4% (Total 45)	36% (78)
Overall ELPAC Level 1	40.6% (Total 84)	16% (49)
Overall ELPAC Level 2	31.2% (Total 65)	Maintain or Improve
Overall ELPAC Level 3	9.30% (85)	Green or Blue
Overall ELPAC Level 4	Orange / Increased (9.7%)	Decline
Reclassification	EL Red / Increased (13.4%)	Green or Blue
Chronic Absenteeism		
Suspension Rate		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Effective Classroom Instruction: Provide designated ELD instruction to all English Learners with district purchased iLit EL and instruction in integrated ELD in other academic goal areas that are completed by the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Professional Development given by the district to teachers that are teaching EL students through iLit.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Building Parent Capacity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$471,182.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	267,014	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	3,254	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	200,914	0.00
Targeted Carryover	0	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	242,924.00
Goal 2	69,000.00
Goal 3	154,813.00
Goal 4	4,445.00
Goal 5	
Goal 6	

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Jim Hays	Principal
Becky Stewart	Classroom Teacher
Peggy Rister	Classroom Teacher
Amber Cleverdon	Classroom Teacher
Brian Spiritosanto	Classroom Teacher
Sarah Redfield	Parent or Community Member
James Kupser	Parent or Community Member
Nohemi Magana	Parent or Community Member
Arnoldo Rios	Secondary Student
Dalia Fernandez	Secondary Student
Cecilia Sheldon Rivera	Secondary Student
Tyler Krieger	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/10/2021.

Attested:

Principal, Jim Hays on 5/10/2021

SSC Chairperson, Becky Stewart on 5/10/2021

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/10/2021.

Attested:

Principal, Jim Hays on 5/10/2021

SSC Chairperson, Becky Stewart on 5/10/2021

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lindhurst High School	58-72736-5830013	5/26/2021	

Purpose and Description

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

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

As a Title I school with a diverse population of a variety of subgroups identified by the state, we recognize that achievement for all students is going to take a varied and differentiated approach. Our SPSA reflects supplement funding for resources such as personnel to work with our special populations, classroom materials and supplies, extra time for instruction and collaboration as well as additional programs and instruction for reading, math and credit recapture.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The process for review of data, research of programs and expenditures was a collection of on going faculty meetings, collaboration time and guiding coalition meetings through out the school year.

Additional discussions and dialog took place during ELAC meetings and ultimately discussions and action from our school site counsel.

Resource Inequities

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

In doing our needs assessment and review it became clear we had areas of need. As with so many things there is not enough time in the day to truly collaborate or intervene with students who are struggle. For that reason we have set aside monies to compensate teachers for instruction and planning outside the contractual hours. Also, professional development was an area of great need as identified by our administrative team, teachers and district team. We have developed a comprehensive plan to send teachers to a variety of professional development and then implement what they have learned in their respective classrooms and departments. To reach our struggling students reading below grade level and those students are below grade level in math. Additionally, to reach a greater number of students additional supplemental classroom materials and technology has been determined needed to have a more varied approach to instructional strategies.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.84%	1.56%	0.8%	21	19	10
African American	3.67%	4.27%	3.4%	42	52	43
Asian	16.54%	16%	15.8%	189	195	199
Filipino	0.61%	0.49%	0.5%	7	6	6
Hispanic/Latino	54.33%	53.65%	56.7%	621	654	715
Pacific Islander	0.09%	0.16%	%	1	2	
White	20.82%	21.25%	20.3%	238	259	256
Multiple/No Response	0.26%	0.49%	0.4%	3	6	5
			Total Enrollment	1,143	1,219	1,261

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	316	340	361
Grade 10	330	347	339
Grade 11	283	290	323
Grade 12	214	242	238
Total Enrollment	1,143	1,219	1,261

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment

English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	297	312	347	26.0%	25.6%	27.5%
Fluent English Proficient (FEP)	355	358	359	31.1%	29.4%	28.5%
Reclassified Fluent English Proficient	39	29	19	13.1%	9.8%	6.1%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	234	232	247	230	227	243	229	227	243	98.3	97.8	98.4
All Grades	234	232	247	230	227	243	229	227	243	98.3	97.8	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2562.	2546.	2555.	12.23	9.69	13.58	32.31	30.40	27.16	27.51	29.52	30.86	27.95	30.40	28.40
All Grades	N/A	N/A	N/A	12.23	9.69	13.58	32.31	30.40	27.16	27.51	29.52	30.86	27.95	30.40	28.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.45	20.26	19.75	44.54	54.19	51.85	31.00	25.55	28.40
All Grades	24.45	20.26	19.75	44.54	54.19	51.85	31.00	25.55	28.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	16.59	11.01	17.70	49.78	44.05	47.33	33.62	44.93	34.98
All Grades	16.59	11.01	17.70	49.78	44.05	47.33	33.62	44.93	34.98

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.41	12.33	12.76	62.88	66.52	67.90	22.71	21.15	19.34
All Grades	14.41	12.33	12.76	62.88	66.52	67.90	22.71	21.15	19.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	21.40	18.50	17.28	53.28	51.98	56.79	25.33	29.52	25.93
All Grades	21.40	18.50	17.28	53.28	51.98	56.79	25.33	29.52	25.93

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	233	232	248	229	230	245	228	230	245	98.3	99.1	98.8
All Grades	233	232	248	229	230	245	228	230	245	98.3	99.1	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2517.	2516.	2529.	1.32	3.91	3.67	16.67	9.57	14.69	21.49	23.91	28.98	60.53	62.61	52.65
All Grades	N/A	N/A	N/A	1.32	3.91	3.67	16.67	9.57	14.69	21.49	23.91	28.98	60.53	62.61	52.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	7.46	7.83	8.98	23.68	21.30	24.90	68.86	70.87	66.12
All Grades	7.46	7.83	8.98	23.68	21.30	24.90	68.86	70.87	66.12

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.63	6.09	8.16	45.61	39.57	51.43	51.75	54.35	40.41
All Grades	2.63	6.09	8.16	45.61	39.57	51.43	51.75	54.35	40.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.63	6.09	5.71	57.89	48.26	55.51	39.47	45.65	38.78
All Grades	2.63	6.09	5.71	57.89	48.26	55.51	39.47	45.65	38.78

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1508.1	1542.6	1505.7	1532.2	1509.7	1552.4	73	83
Grade 10	1523.7	1553.9	1530.9	1550.9	1516.0	1556.3	90	67
Grade 11	1531.8	1544.2	1545.3	1522.0	1517.8	1565.9	53	49
Grade 12	1527.0	1544.3	1532.8	1527.5	1520.6	1560.5	34	32
All Grades							250	231

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	12.05	30.14	36.14	30.14	36.14	27.40	15.66	73	83
10	24.44	25.37	30.00	26.87	16.67	26.87	28.89	20.90	90	67
11	33.96	14.29	26.42	34.69	20.75	30.61	*	20.41	53	49
12	*	6.25	38.24	34.38	*	46.88	*	12.50	34	32
All Grades	22.00	15.58	30.40	32.90	21.20	33.77	26.40	17.75	250	231

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	30.14	20.48	31.51	38.55	19.18	26.51	19.18	14.46	73	83
10	42.22	35.82	21.11	23.88	14.44	22.39	22.22	17.91	90	67
11	50.94	16.33	24.53	38.78	*	26.53	*	18.37	53	49
12	38.24	6.25	32.35	50.00	*	31.25	*	12.50	34	32
All Grades	40.00	22.08	26.40	35.93	16.40	25.97	17.20	16.02	250	231

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	3.61	28.77	26.51	21.92	46.99	47.95	22.89	73	83
10	15.56	5.97	22.22	32.84	22.22	32.84	40.00	28.36	90	67
11	*	6.12	30.19	30.61	37.74	36.73	28.30	26.53	53	49
12	*	9.38	*	18.75	*	56.25	41.18	15.63	34	32
All Grades	8.40	5.63	26.40	28.14	25.20	41.99	40.00	24.24	250	231

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	34.25	10.84	38.36	74.70	27.40	14.46	73	83
10	41.11	13.43	32.22	71.64	26.67	14.93	90	67
11	41.51	10.20	43.40	57.14	*	32.65	53	49
12	*	0.00	50.00	81.25	*	18.75	34	32
All Grades	37.60	9.96	38.80	71.00	23.60	19.05	250	231

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	49.32	51.81	42.47	31.33	*	16.87	73	83
10	53.33	58.21	35.56	19.40	*	22.39	90	67
11	69.81	46.94	24.53	36.73	*	16.33	53	49
12	67.65	37.50	*	53.13	*	9.38	34	32
All Grades	57.60	50.65	33.60	32.03	8.80	17.32	250	231

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	13.25	34.25	60.24	54.79	26.51	73	83
10	17.78	14.93	30.00	53.73	52.22	31.34	90	67
11	*	4.08	45.28	55.10	49.06	40.82	53	49
12	*	6.25	35.29	50.00	50.00	43.75	34	32
All Grades	12.80	10.82	35.20	55.84	52.00	33.33	250	231

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	3.61	65.75	79.52	30.14	16.87	73	83
10	20.00	2.99	55.56	80.60	24.44	16.42	90	67
11	*	14.29	71.70	71.43	*	14.29	53	49
12	*	3.13	58.82	93.75	*	3.13	34	32
All Grades	14.80	5.63	62.40	80.09	22.80	14.29	250	231

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1143	88.2	26.0	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	297	26.0
Foster Youth	4	0.3
Homeless	17	1.5
Socioeconomically Disadvantaged	1008	88.2
Students with Disabilities	179	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	3.7
American Indian	21	1.8
Asian	189	16.5
Filipino	7	0.6
Hispanic	621	54.3
Two or More Races	21	1.8
Pacific Islander	1	0.1
White	238	20.8

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Graduation Rate**  Green	**Suspension Rate**  Red
Mathematics  Yellow		
College/Career  Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	4	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
		
Yellow	Orange	No Performance Color
21.1 points below standard	84.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14.8 points	Increased Significantly ++21.7 points	2
220	59	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	24.7 points below standard	148.4 points below standard
4	Increased Significantly ++19.6 points	Declined -12.8 points
	190	34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Yellow 15.5 points below standard Increased ++10.6 points 42	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 30 points below standard Increased Significantly ++17.5 points 111	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Yellow 15.8 points below standard Increased ++5.9 points 47

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.8 points below standard Increased Significantly ++16.9 points 45	15.9 points below standard Increased Significantly ++44.2 points 14	17.3 points below standard Increased ++10 points 97

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	1	4	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 93.8 points below standard Increased Significantly ++15.2 points 220	 Orange 149.5 points below standard Increased Significantly ++24 points 59	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Yellow 101.8 points below standard Increased Significantly ++15.4 points 190	 Red 224.2 points below standard Declined -7.5 points 34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Yellow 82.8 points below standard Increased ++5.3 points 42	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 105.5 points below standard Increased ++13.5 points 111	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Yellow 85 points below standard Increased Significantly ++26.5 points 47

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
162.6 points below standard Increased Significantly ++31.9 points 45	107.7 points below standard Increased ++7.7 points 14	87.1 points below standard Increased ++13.7 points 97

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
48.4 making progress towards English language proficiency
Number of EL Students: 217
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.1	30.4	2.7	45.6

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 29.5 Declined -5.3 210	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
34.8 **Prepared**	34.8 **Prepared**	29.5 **Prepared**
19.2 **Approaching Prepared**	19.2 **Approaching Prepared**	19.5 **Approaching Prepared**
46 **Not Prepared**	46 **Not Prepared**	51 **Not Prepared**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

~~Academic Engagement~~
Graduation Rate

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	3	1

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
90.6	89.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +3.7	Increased +4.9	3
212	57	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	90.6	73.2
6	Increased +4.5	Increased +28.7
	191	41

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Blue 97.7 Increased +2.5 44	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 93.6 Increased +1.5 109	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	Yellow 77.5 Increased +2.5 40

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
86.8	90.6

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
5	2	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Red	Red	No Performance Color
11.8	12.5	Less than 11 Students - Data Not
Increased +1.8	Increased Significantly +5.2	8
1287	327	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Red	Orange
21.4	12.5	19
Increased +2.7	Increased +1.9	Declined -0.5
28	1113	231

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Orange	No Performance Color
22.4	25	4.5	Less than 11 Students - Data
Increased +0.5	Increased +6.8	Increased Significantly +4.5	9
58	28	201	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Red
10.7	16	Less than 11 Students - Data	15.9
Increased +0.4	Increased +0.8	1	Increased Significantly +3.2
689	25		276

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	10	11.8

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted populations.

WASC Goal

The California Standards for the Teaching Profession should be actively implemented as a tool to modernize classroom instruction to meet the Common Core and 21st century learning needs.

Goal 1

Improve the academic performance of all Lindhurst High School students in all areas of study. Emphasis will be placed on students identified as underperforming by not reaching proficient or advanced on the CAASPP, GPA between 1.5 - 2.5, and/or AP students who score under the state average of AP exams.

Identified Need

As confirmed and identified by WASC Visiting Committee Report

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Scores		Increase of 10 points
CAASPP Math Scores		Increase of 10 points
AP scores		Increase average pass rate of 37 percent per course offered
"Rising Stars"		increase by 5 percent
reduce number of credit deficient students per grade level		reduce by 5 percent per grade level
Redesignated report		Increase the number of students redesignated based on the ELPAC by 5 percent
Graduation rate		Increase graduation rate by 2 percent to 92 percent

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy

Strategy/Activity

1.1 Provide on site IT specialist to support teachers in their technological needs as they are continuing to deversify instructional strategies surround new technologies and software.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
96073	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served by this activity

Strategy/Activity

1.3 Supplement classroom supplies already provided through the unrestricted general fund. These supplies will provide additional opportunities for varied instruction, reteaching or enrichment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will be served by this activity

Strategy/Activity

1.4 Purchase supplemental technology for classrooms such as document readers, TV's for AV presentations, student computers and printers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

1.5 Lindhurst High School will fund three bilingual para educators to work with students in core classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
145650	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

primarily students in academic risk

Strategy/Activity

1.6 We will fund a student support specialist to work with students at risk of academic failure

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
53400	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

all students will be served by this activity

Strategy/Activity

1.7 Purchase additional materials and supplies for classrooms

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9000	Targeted

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

all students will be served by this activity

Strategy/Activity

1.8 maintain copy machine leases and service contracts

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15700	Targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Student

Strategy/Activity

Lindhurst will fund teacher "summer institutes" for departments to meet together to plan curriculum and become proficient with the new software for our intervention time totaling six hours per teacher

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25000	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.11 Provide Professional Learning opportunities for all faculty. This professional development will center around training, implementation, collaboration and best practices of professional learning communities (PLC) as well as Positive Behavioral Interventions and Support (PBIS). These professional learning and professional development opportunities will include PLC institutes, summits , trainings as well as extra time beyond the contract for teachers to collaborate

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

1.12 Fund teachers of all departments to work beyond contract hours for collaboration

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15000	Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students taking Math

Strategy/Activity

1.13 Will continue to use Edulastic, a math program designed to supplement math instructors curriculum with common assessments and student data analysis

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
900	Title I

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in Math Classes

Strategy/Activity

1.14 The use of the KUTA program for math allows teachers and students additional support and extensions for not only struggling students but students who are excelling.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1300	Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.15 Purchase software, Enriching Students, to assist teachers with scheduling, tracking and supporting students during intervention time

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5500	Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.17 To give the students as much supplemental or enhanced reading opportunities, LHS will purchase additional books for the library.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.18 In this changing world of technology, new ways to present and create presentations are available. Prior to the world in the Pandemic, the technology that was equivalent were SMART

boards. Our teachers had researched SMART boards and with a limited understanding or availability of online resources and the "clunkiness" of the SMART Board (teachers lost their white board due to having to mount the screen and the size of the screen was only 4x4 making it a bit impractical in a classroom of 36 student there was no interest. Now with online resources readily available and this working directly on a white board this has become very appealing. We sent three teachers who are on our site technology team to view a live demonstration. We purchased a number of these units during 20-21 and they worked amazing. We will finish the last 15 rooms this year. They were thoroughly impressed and shared the information and a demonstration video with the staff to survey to see who would be interested. This purchase is specifically for those teachers who have expressed a clear desire and plan to use this enhanced teaching tootl. We will be purchasing Laser projectors for classroom as well as the cost to install them.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
88000	Title I

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all teachers and students

Strategy/Activity

1.19 purchase add on for google classroom to help enhance the instructional environment and feed back to students with such programs as Automagical, Slip-n-slide, Pear Deck and others.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title I

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learner groups

Strategy/Activity

LHS will purchase supplemental materials, supplies, programs and teacher training geared specifically to improve academic performance of our English Language learner population

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7346	Targeted

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

WASC Goal

The Principal, faculty, staff, parents, and students should develop a comprehensive, detailed and realistic strategic planning process to effectively identify and address the many challenges facing Lindhurst High, including low achievement, poor community and self-image, and outdated instructional practices.

Goal 2

Increase positive student engagement at Lindhurst High School

Identified Need

As confirmed and identified by WASC Visiting Committee Report

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
positive press in our local news		4 articles over the course of the year showcasing positive activities at Lindhurst High School
Binders or google drives for departmental PLC's		Each department will have a drive or file containing identified standards, student learning expectations, assessments and data correlating to those common assessments.
suspension rates		decrease in suspension rates by 5 percent
attendance rates		Increase attendance rate to 97 percent

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served by this activity

Strategy/Activity

2.1 Supplement funding for an administrator who works directly with our students population.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
39400	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served by this activity

Strategy/Activity

2.3 Fund a PASS (probation) officer to work with at risk youth and help promote a positive school culture and climate and a positive bridge between our youth and law enforcement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
94,886	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all teachers, students and parents

Strategy/Activity

2.4 Create a school technology team to work with the District's team. The will work with teachers, students and parents after work hours to support the technology needs of our full community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12000	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learner population

Strategy/Activity

LHS will provide supplemental service contracts for teachers to work with our EL populations outside of the regular day, thus hoping to promote greater engagement and academic success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12000	Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

WASC Goal

The school and District should develop collaborative structures and allocate sufficient resources to address the shift to the Common Core; develop rich, rigorous and relevant instructional strategies; align curriculum and assessments; and develop academies and pathways.

Goal 3

Lindhurst will maintain and grow its college and career pathways

Identified Need

As confirmed and identified by WASC Visiting Committee Report

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
college and career ready metric		85 percent of seniors will meet the measure of college or career ready
state dashboard		all subgroups will show an increase in college and career ready of at least 10 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

all students in culinary pathway

Strategy/Activity

3.1 Purchase materials and supplies for classroom and co-classroom activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students in Ornamental Horticulture pathway

Strategy/Activity

3.2 Purchase materials and supplies for classroom and co-classroom activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

students taking STEM classes

Strategy/Activity

3.3 Lindhurst will supplement materials and supplies for our STEM classes and activities in our Science Department

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

students in Agriculture Manufacturing Pathway

Strategy/Activity

3.4 Purchase materials and supplies for classroom and co-curricular activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Targeted

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in Multi-Media design pathway

Strategy/Activity

3.5 In order to have move of an industry standard and feel, the instructor will use the ADOBE software to enhance the learner in this course and pathway.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in the Construction Technology Pathway

Strategy/Activity

3.6 Purchase materials an d supplies for classroom and co-curricular activities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	Targeted

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent, family, and community involvement in the education of all students.

WASC Goal

The Principal, faculty, staff, parents, and students should develop a comprehensive, detailed and realistic strategic planning process to effectively identify and address the many challenges facing Lindhurst High, including low achievement, poor community and self-image, and outdated instructional practices.

Goal 4

Lindhurst will increase positive parent participation and press within our school and community

Identified Need

As confirmed and identified by WASC Visiting Committee Report

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
greater parent attendance		parental attendance at school sponsored events will increase by 15 percent
Boosters		establishment and continued involvement of a school boosters club

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

4.1 adds in the local paper announcing positive student academic performances as well as events

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2826	Title I Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

4.2 postage and mailings to parents communicating events at Lindhurst

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I Parent Involvement

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$686,981.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	396,035	285.00
Title I Carryover	0	0.00
Title I Parent Involvement	4,826	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	286,405	0.00
Targeted Carryover	0	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	504,869.00
Goal 2	158,286.00
Goal 3	19,000.00
Goal 4	4,826.00
Goal 5	
Goal 6	

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Bob Eckardt	Principal
Hark Dulai	Other School Staff
Shelly Greco	Classroom Teacher
Matt Kearns	Classroom Teacher
Kimo Kupser	Classroom Teacher
Meaghan Alvarez	Classroom Teacher
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
Traci Fritzinger	Secondary Student
Nick Sanchez	Secondary Student
Adeline Garcia	Secondary Student

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

Recommendations and Assurances

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

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

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

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

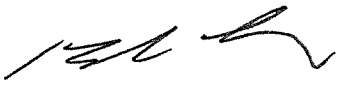
Signature	Committee or Advisory Group Name
	District/School Liaison Team for Schools in Program Improvement

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Bob Eckardt on



SSC Chairperson, Matt Kearns on

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marysville High School	58-72736-5835202	June 1, 2021	

Purpose and Description

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

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Marysville High School will analyze and report out to stakeholders current data relating to our most at risk student population and dedicate funds allocated to the intervention, support, academic, social/emotional, college and career planning for these students in compliance with title I, local control and accountability, and WASC Accreditation guidelines to maximize student outcomes for learning and achievement so that they are college and career ready.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school site leadership team and faculty review data related to student academic performance monthly and plan interventions and supports for educationally disadvantaged youth. The leadership team updates annually academic student perfomance data and update the WASC Action plan from

this data. The leadership team as well as the site council and ELAC committees review the WASC Action Plan, LCAP Plan and site plan regularly to monitor resources allocated to improve student academic performance and outcomes for all students, but specifically EDY students.

Resource Inequities

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

College/Career readiness, parent involvement, and academic progress of EL learners, EDY students, Foster Youth, Homeless students and SPED students will be the focus for school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	5.12%	4.53%	2.8%	48	44	28
African American	4.48%	4.43%	4.8%	42	43	48
Asian	6.5%	5.46%	4.5%	61	53	45
Filipino	0.32%	0.21%	0.1%	3	2	1
Hispanic/Latino	31.13%	30.9%	33.5%	292	300	335
Pacific Islander	0.96%	1.13%	0.7%	9	11	7
White	47.97%	47.99%	45.6%	450	466	456
Multiple/No Response	0.85%	0.82%	1.1%	8	8	11
			Total Enrollment	938	971	1,001

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	239	277	289
Grade 10	287	243	273
Grade 11	239	237	234
Grade 12	173	214	205
Total Enrollment	938	971	1,001

Conclusions based on this data:

1. MHS is experiencing a slight increase in enrollment

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	94	100	85	10.0%	10.3%	8.5%
Fluent English Proficient (FEP)	114	113	125	12.2%	11.6%	12.5%
Reclassified Fluent English Proficient	0	5	19	0.0%	5.3%	19.0%

Conclusions based on this data:

1. MHS is experiencing a slight increase in students who are English Language Learners and will require more intensive support to move toward RFEP status.
2. In 2021 MHS experienced an increase of students reclassified as fluent and RFEP.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	183	189	213	181	184	209	179	183	209	98.9	97.4	98.1
All Grades	183	189	213	181	184	209	179	183	209	98.9	97.4	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2569.	2562.	2588.	15.08	15.85	19.62	30.17	26.23	38.76	28.49	32.24	22.49	26.26	25.68	19.14
All Grades	N/A	N/A	N/A	15.08	15.85	19.62	30.17	26.23	38.76	28.49	32.24	22.49	26.26	25.68	19.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	25.14	26.78	24.52	43.58	44.26	50.00	31.28	28.96	25.48
All Grades	25.14	26.78	24.52	43.58	44.26	50.00	31.28	28.96	25.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18.99	18.03	20.19	48.04	48.09	60.58	32.96	33.88	19.23
All Grades	18.99	18.03	20.19	48.04	48.09	60.58	32.96	33.88	19.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	20.11	21.31	14.83	62.57	62.84	70.81	17.32	15.85	14.35
All Grades	20.11	21.31	14.83	62.57	62.84	70.81	17.32	15.85	14.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	22.91	19.13	30.29	53.07	50.82	53.37	24.02	30.05	16.35
All Grades	22.91	19.13	30.29	53.07	50.82	53.37	24.02	30.05	16.35

Conclusions based on this data:

1. Students need increased opportunities to interact with the interim assessments to assess their knowledge at various points during the year and provide opportunities to understand the features of the technology and testing interface.
2. Specific and strategic work needs to be done to identify and assess essential learning standards for student achievement.
3. There is a continued need for specific and strategic professional development related to best practices in instruction for student achievement and learning for ALL students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	182	188	213	181	185	210	181	184	209	99.5	98.4	98.6
All Grades	182	188	213	181	185	210	181	184	209	99.5	98.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2515.	2523.	2528.	4.42	2.72	5.74	12.15	13.04	11.48	21.55	28.80	28.23	61.88	55.43	54.55
All Grades	N/A	N/A	N/A	4.42	2.72	5.74	12.15	13.04	11.48	21.55	28.80	28.23	61.88	55.43	54.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.39	5.98	9.09	19.89	28.80	24.40	70.72	65.22	66.51
All Grades	9.39	5.98	9.09	19.89	28.80	24.40	70.72	65.22	66.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.63	7.61	8.13	36.46	39.67	45.45	56.91	52.72	46.41
All Grades	6.63	7.61	8.13	36.46	39.67	45.45	56.91	52.72	46.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.52	7.61	9.09	54.70	54.35	53.59	39.78	38.04	37.32
All Grades	5.52	7.61	9.09	54.70	54.35	53.59	39.78	38.04	37.32

Conclusions based on this data:

1. Students need increased opportunities to interact with the interim assessments to assess their knowledge at various points during the year and provide opportunities to understand the features of the technology and testing interface.
2. Specific and strategic work needs to be done to identify and assess essential learning standards for student achievement.

3. There is a continued need for specific and strategic professional development related to best practices in instruction for student achievement and learning for ALL students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1551.2	1563.4	1546.4	1555.1	1555.6	1571.3	35	22
Grade 10	1553.5	1581.3	1540.7	1574.2	1565.8	1588.1	26	32
Grade 11	1562.8	1578.5	1550.5	1574.5	1574.7	1582.0	15	22
Grade 12	1557.2	1594.7	1537.8	1590.7	1576.2	1598.1	13	12
All Grades							89	88

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	34.29	9.09	*	54.55	37.14	27.27	*	9.09	35	22
10	*	28.13	*	50.00	*	15.63	*	6.25	26	32
11	*	22.73	*	50.00		27.27	*	0.00	15	22
12	*	16.67	*	66.67	*	16.67	*	0.00	13	12
All Grades	29.21	20.45	34.83	53.41	24.72	21.59	*	4.55	89	88

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	51.43	36.36	*	40.91	*	22.73	*	0.00	35	22
10	*	46.88	*	40.63	*	9.38	*	3.13	26	32
11	*	36.36	*	45.45	*	18.18	*	0.00	15	22
12	*	50.00	*	50.00		0.00	*	0.00	13	12
All Grades	47.19	42.05	28.09	43.18	16.85	13.64	*	1.14	89	88

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	34.29	45.45	*	40.91	31.43	13.64	35	22
10	*	15.63	*	37.50	*	37.50	*	9.38	26	32
11	*	0.00	*	45.45	*	40.91	*	13.64	15	22
12		8.33	*	41.67	*	33.33		16.67	13	12
All Grades	*	6.82	38.20	42.05	30.34	38.64	21.35	12.50	89	88

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	51.43	4.55	42.86	86.36	*	9.09	35	22
10	*	28.13	46.15	62.50	*	9.38	26	32
11	*	0.00	*	77.27	*	22.73	15	22
12	*	0.00	*	91.67	*	8.33	13	12
All Grades	42.70	11.36	46.07	76.14	*	12.50	89	88

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	51.43	77.27	42.86	18.18	*	4.55	35	22
10	42.31	93.75	50.00	3.13	*	3.13	26	32
11	80.00	77.27	*	22.73		0.00	15	22
12	*	100.00	*	0.00	*	0.00	13	12
All Grades	53.93	86.36	40.45	11.36	*	2.27	89	88

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	13.64	45.71	63.64	40.00	22.73	35	22
10	*	28.13	46.15	62.50	*	9.38	26	32
11	*	4.55	*	77.27	*	18.18	15	22
12		8.33	*	75.00	*	16.67	13	12
All Grades	15.73	15.91	53.93	68.18	30.34	15.91	89	88

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	13.64	65.71	77.27	*	9.09	35	22
10	*	12.50	69.23	68.75	*	18.75	26	32
11	*	0.00	*	95.45		4.55	15	22
12	*	25.00	*	75.00		0.00	13	12
All Grades	23.60	11.36	66.29	78.41	*	10.23	89	88

Conclusions based on this data:

1. Intensive support needs to be provided in a timely matter to increase our EL students ability to produce "well developed" writing examples.
2. All of our EL students need instensive support and structure to increase their proficiency in reading, writing and speaking and listening to provide more opportunities for success in school and college and career readiness.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
938	68.7	10.0	1.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	94	10.0
Foster Youth	10	1.1
Homeless	9	1.0
Socioeconomically Disadvantaged	644	68.7
Students with Disabilities	114	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	4.5
American Indian	48	5.1
Asian	61	6.5
Filipino	3	0.3
Hispanic	292	31.1
Two or More Races	25	2.7
Pacific Islander	9	1.0
White	450	48.0

Conclusions based on this data:

1. MHS students would benefit from intensive and targeted support in SEL, academics and college and career readiness.
2. MHS teachers and support staff require professional development to support the diverse needs of our students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Graduation Rate**  Blue	**Suspension Rate**  Yellow
Mathematics  Yellow		
College/Career  Green		

Conclusions based on this data:

1. Planning and utilization of SPSA resources need to continue to be allocated for EDY in the areas of mathematics, ELA, college/career, science and intervention and prevention.
2. Planning and utilization of SPSA resources to decrease out of school suspension rates, increase positive attendance and restorative practices related to discipline and school culture.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 No Performance Color	 No Performance Color
7 points above standard	59.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++24.2 points	Increased ++14.6 points	2
205	25	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	10.7 points below standard	134 points below standard
2	Increased Significantly ++15.2 points	Increased Significantly ++16.3 points
	141	21

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color 3.1 points below standard Increased ++10.9 points 14	No Performance Color 25.3 points above standard 16	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 11.5 points below standard Increased ++7.3 points 57	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Green 27.5 points above standard Increased Significantly ++34.5 points 100

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.3 points below standard Increased Significantly ++18.1 points 21	Less than 11 Students - Data Not Displayed for Privacy 4	10.5 points above standard Increased Significantly ++29.8 points 155

Conclusions based on this data:

1. Intensive supports and targeted interventions are needed to increase academic outcomes for Hispanic students and , English Language learners,

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	1	1	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
98.8 points below standard	144.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.8 points	Declined -10 points	2
205	25	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	116.9 points below standard	212.8 points below standard
1	Declined -5.8 points	Increased Significantly ++30.2 points
	140	21

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	No Performance Color 124.9 points below standard Declined -11.3 points 14	No Performance Color 45.9 points below standard 16	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 114.8 points below standard Maintained -0.9 points 57	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Yellow 82 points below standard Increased ++4.7 points 101

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
160.7 points below standard Declined -9 points 21	Less than 11 Students - Data Not Displayed for Privacy 4	100.5 points below standard Increased ++5.4 points 155

Conclusions based on this data:

1. Intensive and targeted academic supports and interventions are needed to increase academic performance in mathematics for ALL students and including our socioeconomically disadvantaged students.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
63.2 making progress towards English language proficiency
Number of EL Students: 87
Performance Level: High

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.8	14.9	6.8	56.3

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Green 36.9 Increased +8.2 176	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
28.7 **Prepared**	28.7 **Prepared**	36.9 **Prepared**
32 **Approaching Prepared**	32 **Approaching Prepared**	34.1 **Approaching Prepared**
39.2 **Not Prepared**	39.2 **Not Prepared**	29 **Not Prepared**

Conclusions based on this data:

1. Staff development, materials/ supplies, and techology resources would benefit EDY toward preparation to be career and college ready.
2. Implement SPSP funds and plans to continue growth and improvement of our college/career ready performance.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	2

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Blue 95.5 Increased +1 176	 No Performance Color 100 Maintained 0 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Blue 95.1 Increased +2 123	 No Performance Color 89.7 Increased +14.7 29

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color 100 13	No Performance Color 92.3 Declined -2.1 13	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 96.6 Increased +4.4 58	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Green 93.8 Maintained -0.8 81

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
94.5	95.5

Conclusions based on this data:

1. Our social economically disadvantaged youth and Hispanic students have a slightly lower graduation rate than ALL students. Resources and planning targeting these student populations to increase graduation rates will benefit EDY students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	4	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Yellow	Orange	No Performance Color
7.4	6.8	23.8
Declined -0.8	Increased +3.1	Declined -1.2
1026	103	21

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Orange	Yellow
24	8.6	9.8
Increased +10.4	Increased +0.4	Declined -4.6
25	710	143

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Red	Yellow	Blue	No Performance Color
30.6	7	0	Less than 11 Students - Data
			3
Increased +12.2	Declined -3.3	Maintained 0	
49	57	64	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Orange	Yellow	No Performance Color	Yellow
6.2	7.1	Less than 11 Students - Data	7.1
		10	
Increased +0.5	Declined -11.8		Declined -1.4
321	42		480

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	8.2	7.4

Conclusions based on this data:

1. Focus and attention, planning and support and utilization of SPSA funds to improve suspension data for our African American, Hispanic and American Indian students.
2. Implementation of SPSA funds and goals to support positive school culture and climate to increase student academic success and reduce suspension rates.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

WASC Goal

Develop a long range comprehensive professional development plan that includes systemic collaboration to increase student voice and/or student centered instruction to aide in the transition to common core state standards and increase academic rigor. (COLLABORATION)

Goal 1

Improve first instruction, rigor and engagement across all disciplines to improve the academic performance of all Marysville High School students in all areas of student to prepare them to be career and college ready.

Identified Need

As identified by WASC Action Plan. Increase rigor and instruction for all students as monitored by summative (state) and formative assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP English/Language Arts		Increase of 10 points
CASSPP Mathematics		Increase 10 points
Reclassification of EL students using the ELPAC assessment	4 reclassification for the 18-20 school year: 2/2021: 21 students have been reclassified	Reclassify 5 students
Graduation rate	2/2021: All students grad rate is 97.2%, EL is 100%,	Increase graduation rate by 2%, from %94 to %96
College/Career readiness		Increase percentage of students qualified as career/college ready by 10%
Advanced Placement		Increase site-level AP exam pass rate from 54% to %58.
EAP		Increase EAP exam passage rates from 12% to 14% in ELA and from %57 to %58 in math.
special education		Increase student performance on CASSPP ELA, math and CAST performance by 3%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, all grade levels, specifically EDY, SPED and EL students

Strategy/Activity

Strategic and direct academic and language support to EL students and all EDY in the classroom and after school provided secondary support specialist, and by providing organized Tutoring After School (TAS) to assist all students toward reclassification and overall academic success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
58,006.	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Marysville High School will provide a secondary support specialist to assist EL learners within the classroom, in small group, and after school during specialized tutoring opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23210.	Discretionary
23210.	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental classroom supplies and instructional materials for student intervention strategies in Literacy, Strategic English, Strategic Math, science and social science classes to raise minimum academic achievement of special education, EL, and educationally disadvantaged students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000.	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Provide supplementary technological tools and applications and subscriptions to enhance common core instruction in all academic areas and expand students knowledge and access to current technological application in education, arts and industry.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Communication and Lesson Delivery:
Reproducing instructional materials for content mastery and school to home communication. Photo copying, scanning, emailing, faxing materials to increase communication for all targeted stakeholders. Materials will be centered on academics, college & career pathways, parental involvement and workshops. Maintenance service agreements for scanner/copier to print supplemental instructional material, assessments, etc. for all content areas.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

9,000. Targeted

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Educationally disadvantaged youth, EL learners

Strategy/Activity
Provide additional classified support/staffing in targeted classroom/subjects, such as mathematics, science and English/Language arts to provide instructional support to EDY students in the general education setting.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

WASC Goal

Develop and utilize systemic assessment programs and processes in order to leverage student performance data to direct decision making and inform instruction as a means of increasing rigor (DECISION MAKING)

Goal 2

Sustain and enhance positive school culture, safety and engagement at Marysville High School.

Identified Need

Increase positive school culture across Marysville High School for staff and students. Reduce chronic absenteeism with at risk students, increase positive attendance percentages, reduce D's & F's among at risk youth, and decrease suspension rates for at risk populations by 2%. See WASC Action Plan

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates		Decrease suspension rates by 3% (from %8.2 to %5.2)
Attendance Rates		Increase overall student attendance to 97% and reduce chronic absenteeism by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and specifically at risk sub groups

Strategy/Activity

Fund PASS Officer to work with at risk youth to increase attendance and school performance, & engagement promote a positive school culture and maintain a positive connection between students and law enforcement agencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
108,863	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and at risk students

Strategy/Activity

Supplement funding for 25% of administrator to work directly with at risk students. This includes meetings with families, weekly travel/ mileage to distance learning sites, coordination of services including transportation, home visits, attendance meetings, organization of SEL support. Support for technology for students with connectivity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
45145	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students and specifically at risk students related to academic, attendance, behavior and social emotional issues.

Strategy/Activity

Fund Two At Risk Consultant/counselor & Parent Liaisons

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
80,000.	Discretionary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, students in the PBIS tier 1 setting, and tier 2.

Strategy/Activity

PBIS, Link Crew capacity building expenses: The PBIS coordinator facilitates the Tier I & II process looking at behavioral and attendance data using the SWIS data analysis program. From the data, the SWIS data, the Tier 1 & II teams set goals and target areas to increase positive behavior/culture on campus, reduce tardies, truancy and discipline that results in lost learning time for students. Activities include weekly facilitated meetings around data, student presentations via poster, video on behavioral expectations, staff activities to facilitate a campus wide education and promotion of RESPECTFUL, RESPONSIBLE AND HEALTHY expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,348	Targeted

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent, family and community involvement in the education of all students.

WASC Goal

Develop a strategic and comprehensive outcomes for sped and EL students.

Goal 3

Increase the number of students that are identified as college and career ready as measured by the dashboard.

Identified Need

Provide technology or application programs that directly connect families school information, to college and career opportunities, college readiness skills, college applications, financial aid information .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the percentage of students that are considered college/career ready	36.9% career/college ready 2019	Increase by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Postage, paper, labeling, and printing costs for supplemental parent communications, including, and parent newsletters, flyers, signage to involve community stakeholders in improving the academic outcomes for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3024.	Title I Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase of applications or technology, that enhance communication with families related to student progress, and career/college information and outcomes and/or increase access for EL students to curriculum, English/Language technology applications.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000.	Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

WASC Goal

Develop a long range comprehensive professional development plan that includes systemic collaboration to increase student centered instruction to increase rigor across the curriculum.

Goal 4

Professional Development: %80 of staff will participate in professional development and study best practices around school culture, positive behavior interventions/supports, professional learning community work, specifically grading practices, intervention best practices and service to students that may need additional opportunities to learn standards.

Identified Need

Site administration, site leadership team, and district leadership employ a long-range, comprehensive and cohesive staff development plan focused on strengthening the rigor, curriculum, instruction and the academic performance of all student to improve academic, career/college readiness outcomes for ALL students via a high performing professional learning school community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff participation in PLC professional development		Increase staff participation in PLC trainings by %2.
Professional development: PBIS & School Culture by Design		Increase/maintain professional development opportunities for staff in Tier 1 and Tier 2 PBIS
Professional development to improve student academic performance		Increase staff participation for subject specific PD by %2.
Professional development to improve academic outcomes for at risk/EDY students		Increase staff participation in PD to learn instructional strategies to support EL, SPED, and EDY youth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

Professional development : Professional development, substitutes and collaboration around best practices in education in the areas of Literacy, strategic math, strategic ELA, and common core content area SDAIE teachers (math, ELA, AVID, EL, Rtl, social science, and science teachers), up to 10 times a year, for the purposes of
aligning curriculum to the common core standards, pacing, processing student assessments, integrating learning skills (content literacy, organizational, study skills), and enhancing intervention strategies so all EDY students will attain a gain in the number of students achieving proficiency on the ELA/math CAASPP and new CAST.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,850.	Targeted
50,000.	Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent, student, family and community involvement in the education of all students.

WASC Goal

Strategic planning and implementation of a comprehensive plan to increase college/career readiness skills and outcomes for students.

Goal 5

Increase the number of Marysville High School students identified as career/college ready as measured by Dashboard.

Identified Need

Increase number of students awareness of post high school readiness skills, career/college/military/trade school opportunities. accessing and completing AP courses, college prep courses (A-G)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Marysville High School's outcomes of students applying for and attending post secondary colleges and trade schools or military.		
Provide "credit repair" opportunities for educationally disadvantaged students to make up credits by taking independent study or online course.		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL Students, EDY students

Strategy/Activity

Provide a college/career center technician to increase opportunities for college and career readiness. This service will provide structured activities and supports to gain information and access to post high school options in a center based model. Students can research and apply for colleges, military and trade schools.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000.	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Provide materials, supplies and support to EDY students in the areas of college and career exploration, readiness to increase students skills and awareness of college and career options.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
EDY students

Strategy/Activity
Provide online software and four to eight teachers to teach credit repair classes serving at least 50 students after school during the year and during the summer.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000.	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide technology or application programs that directly connect families school information, to college and career opportunities, college readiness skills, college applications, financial aid information .

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide opportunities for students to access academic extension activities to improve speaking, listening, reading and writing skills which will increase academic preparation in core subjects, provide access to career technical pathways and increase college/career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.	Targeted

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$533,656.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	248,216	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	3,024	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	179,206	0.00
Targeted Carryover	0	0.00
Discretionary	0	-103,210.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	143,426.00
Goal 2	241,356.00
Goal 3	33,024.00
Goal 4	53,850.00
Goal 5	62,000.00
Goal 6	

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

3 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
Shevaun Mathews	Principal
Dean Allen	Classroom Teacher
Yvonne Thornton	Other School Staff
Will Claggett	Classroom Teacher
Star Saunders	Classroom Teacher
Amy Eggleston	Other School Staff
Kelly Williamson	Parent or Community Member
Penny Rogers	Parent or Community Member
Carmie Ellyson	Parent or Community Member
Jason Roper	Parent or Community Member
Silas Ellenson	Secondary Student
Alize Medina	Secondary Student
Diane Jensen	Secondary Student
Marissa Torrez	Secondary Student
Pam Kenney	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature **Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 06/1/2021.

Attested:

Shevaun Mathews Principal, Shevaun Mathews on 6/1/2021

Kelly Williamson SSC Chairperson, Kelly Williamson on 6/1/2021

School Year: 2021-22

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marysville Charter Academy for the Arts	58-72736-5830138	5/13/21	6/15/21

Purpose and Description

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

Schoolwide Program
This plan will increase student achievement in mathematics overall and will also target students for extra help in mathematics. It should also increase parent involvement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MCAA is a charter school that has aligned the academic goals found in the LCAP, SPSA, and the WASC action plan so that all actions are working together to accomplish these goals.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Discussed and approved the plan with the school site council on 5-13-21. Also met with the school leadership team to discuss the plan. The LCAP and WASC goals were used as sources of needs for the SPSA.

Resource Inequities

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

MCAA students, overall, score lower in state testing in math than they do in English and science. When looking at math data, we see that "All Students" are -18.1 from standard and EL students are -65.5 from standard. Also, socio-economically disadvantaged students are -27.8 from standard while Hispanic students -36.3 from standard.
In English, EL students are -37.1 from standard while all other subgroups are above the standard.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.75%	1.04%	%	3	4	
African American	1.5%	1.04%	%	6	4	
Asian	4.25%	6.27%	%	17	24	
Filipino	0.5%	0.52%	%	2	2	
Hispanic/Latino	37.75%	35.51%	%	151	136	
Pacific Islander	0.75%	0.78%	%	3	3	
White	43.75%	44.91%	%	175	172	
Multiple/No Response	0.5%	0.26%	%	2	1	
	Total Enrollment			400	383	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	75	71	
Grade 8	75	73	
Grade 9	71	65	
Grade 10	65	65	
Grade 11	58	58	
Grade 12	56	51	
Total Enrollment	400	383	

Conclusions based on this data:

1. The student population by grade has dropped just slightly. The high enrollment year was 2018-19. The percentages by student group has remained relatively the same over the last few years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	16	14		4.0%	3.7%	
Fluent English Proficient (FEP)	88	83		22.0%	21.7%	
Reclassified Fluent English Proficient	6	3		46.2%	18.8%	

Conclusions based on this data:

1. The percentage of English Learners has remained at approximately 4%. We did not reclassify as many English Learner students due to COVID-19 and the suspension of CASSPP testing.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	73	72	74	72	71	73	72	71	73	98.6	98.6	98.6
Grade 8	76	77	71	76	76	71	76	76	71	100	98.7	100
Grade 11	47	60	57	45	60	55	45	60	55	95.7	100	96.5
All Grades	196	209	202	193	207	199	193	207	199	98.5	99	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2578.	2574.	2569.	12.50	19.72	19.18	59.72	40.85	39.73	20.83	30.99	27.40	6.94	8.45	13.70
Grade 8	2616.	2596.	2607.	26.32	10.53	21.13	50.00	56.58	49.30	19.74	28.95	23.94	3.95	3.95	5.63
Grade 11	2658.	2634.	2623.	42.22	31.67	27.27	46.67	43.33	34.55	8.89	21.67	29.09	2.22	3.33	9.09
All Grades	N/A	N/A	N/A	24.87	19.81	22.11	52.85	47.34	41.71	17.62	27.54	26.63	4.66	5.31	9.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	29.17	35.21	31.51	54.17	52.11	46.58	16.67	12.68	21.92
Grade 8	42.11	30.26	38.03	50.00	60.53	53.52	7.89	9.21	8.45
Grade 11	53.33	45.00	38.18	42.22	46.67	49.09	4.44	8.33	12.73
All Grades	39.90	36.23	35.68	49.74	53.62	49.75	10.36	10.14	14.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	27.78	26.76	30.14	68.06	61.97	57.53	4.17	11.27	12.33
Grade 8	34.21	19.74	32.39	56.58	68.42	60.56	9.21	11.84	7.04
Grade 11	51.11	35.00	34.55	44.44	50.00	47.27	4.44	15.00	18.18
All Grades	35.75	26.57	32.16	58.03	60.87	55.78	6.22	12.56	12.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	16.67	19.72	16.44	73.61	70.42	71.23	9.72	9.86	12.33
Grade 8	26.32	21.05	28.17	72.37	75.00	63.38	1.32	3.95	8.45
Grade 11	31.11	35.00	18.18	66.67	61.67	72.73	2.22	3.33	9.09
All Grades	23.83	24.64	21.11	71.50	69.57	68.84	4.66	5.80	10.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	36.11	28.17	30.14	55.56	59.15	50.68	8.33	12.68	19.18
Grade 8	43.42	38.16	35.21	52.63	51.32	56.34	3.95	10.53	8.45
Grade 11	48.89	41.67	41.82	51.11	50.00	49.09	0.00	8.33	9.09
All Grades	41.97	35.75	35.18	53.37	53.62	52.26	4.66	10.63	12.56

Conclusions based on this data:

1. ELA scores are down overall and in all grades when comparing 2017 test scores to 2018 test scores. Although we are not happy with this, we believe our PLC training will begin to have a positve effect in our students' achievement.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	73	72	74	72	71	73	72	71	73	98.6	98.6	98.6
Grade 8	76	77	71	76	76	71	76	76	71	100	98.7	100
Grade 11	47	60	57	45	60	55	45	60	55	95.7	100	96.5
All Grades	196	209	202	193	207	199	193	207	199	98.5	99	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2559.	2546.	2549.	20.83	15.49	17.81	22.22	33.80	24.66	40.28	22.54	35.62	16.67	28.17	21.92
Grade 8	2567.	2554.	2573.	21.05	13.16	25.35	23.68	25.00	22.54	25.00	32.89	22.54	30.26	28.95	29.58
Grade 11	2580.	2575.	2599.	4.44	5.00	14.55	28.89	35.00	25.45	37.78	18.33	29.09	28.89	41.67	30.91
All Grades	N/A	N/A	N/A	17.10	11.59	19.60	24.35	30.92	24.12	33.68	25.12	29.15	24.87	32.37	27.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	26.39	25.35	21.92	44.44	39.44	46.58	29.17	35.21	31.51
Grade 8	25.00	26.32	29.58	38.16	42.11	36.62	36.84	31.58	33.80
Grade 11	6.67	20.00	27.27	51.11	30.00	21.82	42.22	50.00	50.91
All Grades	21.24	24.15	26.13	43.52	37.68	36.18	35.23	38.16	37.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	23.61	18.31	21.92	50.00	49.30	53.42	26.39	32.39	24.66
Grade 8	26.32	15.79	25.35	46.05	56.58	49.30	27.63	27.63	25.35
Grade 11	13.33	10.00	23.64	62.22	48.33	50.91	24.44	41.67	25.45
All Grades	22.28	14.98	23.62	51.30	51.69	51.26	26.42	33.33	25.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	16.67	14.08	20.55	65.28	66.20	61.64	18.06	19.72	17.81
Grade 8	17.11	11.84	19.72	63.16	64.47	61.97	19.74	23.68	18.31
Grade 11	2.22	15.00	21.82	82.22	56.67	60.00	15.56	28.33	18.18
All Grades	13.47	13.53	20.60	68.39	62.80	61.31	18.13	23.67	18.09

Conclusions based on this data:

1. Math scores were up a little in terms of percent met or exceeded in all grades except for 8th grade in 2018 when compared to 2017. The 2019 math scores are not out yet.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	*	*	*	*	*	*	*	5
Grade 8	*	*	*	*	*	*	*	*
Grade 9	*	*	*	*	*	*	*	*
Grade 10		*		*		*		*
All Grades							*	12

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	66.67	*	16.67	*	8.33		8.33	*	12

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	75.00	*	16.67		0.00		8.33	*	12

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*		*	*	*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	8.33	*	66.67	*	16.67		8.33	*	12

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
All Grades	*	58.33	*	41.67	*	0.00	*	12

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	83.33	*	8.33		8.33	*	12

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	25.00		66.67	*	8.33	*	12

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	0.00	*	91.67		8.33	*	12

Conclusions based on this data:

1. Looking at overall Language ELPAC data, 83.34% of these students were at either level 3 or level 4. The speaking domain was our students strongest area of ELPAC testing with 83.33% scoring at well developed. Our ELPAC students weakest area was in the Writing Domain where there were no students scoring Well Developed. But in the same category, 91.67% did score in the Somewhat/Moderately range.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
400	57.3	4.0	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	4.0
Socioeconomically Disadvantaged	229	57.3
Students with Disabilities	10	2.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.5
American Indian	3	0.8
Asian	17	4.3
Filipino	2	0.5
Hispanic	151	37.8
Two or More Races	41	10.3
Pacific Islander	3	0.8
White	175	43.8

Conclusions based on this data:

1. In the 2018-19 school year, 57.3% of our students families were socio-economically disadvantaged. $% of our students were English Learners and 2.5% of our students had a disability. White students made up 43.8% of the student population and Hispanic students made up 37.8% of the student population. There were no foster youth or homeless students that year.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Graduation Rate**  Blue	**Suspension Rate**  Green
Mathematics  Green	**Chronic Absenteeism**  Blue	
College/Career  Green		

Conclusions based on this data:

1. According to the 2019 Fall Dashboard, the overall performance in the areas of Academic Performance , Academic Engagement, and Conditions & Climate shows the school in either the green or blue ranges. The school did receive the California Distinguished School Award for the 2018-19 school year.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
		
Green	No Performance Color	No Performance Color
32.1 points above standard	37.1 points below standard	0 Students
Maintained -0.9 points	Declined Significantly -33.6 points	
197	30	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	16.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1	Declined -6.6 points	5
	122	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
		8	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
12.4 points above standard	34.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	49.3 points above standard
Declined -4 points	Maintained -2.5 points	3	Increased ++10.2 points
85	18		81

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	20 points below standard	42.3 points above standard
8	Declined Significantly -33.4 points	Increased ++7.8 points
	22	142

Conclusions based on this data:

1. Overall, the students at MCAA maintained the level of the previous year, which put them at 32.1 points above standard. The one group of concern is the English Learner subgroup, which declined 33.6 points from the previous year. They are the only significant subgroup below standard in English.

School and Student Performance Data

Academic Performance
Mathematics

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



This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	
18.1 points below standard	65.5 points below standard	
Increased Significantly ++15.8 points	Increased ++8.8 points	
197	30	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	27.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1	Increased Significantly ++15.3 points	5
	122	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 36.3 points below standard Increased Significantly ++21.9 points 85	 No Performance Color 34.4 points below standard Increased ++11 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 1.3 points above standard Increased Significantly ++19.9 points 81

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 8	58.9 points below standard Maintained -2.9 points 22	15.2 points below standard Increased Significantly ++18.4 points 142

Conclusions based on this data:

1. All significant subgroups experienced an improvement in academic performance in math. In large part, as a result of this, MCAA received the California Distinguished School Award in 2021 for our academic improvement in the year 2019. As the press release from Tony Thurmond stated, "Marysville Charter Academy for the Arts improved 15 points or more on the mathematics indicator for socioeconomically disadvantaged students, Hispanic students, and all students according to data on the California Dashboard."

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
75 making progress towards English language proficiency
Number of EL Students: 12
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
8.3	16.6	41.6	33.3

Conclusions based on this data:

1. According to the data from the 2019 Fall Dashboard, 74.9% of our English Learners either maintained or progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
65.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +6.7	0 Students	0 Students
63		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
58.3 **Prepared**	58.3 **Prepared**	65.1 **Prepared**
20.8 **Approaching Prepared**	20.8 **Approaching Prepared**	17.5 **Approaching Prepared**
20.8 **Not Prepared**	20.8 **Not Prepared**	17.5 **Not Prepared**

Conclusions based on this data:

1. According to the 2019 Fall Dashboard, 65.1% of the MCAA class of 2019 was 65.1% prepared, which was an increase of 6.8%.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
		
Blue	No Performance Color	No Performance Color
0.7	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	11	0
151		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	1	Less than 11 Students - Data Not Displayed for Privacy
0	Maintained 0	5
	96	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	0	8	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Blue	No Performance Color	No Performance Color	Blue
1.6	0	Less than 11 Students - Data Not Displayed for Privacy	0
Maintained -0.1	Maintained 0	3	Maintained 0
64	13		61

Conclusions based on this data:

1. According to the Fall 2019 Dashboard, overall MCAA students maintained a chronic absenteeism rate of 0.7%, which put us in the Blue range on the indicator.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue	 No Performance Color	 No Performance Color
100	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased +6.3	1	
63		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	100	Less than 11 Students - Data Not Displayed for Privacy
	Increased +3.7	2
	32	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 100 Increased +5.9 23	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color 0 Students	No Performance Color 100 Increased +9.5 25

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
93.8	100

Conclusions based on this data:

1. All students and all student groups had a graduation rate of 100% in 2019. That was an increase of 6.2% over the previous year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	1	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 No Performance Color	
1.5	6.3	
Maintained -0.1	Declined -1.4	
405	16	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not	2.2	7.7
1	Increased +0.7	Increased +7.7
	232	13

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	0	Less than 11 Students - Data
6	3	Declined -5.6	2
		18	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Orange	Blue	No Performance Color	Green
2.6	0	Less than 11 Students - Data	1.1
Increased +1.2	Maintained 0	3	Declined -0.6
154	43		176

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.5	1.5

Conclusions based on this data:

1. In 2019, MCAA maintained its suspension rate overall at 1.5%. The English Learners subgroup did decline1.4% over the previous year (2018) and had the highest suspension rate at 6.3%. These students do need to be targeted for extra support.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted population.

WASC Goal

Goal 1: Student achievement in mathematics will improve by 3% annually. Goal 3: Increased focus of resources on students needing extra help - both struggling (low achieving) and students In Honors and AP classes.

Goal 1

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted population.

Identified Need

MCAA's overall student achievement in math is lower than in other subjects. Our Hispanic subgroup's average distance from standard is -36.3. Our EL students average distance from standard is -65.5. Our overall average distance from standard is -18.1. The addition of math support classes at the 8th, 9th, and 10th grade levels has allowed teachers to reteach struggling students at a slower pace in small group settings. The additional math teacher has allowed three support intervention classes to be added to the master schedule and reduce class size in targeted math classes. In addition, the supplemental .85FTE has allowed for more collaboration among math teachers during PLC time. The PLC time is dedicated to reviewing student data, identifying student needs, and working to develop interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State assessments in math (overall)	43.72% of math students met or exceeded standard, overall distance from standard is -18.1, which is an improvement of +15.8 over the previous year.	45.5% of students at met or exceed standard in math, closer to standard
All math classes will be Williams compliant by having a CCSS math book for all students.	100% compliant	Maintain 100% compliance
State assessments in math (Hispanic students)	Hispanic subgroup distance from standard in math is -36.3. which is an improvement of +21.9.	Closer to standard
A-G Requirements	71.4% of seniors met the A-G requirements in 2018-19, the latest available statistics, which	Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	is an increase of 3% over the previous year.	
Graduation Rate	Graduation Rate of 98.3% according to the CDE dashboard in 2020.	Maintain 100%
AP Exam Passage Rate in Calculus	One out of 12 students passed the AP Calculus exam in 2020, which is an AP passage rate of 8.3%.	AP passage rate of 20% or higher
EAP passage rate in math	43.72% passage rate in Math	Increase the math passage rate to 43%
Attendance rate	98% attendance rate in 2019-20	Maintain 98% attendance rate
State assessments in math (EL students)	EL students average distance from standard is -65.5, which is an increase of +5.1.	Closer to standard
Common Formative Chapter Assessments in all math subjects.	In the Fall of 2020, overall 49% of MCAA students met or exceeded the standard using local data.	Improve overall, EL, and Hispanic subgroups by 3% over 2018/19 scores.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All math students

Strategy/Activity

Keep an additional math teacher in order to reduce class size in some math classes and to keep 3 additional support classes on the master schedule.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
103240	Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Support students' health and well being through social/emotional curriculum, personnel, and other actions.

WASC Goal

N/A

Goal 2

Increase parent and stakeholder engagement in the education of their children.

Identified Need

More parents need to become academic partners and more involved in their childrens' academic success and school life.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents fingerprinted	26 in 2019/20 (baseline was 9 parents fingerprinted)	Increase by at least 3 fingerprinted parents
Printing and mailing of parent newsletter	8 times per year	Maintain

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served

Strategy/Activity

Increase parent participation and involvemnent in the school by offering free fingerprinting for the first 8 parents. ($79 approx pp)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
632	Title I Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All parents impacting the entire educational program.

Strategy/Activity

Print and mail the parent newsletter with academic information, ways to be involved, and important dates and events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
341	Title I Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

WASC Goal

Goal 3: Increased focus of resources on students needing extra help - both struggling (low achieving) and students in Honors and AP classes.

Goal 3

Provide designated ELD instruction to all English Learners and integrated ELD in other academic goal areas that are completed by the school.

Identified Need

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from ELPAC, both formative and summative assessments, CAASPP tests, and curricular assessments. In ELA, Language growth of all students will increase by 2% annually. In math, growth will increase by 3% or more annually. For 2020-21, English Language Learners at MCAA will make progress towards English proficiency as measured by the ELPAC. Going forward, in 2020-21 on the ELPAC seventy-five percent of EL students will either move one performance level, maintain their current level for only a second year, and/or meet reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners receiving designated ELD	100%	100%
Textbook availability	100%	100%
Adequate facilities	100%	100%
Correctly assigned teachers (subject areas and EL authorization)	100%	100%
Overall CAASPP (ELA) Grades 7-8 and 11	All students maintained- green (32.1 above standard)	All students maintained - Green
Overall CAASPP (math) Grades 7-8 and 11	All students improved (-18.1 below standard, which is an improvement of 15.8 over the previous year)	All students increase - Green
Overall English Learner progress	Too few EL students for a report. (N/A)	75% making progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification	Due to the CAASPP not being administered in 2020, we were only able to reclassify one student, which translates to a 5% reclassification rate.	25% reclassified
Chronic Absenteeism	All students maintained Blue (EL at 0%)	All students maintain or improve - (Blue)
Suspension Rate	All students - Yellow 1.5% (increased 0.8%) (Suspension rate for EL students improved by 1.4%)	All students improve - Green or Blue

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Effective classroom instruction: provide designated ELD instruction to all English Learners and instruction/materials in integrated ELD in other academic goal areas that are completed by the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1510	

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$105,723.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	79,890	-23,350.00
Title I Carryover	0	0.00
Title I Parent Involvement	973	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	0	0.00
Targeted Carryover	0	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	103,240.00
Goal 2	973.00
Goal 3	1,510.00
Goal 4	
Goal 5	
Goal 6	

School Site Council Membership

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

1 School Principal

5 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

5 Secondary Students

Name of Members	Role
Tim Malone	Principal
Paul Vang	Other School Staff
Todd deVlaming	Classroom Teacher
Valeri Mathews	Classroom Teacher
Mat Fridrich	Classroom Teacher
Daniel Tejada	Classroom Teacher
Linda Summers	Parent or Community Member
Nicole Tindall	Parent or Community Member
Adam Cross	Secondary Student
Nikki Martin	Secondary Student
Cristina Barriga	Secondary Student
Carlota Day	Secondary Student
Karina Mendoza	

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 8-27-20.

Attested:

Tim Malone — Principal, Tim Malone on 5-13-21

Linda Summers — SSC Chairperson, Linda Summers on 5-13-21

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
South Lindhurst Continuation High School	58-72736-5830096	May 27, 2021	

Purpose and Description

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

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Single School Plan for Student Achievement is created and designed to align district LCAP goals with site based needs and schoolwide goals and expectations. The uniform plan analyzes needs assessment data within the annual WASC Action Plan to identify the strengths and needs of our student population and school site. School budget is aligned within a plan (SSPSA) aimed at accomplishing the goals established by the site council team to improve the overall school program and meet the needs of all learners so they can achieve mastery learning standards. An end of the year evaluation of the expenditures within the SSPSA is conducted annually to determine effectiveness. The results of this evaluation and feedback from the Needs Assessment/Annual WASC Action Plan will influence the plan for the following school year.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

A team formed of students, staff, parents, and administration is created through a diplomatic voting process annually. This team will meet quarterly to review current expenditures, make funding adjustments to the plan, discuss school safety, culture, academics, events and needs to improve educational learning within the school building. All meetings will happen after the school day and on site. The goal is to create an inclusive process and culture that fosters the input of all stakeholders to improve academic learning for all learners.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.87%	2.75%	1.1%	2	3	1
African American	7.48%	8.26%	10.0%	8	9	9
Asian	4.67%	3.67%	10.0%	5	4	9
Filipino	%	1.83%	%		2	
Hispanic/Latino	58.88%	55.96%	51.1%	63	61	46
Pacific Islander	%	0%	%		0	
White	26.17%	27.52%	25.6%	28	30	23
Multiple/No Response	%	0%	%		0	
			Total Enrollment	107	109	90

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 11	20	35	6
Grade 12	87	74	84
Total Enrollment	107	109	90

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	24	28	26	22.4%	25.7%	28.9%
Fluent English Proficient (FEP)	20	19	15	18.7%	17.4%	16.7%
Reclassified Fluent English Proficient	0	4	0	0.0%	16.7%	0.0%

Conclusions based on this data:

1. The percentage and number of EL learners is growing each year
2. Number of reclassified students has increased each school year
3. Importance of providing a supportive culture for EL parents and students (Designated EL and Integrated EL services and second language parent liaison)

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	57	62	58	50	59	55	50	59	55	87.7	95.2	94.8
All Grades	57	62	58	50	59	55	50	59	55	87.7	95.2	94.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2473.	2515.	2472.	2.00	1.69	1.82	6.00	25.42	14.55	24.00	25.42	21.82	68.00	47.46	61.82
All Grades	N/A	N/A	N/A	2.00	1.69	1.82	6.00	25.42	14.55	24.00	25.42	21.82	68.00	47.46	61.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.00	20.34	10.91	34.00	40.68	25.45	60.00	38.98	63.64
All Grades	6.00	20.34	10.91	34.00	40.68	25.45	60.00	38.98	63.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.04	3.39	0.00	20.41	37.29	29.09	77.55	59.32	70.91
All Grades	2.04	3.39	0.00	20.41	37.29	29.09	77.55	59.32	70.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.00	6.78	3.64	58.00	67.80	56.36	32.00	25.42	40.00
All Grades	10.00	6.78	3.64	58.00	67.80	56.36	32.00	25.42	40.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	4.00	6.78	3.64	34.00	55.93	38.18	62.00	37.29	58.18
All Grades	4.00	6.78	3.64	34.00	55.93	38.18	62.00	37.29	58.18

Conclusions based on this data:

1. Data indicates that the majority of our population struggle with writing, communication and research. An ongoing area of focus will be on writing strategies across the content areas with built in activities that include listening/communication and research.
2. Growth occurred in the areas of Reading, Writing, Listening, and Research has occurred. The percentage of students below standard has decreased.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	58	62	58	54	60	56	54	60	56	93.1	96.8	96.6
All Grades	58	62	58	54	60	56	54	60	56	93.1	96.8	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2466.	2449.	2451.	0.00	0.00	0.00	0.00	3.33	0.00	11.11	6.67	14.29	88.89	90.00	85.71
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	3.33	0.00	11.11	6.67	14.29	88.89	90.00	85.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	7.41	5.00	8.93	92.59	95.00	91.07
All Grades	0.00	0.00	0.00	7.41	5.00	8.93	92.59	95.00	91.07

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.85	1.67	0.00	27.78	26.67	26.79	70.37	71.67	73.21
All Grades	1.85	1.67	0.00	27.78	26.67	26.79	70.37	71.67	73.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	1.67	0.00	38.89	41.67	39.29	61.11	56.67	60.71
All Grades	0.00	1.67	0.00	38.89	41.67	39.29	61.11	56.67	60.71

Conclusions based on this data:

1. 0% of students scored "At" or "Above" standard in Math (overall)
2. One year growth occurred in the area of "Communicating Reasoning" for students scoring "At" Standard
3. One year drop occurred in the areas of "problem solving" and "concepts and procedures"

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 11	*	1562.4	*	1548.7	*	1575.5	*	13
Grade 12	1578.2	1605.1	1585.3	1581.8	1570.6	1627.7	11	15
All Grades							21	28

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	7.69	*	46.15		30.77		15.38	*	13
12	*	40.00	*	33.33	*	26.67		0.00	11	15
All Grades	52.38	25.00	*	39.29	*	28.57		7.14	21	28

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	30.77		30.77		30.77		7.69	*	13
12	*	40.00	*	46.67		6.67		6.67	11	15
All Grades	90.48	35.71	*	39.29		17.86		7.14	21	28

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		0.00	*	30.77	*	53.85		15.38	*	13
12	*	33.33	*	26.67	*	26.67	*	13.33	11	15
All Grades	*	17.86	*	28.57	*	39.29	*	14.29	21	28

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	7.69	*	84.62		7.69	*	13
12	*	20.00	*	73.33		6.67	11	15
All Grades	*	14.29	61.90	78.57		7.14	21	28

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	46.15		38.46		15.38	*	13
12	100.00	73.33		20.00		6.67	11	15
All Grades	100.00	60.71		28.57		10.71	21	28

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	7.69	*	76.92		15.38	*	13
12	*	40.00	*	46.67	*	13.33	11	15
All Grades	*	25.00	61.90	60.71	*	14.29	21	28

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	7.69	*	92.31		0.00	*	13
12	*	20.00	*	73.33		6.67	11	15
All Grades	*	14.29	85.71	82.14		3.57	21	28

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
107	88.8	22.4	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	22.4
Foster Youth	1	0.9
Homeless	2	1.9
Socioeconomically Disadvantaged	95	88.8
Students with Disabilities	8	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	7.5
American Indian	2	1.9
Asian	5	4.7
Hispanic	63	58.9
Two or More Races	1	0.9
White	28	26.2

Conclusions based on this data:

1. Our population serves an At Risk population of students. Continued refinement of interventions, instruction, and programs will be a focal point. Continued professional development and implementation will be key.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	**Graduation Rate**  Green	**Suspension Rate**  Yellow
Mathematics  No Performance Color		
College/Career  Orange		

Conclusions based on this data:

1. Improved teaching and intervention is needed to improve mastery of content within ELA and Math. E.L. strategies within the classroom need to improve and focus on E.L. reclassification.
2. College & Career Pathways have not been established for 2018. Next school year SLHS will have clear pathways for students to complete.
3. Graduation rate has increased due to intervention, guidance and individual academic plans for each student. We will continue to refine our processes to improve. Suspension rates have decreased as a result of positive recognition, flexible "means of correction", and positive school culture.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
7	1	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
	7	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 1	0 Students	Less than 11 Students - Data Not Displayed for Privacy 6

Conclusions based on this data:

1. ELA scores increased last year, but is still below standard. Continued focus on P.D. will be made for next year.
2. Strategic and thorough lesson planning will be a focal point next school year.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 1		Less than 11 Students - Data Not Displayed for Privacy 7

Conclusions based on this data:

1. Math scores are well below standard and decreased last year. Improvement in P.D. will be a focus to improve tier 1 instruction.
2. Improved lesson planning to meet the level of skills and learning targets required to achieve proficiency.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
57.7 making progress towards English language proficiency
Number of EL Students: 26
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.3	26.9	7.6	

Conclusions based on this data:

1. 95.3% of all English Learners are functioning in level 3 or 4. More focus on E.L. strategies across the content areas will help capture and move level 3 students to level 4.
2. Professional Development for E.L. strategies and intervention will help capture level 2 students.
3. Provide integrated and Designated E.L. strategies and schedules to support EL learners.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 No Performance Color	 No Performance Color
4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +4	0 Students	0 Students
75		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
0 **Prepared**	0 **Prepared**	4 **Prepared**
13.9 **Approaching Prepared**	13.9 **Approaching Prepared**	8 **Approaching Prepared**
86.1 **Not Prepared**	86.1 **Not Prepared**	88 **Not Prepared**

Conclusions based on this data:

1. The data indicates that 0% of students are not prepared for a college/career pathway. As a result it has been determined that SLHS currently has 0 official pathways established for students to complete. In addition, SLHS has not had a college code approved since it was established in 1993.
2. Result: Spring of 2019 SLHS established career pathways that align with comprehensive high schools and school site resources such as PLATO. Career pathways should be ready for the 2019-20 school year to begin "completers". Also, a college code has been approved by the college board for SLHS that will allow classes to count for A-G requirements.
3. Result: 2019-20 school year will include a dual enrollment course with Yuba College for Administrative Justice. This will open up a career pathway for students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	0

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Green	 No Performance Color	 No Performance Color
82.7	80	0 Students
Increased +3.5	Increased +8.6	
75	20	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Green	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	81.2	Less than 11 Students - Data Not Displayed for Privacy
4	Increased +5.4	8
	69	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	1	3	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
76.2	Less than 11 Students - Data Not Displayed for Privacy	0 Students	90.9
Maintained -2.6	2		Increased +5.7
42			22

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
79.2	82.7

Conclusions based on this data:

1. Graduation percentages and numbers have increased.
2. Individual academic plans, guidance and intervention have been effective tools to achieving graduation.
3. During distance learning more frequent forms of communication and intervention/support will be implemented. Data tracking measures for all students will be utilized for support, attendance, and academic progress.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	2	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Yellow	Orange	No Performance Color
6.5	4.5	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.5	Increased +2.1	2
184	44	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	6	5.3
5	Declined Significantly -4.1	Declined -7.2
	167	19

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color	No Performance Color	No Performance Color	No Performance Color
33.3	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
12	4	6	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Orange	No Performance Color		Green
5.6	Less than 11 Students - Data		3.9
Increased +0.3	2		Declined -12.7
107			51

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	10.1	6.5

Conclusions based on this data:

1. Suspension percentages and rates have decreased each school year for the past 5 years.
2. The highest suspended population is "white"
3. The strength of this school is it's positive culture and sense of family. This is one of the largest reasons for the decrease in suspensions. Other factors that lead to positive school climate include positive recognition, clear expectations (PBIS) and alternative interventions as a means to correct behavior to avoid suspension.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District LCAP Goal #1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

District LCAP Goal #2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

WASC Goal

Goal 1: Critical Area 1: The administration and staff will improve instructional methodologies across disciplines to increase rigor and provide consistent instructional strategies to all students especially those identified as struggling, EL and Special Education students.

Goal 2: Critical Area 2: The administration and staff provide ongoing professional development to instructor's as they provide front-line support and well-being to students struggling with social, emotional, and behavior issues ensuring a safe learning environment to all students.

Goal 3: Critical Area 3: Provide an equitable and robust virtual platform for all students and parents. The administration provides increased support to individual teachers in implementing the standards and 21st Century Skills to support increased rigor to all students.

Goal 1

Improve instructional methodologies across disciplines to increase rigor and provide consistent instructional strategies and intervention to all students especially those identified as "At Risk" (struggling), E.L. and Special Education students.

Identified Need

Academic rigor must increase within all aspects of the school building. Forms of intervention and extension to maximize the potential of all learners. Students who are struggling must be caught early and provided immediate intervention. Analysis of state testing results over a 3 year period indicates growth but low percentages of students reaching or exceeding standard. Survey data from students and staff indicate that research based strategies are needed to improve instruction and achievement. Nearly 23% of SLHS enrollment each quarter are English Learners and 10% are on an IEP. Continued refinement and growth to support these learners is needed to meet their needs fully.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development: Staff Attendance of trainings/conferences/workshops	Attend District Trainings Virtually	Attend at least 1 training beyond district offered trainings & at least 30% staff attend a P.D. conference
Professional Development: (Share new information with the team) Staff Google Classroom, Google Team Drive & PLC Agenda's	Learned about distance learning best practices, google classroom, digital apps and hybrid learning implementation.	Documentation should be housed within one of the three options to share information with the PLC team to improve instructional planning and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		intervention. Focus on SEL, in-person instruction, and formative assessments
Resource/Intervention: Reclassification Data	7 reclassifications in 2020-21 = 25%	Goal: Reclassify at least 30% of our E.L. students
Resource/Intervention: Graduation Data	61 graduates in 2020-21	70+ graduates
Resource/Intervention: CAASPP scores increase (Math, ELA)	No scores available at this time	ELA: At standard (Looking for positive growth) Math: At Standard (looking for positive growth)
Attendance Data	96.1 % avg. for 2020-21 school year	97.5% average for 2021-22
C.I.A. Common Informative Assessment Data through PLATO	ELA: 52% "At or Meeting Learning Standard" in 2020-21	ELA: 40% MATH: 10%
PLATO Credits Earned	94+325+235= 654 in 3 quarters in 2020-21	700+ credits total in 4 quarters within 2021-22
Workshop & Parent Meeting Attendance Data	No data available	Contingent upon health & safety guidelines for MAX cohorts

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All At Risk Students. P.D. focus will be driven to push academically high students with rigor and struggling learners with intervention and supports.

Strategy/Activity

Professional Development:

Increase research based methodologies and strategies for E.L, SPED, and At Risk Youth. Every staff member will attend at least 2 professional growth trainings, workshops, or conferences per year that are related to our Critical Growth Areas, Schoolwide Learner Outcomes, or SMART Goals.

Examples include but are not limited to:

- WASC Visits
- SEL Training

- UDL Training
- CCEA conference for continuation high schools
- PLC conference
- Electronic/virtual webinar and trainings
- Google Training for all staff
- District P.D.
- On-site workshops/trainings
- Off-site workshops/trainings
- County workshops/trainings & conferences
- Expenditures to include conferences, transportation, lodging, extra duty, sub costs, fees, etc.
- Professional Development materials/books/videos/resources/subscriptions for staff to learn and implement new strategies to ensure that all learners reach mastery of Common Core Standards

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Intervention & Extension of rigor for all 11th & 12th grade At Risk Students with special focus on struggling, E.L. and Special Education students.

Strategy/Activity

Resource/Intervention with Secondary Student Support Specialist position:

Build in intervention and supports within the school day to ensure that all students understand the content and maximize learning potential. Student Support Specialist will provide direct academic support within classrooms of greatest need as determined by the administrator and PLC team. Students who need academic intervention will be identified and provided direct support by the Secondary Student Support Specialist (push in / Pull out model) in CORE academic content areas. This position provides the following intervention to students:

- Push-in intervention within the classroom during normal instruction
- Flexible pull-out intervention for re-teach (small group or 1 on 1)
- Built in intervention & study hall as an actual class period to receive additional help, complete missing assignments, tutoring and intervention
- Drop –in class periods for support as needed

Other duties may include: Meeting with students for low level counseling services and refer more severe counseling needs to the guidance counselor. Providing low level social/emotional intervention to improve academic focus. Communicating with parents about progress and supports at home. E.L. focus to provide ongoing support to second language learners and reclassify eligible

students out of E.L. classification.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29,478	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Instructional Technology & Materials and Supplies (Teaching & Learning):

Support teachers in engaging students in achieving content mastery and 21st Century Skills. Expenditure is primarily for student use supplemental materials, subscriptions, teaching guides/supports that help extend learning through demo's, visual learning and hands on activities.

* External DVD Players for new Laptops that will allow teachers to support adopted curriculum with educational videos and visuals for in depth student learning and comprehension.

* Laptops will be used for instructional delivery of distance learning grade level content. The laptops will help fill an equity gap for all learners by using the online curriculum, google classroom, zoom and video features to deliver high quality instruction and intervention to all learners.

* Ipad tripods to support the recording of instruction for online learning and support.

*Desktops, laptops/ chromebooks, printers & visual aids to promote 21st Century skills embedded within the daily curriculum. Aimed at all students achieving mastery on content standards.

* Reading Intervention & supports

* Writing resources for mastering writing standards and creating student portfolio's of work

* Math Intervention & support programs & materials

*Math support materials and texts that connect standards based math concepts to real life. Consumer and Personal Finance related materials to supplement adopted district curriculum.

*Interactive Units

*Science based lab materials and resources for Next Generation Science Standards. Materials are used to supplement engaging units and lessons to get all students at grade level mastery. STEM

*Materials and supplies to conduct outdoor labs within the SLHS greenhouse and garden beds. The hands on application increases engagement, buy in, and reaches our kinesthetic learner population. The practice of application and "doing" by showing within the greenhouse meets the needs of our E.L. population (visuals, modeling, collaboration).

* Resource curriculum and support materials for targeted population: E.L. & Low Socio-Economic Disadvantaged Youth struggling to meet grade level standards. Including support materials for behavioral/social/organizational needs to achieve academic success & college/career readiness. Specifically, Botvin Life Skills curriculum.

* Technology, devices, cameras, and support materials to aid online video conferencing, instruction, and support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,210	Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Communication & Lesson Delivery:

Reproducing instructional materials for content mastery and school to home communication. Photo copying, scanninig, emailing, and faxing materials to increase communication for all targeted stakeholders. Materials will be centered on academics, college & career pathways, parental involvement and workshops. *Maintenance Service Agreement for scanner/copier to print supplemental instructional material, assessments, etc. for all content areas.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Targeted

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Lesson Development & Intervention or Extension:

Struggling Learners & Those At RISK Of Not Graduating:

Winter Intersession: Building in opportunities for students to attend a staff led Winter Intersession to achieve additional credit or credit that was previously failed in an online format. Analysis of student grades, transcripts and attendance will be used to determine focus group. This would be limited to 5 credits utilizing the Edmentum PLATO courseware and available staff at the hourly rate. The goal is to provide additional opportunities for all students to understand the content and achieve their academic and post-secondary goals.

Summer School: Built in 3 week Summer School at the start of the summer. Priority will be given to 5th year Senior students to finish credits or reduce the number of credits to graduate from high school and current year juniors who need additional remediation and/or enrichment. 10 credits will be possible during this 3 week summer school and two academic classes of greatest need.

Summer planning & collaborative session: One full day on site during the summer for all staff to be paid the hourly rate to collaborate and plan lessons and formative assessments for the upcoming school year. Teachers will be put on a supplemental service agreement. The planning and collaborative session will ensure that the school year will have an effective start with students and that daily lessons and units will maximize instructional time. Intervention will be strategically planned within the school day. All data will be housed within the google TEAMDRIVE that is shared among all staff members. This data will be used to evaluate effectiveness at the end of the school year during our Evaluation process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Targeted

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #3: Increase parent, family, and community involvement in the education of all students.

WASC Goal

Goal 4: Critical Area 4: The administration and staff increase opportunities for all students, outside of leadership class, to participate in school-wide decision making to provide additional opportunities to express their ideas for enrichment and extra-curricular activities.

Goal 2

Increase student, parent and community involvement in the education of all students.

Identified Need

Parent communication occurs through many channels and levels currently. The participation level outside of the South Lindhurst High School campus is lacking. The relationship between school and home must be strong and consistent to reach the full potential of all students. An example of poor parent participation can be seen through survey data. Only 5 parents completed a survey during the 2018-19 year about our school and educational program. This survey was communicated through: website, phone system text message, and the remind app.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Surveys	4 parents completed survey in 2020-21	40 parents complete surveys in 2021-22
Parent Sign-In Sheet Data or Zoom Participants	Avg. 6 participants in each zoom in 2020-21	Avg. 20- 30 parents attend parent meetings/workshops either in person or on zoom in 2021-22

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students & families

Strategy/Activity

Parent Involvement:

Increase parent involvement and communication with our families. Providing a multitude of opportunities for our parents to stay connected, involved, and equal participants in the education and development of our students. Communication will involve internet, electronic media technology, apps, paper, and mailers.

- Supplies for parent involvement nights, parent meetings, workshops, FAFSA, Back to School Orientation Night, Site Council, ELAC, etc.
- Purchase communication app to send out weekly newsletters to families and students to keep them connected and informed
- Parent Involvement Handbooks
- Parent online video conferencing & 1 on 1 support meetings
- Support meetings for at risk & targeted populations (Parents with students). Materials and supplies to conduct safe meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
359	Title I Parent Involvement

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$58,047.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	29,478	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	359	0.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	28,210	0.00
Targeted Carryover	0	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	57,688.00
Goal 2	359.00
Goal 3	
Goal 4	
Goal 5	
Goal 6	

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

5 Secondary Students

Name of Members	Role
David Jones	Principal
Merri May	Other School Staff
Jessie Smith	Classroom Teacher
Kevin Sweetwood	Classroom Teacher
Elizabeth Perez	Classroom Teacher
Eugene Duggan	Classroom Teacher
Laila Heuang	Secondary Student
Kayla Smith	Secondary Student
Malachi Booth	Secondary Student
Jose Garcia Corona	Secondary Student
Nina Heuang	Secondary Student
Diana Alvarez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 27, 2021.

Attested:

Principal, David Jones on 5-27-2021

SSC Chairperson, Kevin Sweetwood on 5-27-2021

School Year: 2021-22

Marysville Community Day School

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marysville Community Day School/Independent Study	58-72736-0131599	May 27, 2021	

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

The purpose of the Marysville Community Day School is to educate, to the highest levels, all students enrolled in our school or program. This will be done through lessons, counseling and grade level instruction in small-enrollment classes. Students to be served are: Non-promoted Middle School Students who are now doing 9th grade work, expelled students and students on SARB contracts.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Through the use of smaller class sizes, para educators who are available to help the teaching staff in the classrooms, extra counseling availability and targeted instruction in the core subjects, the students will benefit and, thereby, improve in their academic abilities. The school will also provide a safe environment where students feel safe and can learn without extra social pressures that are often found in comprehensive sites. The use of common assessments and subject topics which align with the comprehensive sites curriculum will also add to the educational opportunities provided. Updated technology will aid students in achieving a higher knowledge base. The data has shown that the number of students leaving CDS to the comprehensive sites, have been successful at transitioning with enough credits to be on course to graduate with their class. Data, however, from the following semesters for the individual students has shown that most of the students regress to their former habits of not doing work and reverting to poor attendance habits.

The main finding is that, because students tend to blend into the larger school environment and don't have personal connections, they begin to fail courses.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Over the course of the past three school years, the Marysville Community Day School has shown very small growth in academics. Even though the growth has been slow and not as much as we would like, the fact remains that there is growth taking place. Because 100 percent of the students who enter the Community Day School are below grade level, the challenge has been to get students to show improvement. It has become extremely clear that students, especially those who are at risk, need to be on campus and getting direct and targeted instruction.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Students at CDS often have lengthy discipline history, along with the academic challenges they have. Parental support is often lacking and since most of the students have not had academic success in their past, they continue to struggle. The

biggest obstacle that many students have been able to get over this year, however, is turning in quality work on a consistent basis. The teaching staff is very good at continually "harping" on the students to get their work in. Because of a rewards system, like Student of the Month, Weekly RISE card drawings (a PBIS-type activity) and other incentives, students have begun doing the things they must do to be successful. To answer some of the directed questions regarding how CDS is meeting the needs of the students:
* The challenges come from needing a few more para educators to help with assistance to students in the form of one on one help
* The rigor of assignments is what it is at the comprehensive sites.
* We don't have enough collaborative time.
* Chronic absenteeism is addressed through class competitions related to attendance and constant phone calls to parents. These tactics appear to work but on a limited basis.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

Possible causes for current levels of performance are: Lack of parent involvement, little past history of success, homelessness, social anxiety, truancy.
Ways to address the student issues are: Parent contact by staff, rewards for attendance, student recognition and awards and outside counseling and guest speakers.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

While the District provides opportunities for staff to go to trainings, The Community Day School requirement for 360 minutes each day, keeps the staff from participating in the district adopted minimum days for professional development. Unfortunately, most of the staff development is on days of staff meetings and before school meetings. We, as a group, believe the Board of Trustees should allow CDS to do the minimum collaborative days like other sites do. A waiver could be submitted in order to allow for more collaboration. This will, again, be a subject of discussion with the district.

Family and Community Engagement
Ongoing and annual process

Guiding questions:
- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*

- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

The strongest component of the CDS situation is the phone and email communication that takes place from teachers to parents. Along with the monthly newsletter and the phone messenger messages, the school invites the parents and community to participate in whatever school events are being used. Student/Parent orientation is used at the beginning of the school year and other correspondence is used to keep parents advised of upcoming events and meetings. Parents, historically, are not well engaged or involved in their student's lives and continue that course, even though they are invited to join us at any time.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school team, which consists of the principal, 2 teachers, the secretary, the counselor, two students and a parent, met to discuss, review and the School Plan for Student Achievement. This meeting took place on May 27, 2021.

Resource Inequities

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

The school has had challenges in retaining para educators, as many have moved to other positions or professions. Science laboratory facilities and availability is nearly non-existent, which limits our ability to do hands on experiments. Aside from that, there is plenty of technology available. Collaboration between the two comprehensive sites, the District Office and Community Day School must take place to finalize "Freshman Seminar" which has been Health and Careers in the past.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	4.17%	6.25%	%	3	3	
African American	1.39%	6.25%	%	1	3	
Asian	2.78%	0%	%	2	0	
Filipino	%	0%	%		0	
Hispanic/Latino	48.61%	52.08%	47.4%	35	25	9
Pacific Islander	%	0%	%		0	
White	34.72%	35.42%	52.6%	25	17	10
Multiple/No Response	%	0%	%		0	
			Total Enrollment	72	48	19

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	72	45	10
Grade 10		3	9
Total Enrollment	72	48	19

Conclusions based on this data:

1. There appears to be a growing need for individualized instructional opportunities.
2. Small class sizes are helpful in allowing more direct instruction.
3. There is a need for collaboration opportunities with teachers from the student's home school site.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	21	11	0	29.2%	22.9%	0.0%
Fluent English Proficient (FEP)	5	3	2	6.9%	6.3%	10.5%
Reclassified Fluent English Proficient	0	0	1	0.0%	0.0%	9.1%

Conclusions based on this data:

1. Although there is a relatively small percentage of EL students at CDS, there is a strong need for targeted instruction to meet the needs of these students.
2. Additional para educators would benefit the students by allowing more targeted work.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*				
Grade 8	*	*		*	*		*	*				
Grade 11	*	*		*	*		*	*				
All Grades	30	24		19	22		19	22		63.3	91.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		5.26	9.09		94.74	90.91	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		5.26	18.18		94.74	81.82	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		0.00	9.09		100.0	90.91	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		10.53	27.27		89.47	72.73	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		15.79	31.82		84.21	68.18	

Conclusions based on this data:

1. Students performing below grade level in most testing assessments
2. To be addressed through quality first instruction.
3. Testing data is being used to address student need.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*				
Grade 8	*	*		*	*		*	*				
Grade 11	*	*		*	*		*	*				
All Grades	33	23		19	21		19	21		57.6	91.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		0.00	4.76		100.0	95.24	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		0.00	0.00		100.0	100.0	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		5.26	14.29		94.74	85.71	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		21.05	28.57		78.95	71.43	

Conclusions based on this data:

1. Additional resources are needed, such as selected programs that align with the comprehensive sites.
2. Again, additional para educators would benefit students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	1554.9	*	1561.9	*	1547.5	*	16
Grade 10	*		*		*		*	
All Grades							*	16

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	6.25	*	56.25	*	31.25		6.25	*	16
All Grades	*	6.25	*	56.25	*	31.25	*	6.25	*	16

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	31.25	*	43.75	*	18.75		6.25	*	16
All Grades	*	31.25	*	43.75	*	18.75		6.25	*	16

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		0.00	*	18.75	*	62.50	*	18.75	*	16
All Grades		0.00	*	18.75	*	62.50	*	18.75	*	16

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	6.25	*	81.25		12.50	*	16
All Grades	*	6.25	*	81.25	*	12.50	*	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	75.00	*	18.75		6.25	*	16
All Grades	*	75.00	*	18.75		6.25	*	16

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	68.75	*	31.25	*	16
All Grades	*	0.00	*	68.75	*	31.25	*	16

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		0.00	*	100.00		0.00	*	16
All Grades		0.00	*	100.00	*	0.00	*	16

Conclusions based on this data:

1. No data to review

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
72	**97.2**	**29.2**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	21	29.2
Homeless	3	4.2
Socioeconomically Disadvantaged	70	97.2
Students with Disabilities	2	2.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	1.4
American Indian	3	4.2
Asian	2	2.8
Hispanic	35	48.6
Two or More Races	6	8.3
White	25	34.7

Conclusions based on this data:

1. There is a significant amount of socioeconomically disadvantaged students at this school site.
2. There is a need for more community programs to help parents of the students understand how to help their children

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
		Suspension Rate  Red

Conclusions based on this data:

1. There are no indicators to compare regarding graduation.
2. Students mirror the socioeconomic situations they are in by the number of suspensions, although great strides are being made through the use of positive reinforcement.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. data not available

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. The student demographics and performance seems to indicate that they need the smaller class sizes and more attention that they receive at this school site.
2. True indicators of the merit of this school will be seen when the students return to a comprehensive site.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
31.3 making progress towards English language proficiency
Number of EL Students: 16
Performance Level: VeryLow

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	43.7		31.2

Conclusions based on this data:

1. No data to analyze

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. No data to analyze

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Students at this school are often absent due to unstable homes or homeless situations.
2. Poor academic permission als a result of poor attendance.
3. Students are placed at this school because of truancy. Some improvements have been seen but it is difficult.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. No data due to no grades other than 9th at this site.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Red	No Performance Color	
35.2	17.4	
Increased +6.1	Declined -4	
88	23	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not	35.8	Less than 11 Students - Data Not
7	Increased +6.7	6
	81	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color Less than 11 Students - Data 3	No Performance Color Less than 11 Students - Data 4	No Performance Color Less than 11 Students - Data 2	

Hispanic	Two or More Races	Pacific Islander	White
Orange 23.1 Declined -6.1 39	No Performance Color Less than 11 Students - Data 8		Red 43.8 Increased +14.1 32

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	29.1	35.2

Conclusions based on this data:

1. The school seems to be on the right track because of a drop in percentage of students being suspended.
2. PBIS type activities have helped.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District LCAP Goal #1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

Maintain, support and provide students and staff with the latest adopted curriculum, technology and equipment to enhance student success. Infuse multiple learning modalities into the curriculum to provide adaptive learning in a differentiated environment. Provide extended interventions to enhance student success. Learners who have a higher probability of failing academically or dropping out of school often require alternative approaches to education. Each student has different circumstances, a unique skillset and their own interests that need to be factored into individual learning plans.

Identified Need

Economically disadvantaged, second language learners and students performing below grade level need extra interventions and support provided at their academic level to develop essential skills to fill in academic gaps and bridge learning deficiencies with the goal of successfully transitioning students back to a comprehensive high school. All CDS students are below grade level. Individualized education plans are required as students' current academic abilities are varied. Technology is essential to provide virtual and individualized academic programs for all students along with enrichment classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC yearly assessments to show student success and improvement.	SBAC testing has been suspended during the pandemic.	
Exact Path diagnostic tests determine students' proficiencies levels. The interactive, technology-based curriculum and interventions identify learning gaps through adaptive diagnostic assessments.	CDS freshman students average a 3rd grade education level.	All students will increase their knowledge base by 3 grade levels at the conclusion of their first year.
Edmentum reading, writing and mathematics assessments help teachers monitor and track student progress. Indicators used to measure academic success and create individualized remediation include the amount of time spent on tutorials and the number of times students test	All CDS students have a GPA below 2.0 and have failed a least one core subject area before enrolling.	75% of all students will have an GPA at or above 2.0 and will be passing all subject areas.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
before demonstrating proficiency and ultimately mastery of subjects.		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Economically disadvantaged, second language learners and students performing below grade level.

Strategy/Activity

Customizable and adaptive courseware will help teachers diagnose and create individual learning plans based on student's unique learning needs. Edmentum provides customizable courseware to support all learners. Curriculum is research-based and aligned to the rigorous California state academic standards. Teachers will work to create module courses to emphasize the essential standards needed to remediate individual academic gaps. Exact Path by Edmentum will be used to identify learning gaps through adaptive diagnostic assessments to pinpoint individual strengths and abilities within a vertical progression of skills. Students receive a unique learning path of self-paced curriculum. Direct instruction and activities are based on a mastery learning approach. The diagnostic and prescriptive intervention program assesses learners to determine what they know and do not know, starting with 1st grade standards. After the assessment in math and language arts, the program creates an individualized and adaptable prescription for each student. The program then backward maps learning to determine the amount of time required daily to bring students up to grade level. Learning plans adjust as needed and save remediation time by only prescribing lessons based on identified gaps.

Create an inviting and engaging computer lab for students to access Edmentum and explore college and career options outside of the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,000	CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Economically disadvantaged, second language learners, and students performing below grade level.

Strategy/Activity

Technology to help teachers analyze, design, develop, implement, and evaluate the instructional environment. Chromebooks, interactive projectors, and other technology to enable students to adjust to their own pace of learning. Students who need extra time can spend more time going over exercises until they understand, while students who need less support can continue ahead. Technology to free up the teacher to help students who need more support on an individual level will facilitate the multi structures of the CDS academic plan and support district approved programs, such as Edmentum, Plato, iXL, and iLit.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,117	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Economically disadvantaged, second language learners, and students performing below grade level.

Strategy/Activity

Materials and supplies to help teachers analyze, design, develop, implement, and evaluate the instructional environment and improve teaching and learning. Materials and supplies to help make education relevant for students through interactive projects, project- and work-based learning supports adaptive learning in a differentiated environment. Hands-on learning is critical to engage students especially students at-risk of failing academically or dropping out of school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	CSI

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Equipment, materials and supplies to support enrichment opportunities for students. Photography, art, music appreciation, soils and plants classes will provide hands-on learning and student engagement. Enhancements for the science lab and curricular components.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Targeted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Reproducing supplemental instructional materials for content mastery and school to home communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
997	Targeted

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District LCAP Goal #2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Provide students with a safe learning environment that is bullying and drug free and conducive to learning. Administration, teachers, counselors and support staff are dedicated to cultivating a physically and emotionally safe learning environment and collaborating with community organizations to support the structure. Yuba County Probation and the Yuba County Tobacco Coalition work with the school to meet these goals. The School Safety Plan outlines expectations and cooperative involvement with the Marysville Police and Yuba County Sheriff's Department. Every aspect of a young person's life impacts their ability to learn and succeed in school. CDS is focused on cultivating a positive school climate, relevant curriculum, effective discipline system, engaging instructional strategies and regard for individualized learning styles to combat low ability levels, behavior problems, absenteeism, poor peer relationships, drug or alcohol abuse, nonparticipation, illnesses and disabilities. At-risk youth need relationships that are both caring and stable in order to build a sense of trust and belief. Positive relationships and environments is the foundation for learning.

Identified Need

Provide students with a safe learning environment that supports learning and growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student attendance	In a traditional year, CDS attendance rate hovers around 86%.	Improve attendance to 90% or greater.
Student discipline	In a traditional year, student days of suspension is 3-5 days per month. The monthly Law Enforcement Call Log reflect a positive learning environment.	CDS has worked diligently to reduce the suspension rate. We are proud of our efforts and by utilizing alternative discipline methods we will maintain this low suspension rate. Evidence of our work is reflected in the following: There was a reduction of days of suspension from314 days of suspension in 2016-17, 260 days in 2017-18, 85 days in 2018-19 and 56 days in 2019-20.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Monthly Law Enforcement Call Log reflects an extremely low necessity for law enforcement involvement at the school. This number has decreased significantly over the last 3 years. Maintain less than 2 law enforcement contacts per month for discipline related issues.
Discipline interventions	Saturday School, Opportunity School, Lunch Detention, and Campus Beautification are alternative methods to suspension. These numbers are increasing as CDS is leveraging alternative strategies to keep students in school. Average 15 discipline interventions per month. CDS suspension days have been trending in the right direction. 2016-17 - 314 suspensions, 2017-18 - 260 suspensions, 2018-19 - 85 suspensions, and 2019-20 - 56 suspensions.	Continue to utilize alternative discipline strategies to keep student in school. Students will have less incidents recorded in Aeries Discipline and Interventions. Continue to maintain and hold lower suspension rates when students return to in-person instruction.
Social interventions	Early interventions as well as student counseling and social groups have been an effective way of involving students with each other and community-based organizations.	Continue to enhance and support social interventions. In addition to group interventions every Wednesday, individual counseling appointments are available to students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Academic gaps are usually created because of external to school factors in the home and family. CDS will add a social worker to work with students on developing positive habits and views towards life and education. This position would also work with families of the students in order to develop a relationship and knowledge of how to best support their students' success in school. Family-related factors such socioeconomic status, dysfunctional home life, low parental involvement or expectations, abuse and high mobility impact a student's ability to learn. The root cause analysis showed that lack of college educated parents, past trauma, poverty, gang involvement and substance abuse were were associated with student academic deficits. The social worker will oversee group and individual counseling.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
62,500	CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire an additional teacher, above the district allocated FTE, to lower class sizes which will allow a more individualized focus on students' academic and social and emotional success. The entire CDS student population is classified as at-risk. Having fewer students in each classroom allows teachers to build stronger bonds with students, be more in tune with students' learning styles and abilities, and adapt teaching and learning to meet students at their level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
62,500	CSI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide materials and equipment for building a campus garden area, with planter boxes and other systems. This will provide hands on experiences in gardening and plant management. This relates to biology and other science lessons which students take at the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	CSI

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional development, trainings and conferences that focus on ways to improve student academic achievement such as Nurtured Heart Approach to Education, PLC, PBIS and additional trainings designed to help the staff better reach portions of our student population and improve student academic achievement will continue to be supported. To supplement and guide staff development, the survey platform Panorama will be used to identify student strengths and weaknesses around SEL factors for teachers to help the intervention process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,283	CSI

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student engagement and recognition programs targeted to improve attendance and behavior strengthen a sense of community. PBIS integrates systems and practices affecting daily student outcomes and supports an academic environment where all students are successful. PBIS is built on a commitment to address student behavior through systems of change and celebrating positive outcomes. Counseling interventions further reinforce PBIS strategies and character development. Positive reward systems such as weekly prize drawings for positive behavior and attendance, Student of the Month recognition, and monthly Top Notch Awards keep students engaged in the continual improvement process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

1,000	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide academic and career and college experiences for students to expand their horizons and help students imagine their future. Science field trips to places like Table Mountain and Gray Lodge Wildlife Area will increase students' interest and make learning engaging. College exploration trips to Yuba Community College and UTI will put students on a higher education campus and show them it is within reach. Field trips to the Local 228 Plumbers-Pipefitter-Welders HVAC and Refrigeration Training Facility will introduce students to pre-apprenticeship programs and allow them to see first-hand careers that are hands-on and don't require a college education to earn a high-wage living.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	CSI

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District LCAP Goal #3: Increase parent, family, and community involvement in the education of all students.

Goal 3

CDS will help parents to help their children be successful through direct parental involvement in the educational process, enhanced communication between teachers and parents, home visits and other mechanisms to empower parents make good choices to positively impact their child's education.

Identified Need

Family engagement can be challenging in a traditional school site, but it is especially difficult at an alternative high school. A parent engagement needs assessment will be conducted to solicit parent feedback to see how CDS can enhance engagement and empower involvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents who participate in parent survey.	Parent involvement is extremely difficult to get, as many are homeless or do not wish to participate for personal reasons. In spite of this, the school will continue to invite parents for any and all meetings, whether by zoom, phone or in person, and contact will continue to be made in spite of the reluctance of parents.	Increased participation and involvement from all stakeholders.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All parents and family members connected to student's education.

Strategy/Activity

Comprehensive family engagement needs assessment conducted through multiple communication avenues to connect with parents and family members to identify educational barriers and create a family engagement program that they would support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
99	Title I Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure equality in classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 4

Provide designated ELD instruction to all English Learners and integrated ELD in other academic goal areas that are completed by the school.

Identified Need

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from ELPAC, and curricular assessments. In ELA and Math, growth of all students will increase by 5% or more. For 2020-21, English Language Learner's at Community Day School will make progress towards English proficiency as measured by the ELPAC. Going forward, in 2021-22 on the ELPAC seventy-five percent of EL students will either move one performance level, maintain their current performance level for only a second year, and/or meet reclassification criteria. Currently CDS does not have any English Learners enrolled.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Textbook Availability	100%	
Adequate Facilities	100%	
Correctly Assigned Teachers (Subject area and EL authorizations)	100%	
STAR 360 Grade Equivalency ELA		
STAR 360 Grade Equivalency Math		
Overall ELPAC Level 1		
Overall ELPAC Level 2		
Overall ELPAC Level 3		
Overall ELPAC Level 4		
Chronic Absenteeism		
Suspension Rate		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Effective Classroom instruction: Provide designated ELD instruction to all English Learners and instruction in integrated ELD in other academic goal areas that are completed by the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$189,496.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	8,117	0.00
Title I Carryover	0	0.00
Title I Parent Involvement	99	0.00
Title I Parent Involvement Carryover	0	0.00
CSI	170,283	0.00
Targeted	10,997	0.00
Targeted Carryover	0	0.00
Discretionary	0	0.00

Expenditures by Goal

Budget Reference	Amount
Goal 1	44,114.00
Goal 2	145,283.00
Goal 3	99.00
Goal 4	
Goal 5	
Goal 6	

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
David A. Gray	Principal
Steve Westcamp	Classroom Teacher
Karen Engelhardt-Edmonds	Classroom Teacher
Neils Wright	Classroom Teacher
JT Wallis	Secondary Student
Christian Bitner	Secondary Student
Kamorin O'Callahan	Secondary Student
Clint Tarrant	Other School Staff
Jerald Wallis	Parent or Community Member
James Bitner	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on 12/02/2020.

Attested:

Principal, David A. Gray on 05/27/2021

SSC Chairperson, Stephen Westcamp on 05/27/2021

X