School Year: **2020-21**

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
Malibu Middle/High School	19-64980-1995737 and 19-64980-0139311	October 15, 2020	December 10, 2020

Purpose and Description

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

The school plan includes our identified schoolwide goals based on our annual needs assessment and schoolwide continuous improvement process. They also reflect the identified goals, strategies, and actions and address the schoolwide areas for growth identified during the WASC Accreditation Self Study and Validation visit, completed October, 2020.

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 2020-2021 identified SPSA goals align with the identified current district LCAP goals. The SPSA and LCAP goals are mapped to the 8 state priority areas. The district LCAP goals are:

Goal 1: All graduates are socially just and ready for college and careers (1,2, 4, 7,8)

Goal 2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum (1, 2, 4, 7, 8)

Goal 3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning(1,3, 5, 6)

Malibu High School does not receive Title 1 funds.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The OLWEUS student perception survey on school climate and bullying behaviors was not administered in either the 2019-2020 or 2018-2019 school year due to school closures. However, results from the 2017-2018 and the 2016-2017 school year were reviewed. The survey summary data includes students in grades 6-12 with 42.2% of students reporting linking school or liking school very much in February 2018. 9% of students reported having 1 or fewer friends. 73% of students report never having been bullied with an additional 17.5% stating once or twice. The most prevalent (31.2%) place where bullying occurs is in class with teacher present. 88% of students say they have never bullied others with an additional 8.2% saying once or twice.

The CA Healthy Kids Survey was administered to students in grades 9, 11 and to parents in grades 9-12 in 2019-2020. However information has only been received from the parent and staff survey and not the student survey as of this time. Parents (n=117) results showed: In regards to parental involvement, 74% agree/strongly agree that the school encourages them to be an active partner, 86% say staff treat parents with respect, and 82% say staff are helpful to parents. 95% of parents report attending a general school meeting. In regards to school to parent communication, 92% say the school keeps them informed about school activities and 73% say school responds to email/phone calls. In regards to student learning environment, 89% agree/strongly agree that the school promotes academic success and 81% say the learning environment is supportive and inviting. 87% agree/strongly agree that the adults really care about students and 88% say school is safe. Staff (n=37) results showed: 98% strongly agree/agree the school is a supportive and inviting place for students to learn, 95% say we promote academic success, 98% say they emphasize helping students when they need it, and 98% say school is a safe place for students. The summary from the 2018-2019 student administration of key indicators in Grade 11 shows 69% agree/strongly agree in regards to school connectedness, 72% in regards to academic motivation, 2% chronically truant, 71% caring adult relationships, 80% high expectations, 32% meaningful participation, 43% facilities upkeep, and 54% parental involvement. 82% perceive school as safe, 12% experienced harassment or bullying, 16% had mean rumors or lies spread, 4% been afraid to be beaten up, 2% been in physical fight an 0% seen weapon on campus. 30% report current alcohol use in last 30 days, 18% marijuana use, 14% binge drinking in last 30 days. 14% report being drunk or high at school 7 or more times ever and 14% at least once. 6% report cigarette use in last 30 days, and 22% report e-cigarette use. 41% have experience chronic sadness/hopelessness and 14% considered suicide.

An English Learner Parent Survey was administered during the 2018-2019 school year. 83% of EL parents knew where to find info about school beliefs, policies, procedures for ELS, but only 71% understood EL core beliefs. 92% know how child identified, 69% reported being familiar with reclassification process. Only 65% agreed or strongly agreed they understand what their child needs to do to become fluent English proficient. No similar survey was administered in 2019-2020.

A Senior Exit Survey was administered during the 2019-2020 (n=148) school year. 70% of students were very satisfied/satisfied with access to AP coursework but only 47% with access to dual enrollment coursework. 61% of students would have liked more preparation with job-seeking skills. Overall, 70% rate their quality of education as excellent or good. 88% report planning on obtaining a 4 year degree or higher. 73% report having participated in a sport. During the 2018-2019 school year, 61 percent of students would have liked more preparation in job-seeking skills. 23% rate their education at SMMUSD as excellent and another 47% as good. 30% of students began thinking about college in elementary school, 21% in Middle School and the other 50 percent throughout grades 9-12. 65% plan to attend 4 year college, and an additional 39% a 2 year college. 46% of our graduates plan to eventually pursue a masters or doctoral degree. 73% participated in athletics while at MHS, 30% in music programs.

A school climate survey was administered during the 2018-2019 school year by staff soliciting feedback on academic support, student support, school leadership, faculty relations and supports, family involvement, safety and behaviors. 100% of staff report there is an adult kids can go to for help with a personal item. 97% report the same for a school item. 93% feel students are challenged by their schoolwork. 93% feel families are informed and encouraged to attend school sponsored activities. However, only 40% are aware of safety and security procedures, 34% say the school offers a variety of activities and courses, 33% say administrators are available if they have a concern, 33% report administrators communicate the schools mission and vision, and 33% say administrators provide useful feedback about their work. No similar survey was administered in 2019-2020.

A student engagement survey was administered during the 2019-2020 school year (n=96, grade 10 only). Students reporting they almost always/always or often like school was 59% last year, an increase from 55% in 18-19 and 46% in 17-18. 85% say they come to school prepared, 80% say they try their best, 92% spend time with at least one friend at lunch, and 78% say they have positive relationships with adults in my school. The overall engagement score which factors in all engagement questions for 19-20 was 74%. Highest ranking indicators were in the area of self management (ie: nice to teacher, nice to classmates, follow rules). Lowest ranking items included seeing how what I'm learning relates to the outside world (24%), classes let me be creative (34%), 27% classes are fun.

At the start of the 2019 year WASC perception surveys were administered to parents, students, and staff as part of the accreditation process. Strengths from the parent survey were noted in SLOs aligned with desired outcomes (94% strongly agree or agree), MHS promotes values in mission statement at 81% , 86% say students meet/exceed SLOs, 75% rigorous and relevant curriculum, 81% promote basic skills, 77% say pacing appropriate, 72% get student to think at higher levels, 80% say staff set high expectation, 70% say students prepared for college and career, 86% report student feels safe at school, 89% report student has access to academic and social/emotional support. Areas to improve include: 17% rely on textbook, 21% business/community p[partnerships, 23% variety of course offerings, 20% real world connections, 15% how school resources are used. The staff survey showed strengths in 96% high exceptions, 100% emergency procedures, 92% personal support, 84% usie data to inform department work, 76% on equity in honors/AP enrollment, 84% respond to student feedback on lesson. 84% use tech, 88% report having reduced teacher talk, 84% modify lesson based on assessment, 80% conduct educational research in subject area, 83% standards aligned. Areas to improve include: 15% facilities and resources, 15% clean environment, students sing assessment to modify learning 12%, department collaboration 12%, 16% equity in honors/AP. The student survey shows strengths in: basic skills 81%, use of googleclassroom 90%, 83% elective class, 75% history, 74% math class, academic support 70%, 69% staff interaction. Areas to improve include: 15% social emotional support, 13% safety, 20% Science, 15% Illuminate use, 20% reliance on tests, 27% real world connections, 19% college and career readiness, 20% school pride.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed by administrators during the formal observation process. Additional informal observations are conducted by administrators throughout the year. Department Chairs are encouraged to observe colleagues and provide feedback. SLT Funds can be used for sub days to allow for peer observation and collaboration. Additionally, during the 2019-2020 school year Pathway SLT observations were facilitated by InnovateEd and included the Pathway Principals.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

2019 CAASPP Data:

Math was not administered due to school closures.

92% of grade 11 students met/exceeded standard on the ELA (average scale score: 2699)

Summary student data, claim performance and target data were reviewed with staff in August, 2020.

2018 CAASPP Data:

56% of grade 11 students met/exceeded standard in mathematics with a distance from level 3 of +17
44% did not meet or nearly met standard in mathematics.

80% of grade 11 students met or exceed standard in English Language Arts with an average distance from level 3 of +84
20% did not meet or nearly met standard in ELA

Claim performance and target data were reviewed by staff in August, 2019.

Interim assessments in ELA and Math are administered.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

State assessment data has continued to show that while MHS performs well overall in CAASPP, AP scores, ACT scores, and graduation rate, there is still a need to address the gap between ELA and math performance, as well as an achievement gap among our subgroups (Socio-economically disadvantaged, special education, and Hispanic/Latino).

In 2018, the PD Team examine the new Challenge Success Data, CAASPP data, and teacher feedback to modify and refocus the the SLT School Improvement Plan. The decision was to continue work with higher order thinking skills and depth of knowledge through three focus areas: Data Driven Decisions, Academic Language and Targeted Differentiation. These goals primarily focus on Goal 1 on the SMMUSD LCAP. MHS will focus on increasing academic language in order to address Goal 2 and adding on to the Challenge Success survey, MHS will be looking to increase student and parent input and student voice opportunities, addressing Goal 3. For the 2018-2019 school year the continued focus on developing students higher order thinking skills by engaging students in DOK 3 and 4 tasks will continue for high school. The SLT team determined that during the 2019-2020 school year, they wanted to focus exclusively on distance learning and integrating technology in place of any additional focus areas.

The WASC self study process was completed in the spring of 2019/fall of 2020. The process resulted in the following Critical Learning Needs:
1) Continue to focus on increasing overall student proficiency as measured by performance results on CAASPP assessments, with a special focus on identifying and addressing causes for the discrepancy between ELA and Math performance.
2) Begin to develop a more systematic and data-driven approach to provide tiered academic supports and interventions for all students, decreasing the number of struggling students on the D/F list.
3) Increase opportunities for students to engage in authentic learning through a project-based approach, increasing the number of students reporting higher levels of relevance on student perception surveys.

The WASC Visiting Team left the following Schoolwide Growth Areas for Continuous Improvement:

The VC has identified critical areas for follow-up that need to be addressed:

1. As a site, MHS will continue to expand and focus on opportunities for all teachers to create project-based learning and real-world experiences more consistently across the curriculum.

2. As a district, MHS must work in conjunction with district administration to create a consistent PD plan to encompass all teachers in a variety of instructional domains that they deem as essential strategies (PBL, real-world connections, DOK).

3. MHS needs to create and maintain a more effective Intervention process for at-risk students that is better understood by all staff, and outcomes are communicated clearly to all involved.

SMART GOALS:

SPSA Goal 1: College/Career Readiness

Site Goals:
HS Goal 1: 62% of students meet/exceed state standards as measured by CAASPP Math (DNA in 19-20, 56% in 18-19)
HS Goal 2: 90% of students meet/exceed state standards as measured by CAASPP ELA (92% in 19-20, 80% 18-19)

SPSA Goal 2: English Language Development

HS Goal 1: 75% of EL students will improve 1 or more levels as measured by ELPAC overall (AMAO 1)
HS Goal 2: 50% (5/10 students) will be redesignated as English Fluent Proficient based on multiple measures to include CAASPP, ELPAC, Course Grades, Teacher Input, and Parent Input.

School Goal 3: School Climate

Site Goals:

HS Goal 1: 65% of high school students will report either liking school or liking school very much as measured by student perception surveys (Olweus/Student Engagement) (59%, 19-20 Student engagement survey) (Olweus 6-12 42.2 in 17-18, 42.6% in 16-17)

HS Goal 2: Less than 18% of high school students will be chronically absent as measured by A2A. (24.8% in 19-20, data from August, 2019-2/27/2020 do to school closures, 23% in 18-19)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Malibu High School are ESEA highly qualified. We have no teachers working out of assignment.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are credentialed in the area of their instruction according to analysis of the master schedule. Teacher professional development this school year will be focused on alignment with district initiatives through the MHS/ PLCs. The school leadership team (SLT) and dept PLC teams will co-design Project based learning through the use of DOK 3 and 4 tasks. However, the SLT team determined that during the 2019-2020 school year, they wanted to focus exclusively on distance learning and integrating technology in place of any additional focus areas during the time of distance learning.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development and goals of PLC time are focused on appropriate instructional strategies and school wide actions identified through an ongoing process of reviewing a variety of lead and lag data. The SLT teams meet quarterly and throughout the school year to monitor the effectiveness of staff development and revise as needed. Additionally for MHS, through the WASC self study process completed in the 19-20 school year, an action plan based off of content standards, student performance, professional needs was developed.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

In addition to site level work, there are district provided opportunities for departments to work with content experts. The district also facilitates ongoing PD cohorts.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate on campus through a department PLC structure. These meetings are scheduled on Fridays, where the student release time is 12:35 pm, allowing for common planning and meeting from 1:00-2:30 pm weekly. The specific PD calendar rotation is developed collaboratively with the SLT team and adjusted throughout the year based off of need.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum is aligned to the content standards. During the 2019-2020 school year, science participated in the selection of the new Science adoption for SMMUSD. A biology adoption was approved. Additional recent adoptions include English and History. Two PBL lab classes were added to the master schedule. A Public Policy/Heath Lab for Grade 9 English and Freshman Seminar and a Multimedia Lab for English 10 and Visual Arts. Additionally, we added AP Music Theory as a course offering.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The high school ranges exceed the minimum number of instructional minutes required by the State of California. During distance learning, the TLC District Committee and site administration have ensured compliance with the 240 minute daily requirement of combined synchronous and asynchronous instruction.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All students at MHS have access to a support class and can travel between classes depending on the type (subject area) of support needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All grades and subject materials are standards-based and MHS is William's compliant.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses at MHS are standards-aligned from 9-12, including materials. Almost all courses also meet A-G requirements.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MHS is an inclusive program and provides multiple sections of support for students who are underperforming. This includes the block schedule support, as well as regularly scheduled SAI classes.

Evidence-based educational practices to raise student achievement

MHS is still looking to develop its repertoire of research-based practices as we expand our use of PLCs to meet the needs of all students and close the achievement gaps, specifically around DOK and PBL. Professional development has aligned with SMMUSD initiatives based on current educational research and in consultation with professional experts outside of SMMUSD. An Equity Review was conducted by an outside agency, to ensure that the practices at MHS/MMS and all other SMMUSD schools are sufficient to meet the needs of all students. Areas for improvement focused on student engagement which continues to be a priority.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

MHS benefits from a number of community partnerships including: Malibu Boys and Girls Club, City of Malibu, Malibu Optimist Club, Malibu Rotary Club, Malibu Womans Club, LASD, NAMI, Wellness Center, and others.
Currently MHS students have tutoring after school available four times per week in the library, the Boys and Girls Club five times per week and during breaks, as well as provision of additional social emotional counseling services through an MOU with an outside provider.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The primary channels for parental involvement include PTSA, SSC, Arts Angels, Athletics Boosters, and a newly formed Latinx Parent Group. Programs and plans are brought before the SLT department chairs at monthly meetings, whole staff meetings throughout the year, and at site council meetings for the school. Changes are made based on the feedback and recommendations of these groups in order to develop a school program that is reflective of our stakeholders.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

After school tutoring and additional counseling services.

Fiscal support (EPC)

SMMUSD provides guidance and support with fiscal management.

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

SSC/Staff development throughout 2019-2020 school year.
Spring 2020: Collected Staff input from Department Chairs for Part 3, SPSA
Spring 2020: Staff input for SPSA through Google Form, review of data

2020-2021 school year:
August 18, 2020: Whole school summary data review
August 19, 2020: School Leadership Team development of SIP
August 27, 2020: SSC Lag Metric Review
September 17, 2020: SSC Review/Input
October 4-7, 2020: WASC Self Study Visit (Focus Group Meetings 9/1/20 and 9/18/20, with data review)
October 15, 2020: SSC Approval

School administrator created a summary document detailing the prior years SPSA goals and action steps. This summary was presented to staff for input regarding what was successful in the spring, what should be continued and anything that should be added. MHS also reviewed summary CAASPP and target/claim data at the start of the 2020 year. This same summary sheet was used to discuss with School Site Council over the first meetings of the year. The SSC chairperson and principal met in August to review and discuss WASC/SPSA planning. Members of SSC were encouraged to share with additional members of the school community and changes and revisions were discussed and made up to approval.

SSC/Staff development throughout 2018-2019 school year.

2019-2020 school year:

August/September 2019: Staff input for SPSA, review of data
September 5, 2019: SSC Review/Input solicited additional community input
September 17, 2019: School Leadership Team development of SIP
September 19, 2019: SSC Review/Input
October 24, 2019: SSC Approval

School administrators created a summary document detailing the prior years SPSA goals and action steps. This summary was presented to staff for input regarding what was successful, what should be continued and anything that should be added. This was done after both MMS/MHS sites reviewed summary CAASPP and target/claim data at the start of the year. This same summary sheet was used to discuss with School Site Council over the first 3 meetings of the year. Members of SSC were encouraged to share with additional members of the school community and changes and revisions were discussed and made up to approval. Both administrators participated in the district provided working session in the development of the SPSA.

Resource Inequities

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

The district allocation of $20k for SLT needs to support teacher professional development and the identified teacher strategies in the SLT plan ensure needs are met.
Additional compensation for department collaboration will be provided through extra hourly.
A number of pull out days for participation in professional development leading to large amount of subs, covered classes without expert teacher.
Teachers want to hyper focus on PBL and DOK strategies, additional training in these areas is needed to address the schoolwide areas of growth identified. Additional resources including facilities, equipment (ie: film lab, media lab), curriculum development, and access to industry experts may also be needed as we focus on real world connection.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.21%	0%		2	0
African American	1.79%	1.9%	1.89%	17	18	10
Asian	2.73%	2.64%	2.46%	26	25	13
Filipino	0.21%	0.32%	0.19%	2	3	1
Hispanic/Latino	12.93%	13.5%	12.31%	123	128	65
Pacific Islander	0.32%	0.32%	0.38%	3	3	2
White	76.87%	75.63%	77.27%	731	717	408
Multiple/No Response	%	%	5.49%			0
			Total Enrollment	951	948	528

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	113	116	
Grade 7	107	112	
Grade 8	116	112	
Grade 9	159	136	108
Grade 10	153	163	125
Grade 11	152	152	148
Grade 12	151	157	147
Total Enrollment	951	948	528

Conclusions based on this data:

1. Malibu High and Middle School Separation impacts total enrollment from 18-19 to 19-20.

2. Number of students matriculating to MHS from middle school and elementary school is decreasing year over year. Long term projections from Decision Insite reinforce this for future years based on community demographics and factors.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	27	31	12	2.8%	3.3%	2.3%
Fluent English Proficient (FEP)	80	77	44	8.4%	8.1%	8.3%
Reclassified Fluent English Proficient (RFEP)	2	5	1	10.5%	18.5%	3.2%

Conclusions based on this data:

1. A small number (3) of the small number of EL (12) students are beginner level which inhibit the ability to offer multiple types of supplemental ELD support.

2. Given the small number, general education teachers must differentiate and utilize integrated ELD strategies within the CP and AP coursework.

3. It appears programming in the elementary and middle school levels is effective in helping students predesignate prior to high school.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (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	102	107	108	101	97	102	101	97	102	99	90.7	94.4
Grade 7	117	105	107	106	99	104	106	99	104	90.6	94.3	97.2
Grade 8	159	116	108	152	104	104	152	104	104	95.6	89.7	96.3
Grade 11	151	149	145	144	140	132	144	140	132	95.4	94	91
All Grades	529	477	468	503	440	442	503	440	442	95.1	92.2	94.4

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

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	2589.	2586.	2550.	38.61	39.18	30.39	33.66	39.18	29.41	25.74	12.37	22.55	1.98	9.28	17.65
Grade 7	2594.	2596.	2589.	22.64	31.31	29.81	51.89	42.42	43.27	19.81	16.16	9.62	5.66	10.10	17.31
Grade 8	2641.	2631.	2624.	46.05	35.58	36.54	34.21	44.23	36.54	15.79	16.35	22.12	3.95	3.85	4.81
Grade 11	2663.	2662.	2667.	50.00	49.29	50.00	29.17	30.00	30.30	11.11	12.14	15.15	9.72	8.57	4.55
All Grades	N/A	N/A	N/A	40.76	39.77	37.56	36.38	38.18	34.62	17.30	14.09	17.19	5.57	7.95	10.63

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	36.63	42.27	35.29	53.47	46.39	42.16	9.90	11.34	22.55
Grade 7	38.68	41.41	36.54	46.23	42.42	46.15	15.09	16.16	17.31
Grade 8	56.58	50.00	48.54	34.87	42.31	37.86	8.55	7.69	13.59
Grade 11	54.86	57.14	49.24	35.42	32.86	40.15	9.72	10.00	10.61
All Grades	48.31	48.64	42.86	41.15	40.23	41.50	10.54	11.14	15.65

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	44.55	44.33	29.41	50.50	46.39	54.90	4.95	9.28	15.69
Grade 7	39.62	45.45	45.19	56.60	44.44	42.31	3.77	10.10	12.50
Grade 8	62.50	43.27	38.83	30.92	45.19	59.22	6.58	11.54	1.94
Grade 11	57.64	57.14	61.36	29.17	33.57	34.09	13.19	9.29	4.55
All Grades	52.68	48.41	44.90	39.76	41.59	46.71	7.55	10.00	8.39

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	32.67	36.08	23.53	61.39	56.70	62.75	5.94	7.22	13.73
Grade 7	21.70	25.25	21.15	69.81	63.64	63.46	8.49	11.11	15.38
Grade 8	34.21	35.58	35.58	61.84	60.58	58.65	3.95	3.85	5.77
Grade 11	42.36	40.00	42.42	50.69	52.86	53.79	6.94	7.14	3.79
All Grades	33.60	34.77	31.45	60.24	57.95	59.28	6.16	7.27	9.28

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	56.44	55.67	36.27	40.59	37.11	48.04	2.97	7.22	15.69
Grade 7	42.45	45.45	32.69	48.11	45.45	51.92	9.43	9.09	15.38
Grade 8	55.26	59.62	44.66	38.16	34.62	44.66	6.58	5.77	10.68
Grade 11	59.03	57.86	52.27	31.94	35.00	40.91	9.03	7.14	6.82
All Grades	53.88	55.00	42.18	38.97	37.73	46.03	7.16	7.27	11.79

Conclusions based on this data:

1. For grade 11, listening continues to be the target area with the lowest performance.

2. For grade 11, overall strong performance in ELA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# 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	102	107	108	101	98	102	101	98	102	99	91.6	94.4
Grade 7	117	105	107	106	100	104	106	100	104	90.6	95.2	97.2
Grade 8	159	116	108	151	102	106	151	102	106	95	87.9	98.1
Grade 11	151	149	145	144	138	130	144	138	130	95.4	92.6	89.7
All Grades	529	477	468	502	438	442	502	438	442	94.9	91.8	94.4

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

Grade Level	Overall Achievement for All Students														
	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	2573.	2579.	2561.	39.60	41.84	34.31	19.80	25.51	19.61	25.74	21.43	25.49	14.85	11.22	20.59
Grade 7	2580.	2594.	2572.	25.47	36.00	29.81	33.02	26.00	26.92	32.08	23.00	25.00	9.43	15.00	18.27
Grade 8	2627.	2593.	2598.	48.34	34.31	38.68	18.54	19.61	15.09	19.21	28.43	21.70	13.91	17.65	24.53
Grade 11	2621.	2616.	2644.	25.69	18.12	32.31	25.69	31.88	23.08	18.75	21.01	24.62	29.86	28.99	20.00
All Grades	N/A	N/A	N/A	35.26	31.28	33.71	23.90	26.26	21.27	23.11	23.29	24.21	17.73	19.18	20.81

Grade Level	Concepts & Procedures — Applying mathematical concepts and procedures								
	% 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	48.51	46.94	40.20	31.68	36.73	32.35	19.80	16.33	27.45
Grade 7	42.45	47.00	44.23	36.79	31.00	26.92	20.75	22.00	28.85
Grade 8	52.98	40.20	44.34	26.49	34.31	24.53	20.53	25.49	31.13
Grade 11	38.19	36.96	43.85	27.78	28.99	28.46	34.03	34.06	27.69
All Grades	45.62	42.24	43.21	30.08	32.42	28.05	24.30	25.34	28.73

Grade Level	Problem Solving & Modeling/Data Analysis — Using appropriate tools and strategies to solve real world and mathematical problems								
	% 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	38.61	40.82	31.37	44.55	42.86	44.12	16.83	16.33	24.51
Grade 7	28.30	41.00	31.73	57.55	44.00	45.19	14.15	15.00	23.08
Grade 8	50.33	36.27	39.62	33.77	50.98	42.45	15.89	12.75	17.92
Grade 11	26.39	18.12	32.31	45.83	55.80	48.46	27.78	26.09	19.23
All Grades	36.45	32.65	33.71	44.42	49.09	45.25	19.12	18.26	21.04

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	40.59	41.84	35.29	43.56	38.78	39.22	15.84	19.39	25.49
Grade 7	28.30	39.00	31.73	59.43	50.00	53.85	12.26	11.00	14.42
Grade 8	50.33	40.20	38.68	36.42	39.22	41.51	13.25	20.59	19.81
Grade 11	29.86	23.91	33.85	54.17	53.62	50.77	15.97	22.46	15.38
All Grades	37.85	35.16	34.84	47.81	46.12	46.61	14.34	18.72	18.55

Conclusions based on this data:

1. Overall our students are doing well schoolwide.

2. Significant gap (>10%) exists between ELA and math.

3. Although not shown on this data, CAASPP data online shows a significant gap between socio-economically disadvantaged students, Hispanic/Latino students, and their same aged peers (>15%).

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	*	*	*	*	*	*	*	5
Grade 7	*	*	*	*	*	*	*	8
Grade 8	*	*	*	*	*	*	*	5
Grade 9	*	*	*	*	*	*	*	4
Grade 10	*		*		*		*	
Grade 11	*	*	*	*	*	*	*	*
Grade 12		*		*		*		4
All Grades							21	27

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	*	*	*	*	*	*		*	*	*
7	*	*	*	*		*	*	*	*	*
11	*	*	*	*		*		*	*	*
All Grades	61.90	33.33	*	51.85	*	7.41	*	7.41	21	27

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	*	*	*	*		*		*	*	*
7	*	*	*	*		*		*	*	*
11	*	*	*	*		*		*	*	*
All Grades	71.43	66.67	*	18.52		7.41		7.41	21	27

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	*	*	*	*	*	*		*	*	*
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*			*		*	*	*
All Grades	*	22.22	*	33.33	*	25.93	*	18.52	21	27

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	57.14	18.52	*	66.67		14.81	21	27

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	85.71	88.89	*	3.70		7.41	21	27

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	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
All Grades	*	25.93	61.90	40.74	*	33.33	21	27

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	*	*	*	*	*	*	*	*
All Grades	*	18.52	57.14	74.07	*	7.41	21	27

Conclusions based on this data:

1. We continue to have a small number of EL students. That implies most students are re-designating in elementary and middle years.

2. Ongoing need for additional support for individual students at beginning level.

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**
948	**12.6**	**3.3**	**0.1**
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	31	3.3
Foster Youth	1	0.1
Homeless	3	0.3
Socioeconomically Disadvantaged	119	12.6
Students with Disabilities	88	9.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	1.9
American Indian	2	0.2
Asian	25	2.6
Filipino	3	0.3
Hispanic	128	13.5
Two or More Races	52	5.5
Pacific Islander	3	0.3
White	717	75.6

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 Green	**Graduation Rate** Blue	**Suspension Rate** Blue
Mathematics Green	**Chronic Absenteeism** Orange	
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	1	2	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	Orange	No Performance Color
51.3 points above standard	43.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.2 points	Declined Significantly -53 points	
436	31	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Red
Less than 11 Students - Data Not Displayed for Privacy	13.1 points above standard	79.4 points below standard
	Declined Significantly -28.5 points	Declined -11.1 points
1	63	41

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
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	69.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
6	1	12	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
2.2 points above standard	58.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	58.3 points above standard
Declined -12.5 points	Declined -11.8 points		Declined -9.1 points
59	27	2	328

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.

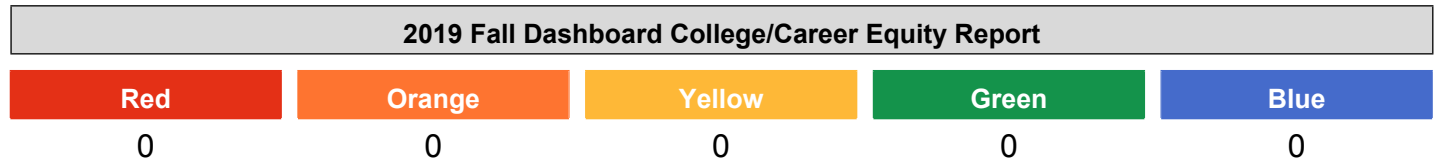| 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
80.9 points below standard	8.9 points above standard	58.4 points above standard
Declined Significantly -26.9 points	Declined Significantly -55.8 points	Declined -6.6 points
18	13	377

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	1	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 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	No Performance Color
10.9 points above standard	58 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.1 points	Declined Significantly -38.2 points	1
436	32	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Red
	21.2 points below standard	136 points below standard
	Declined Significantly -25 points	Declined Significantly -15.4 points
	63	42

2019 Fall Dashboard Mathematics Performance 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	64.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
7	1	12	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
36.7 points below standard	47.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	14.4 points above standard
Maintained ++2.3 points	Increased ++7.2 points		Maintained -1.7 points
59	26	2	328

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**
103.2 points below standard	7.6 points above standard	17.8 points above standard
Declined -9.6 points	Declined Significantly -31.9 points	Increased ++3.8 points
19	13	376

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
60 making progress towards English language proficiency
Number of EL Students: 25
Performance Level: Low
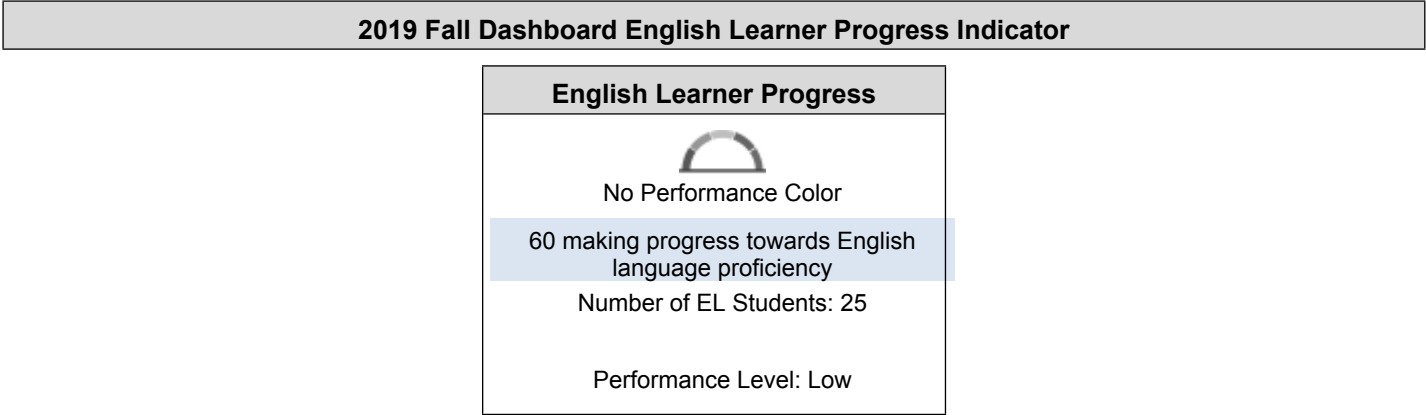
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.
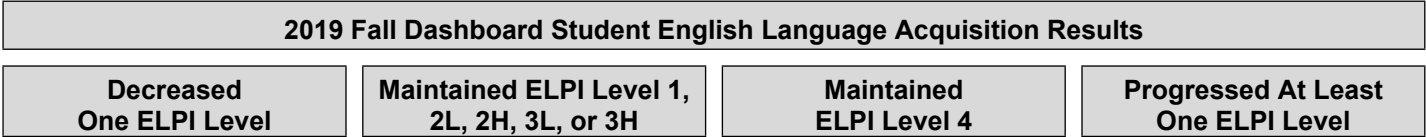
2019 Fall Dashboard Student English Language Acquisition Results

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

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	No Performance Color	No Performance Color
50	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -10.1	0 Students	0 Students
158		

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	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 Students	0 Students	0 Students	0 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
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 Students	0 Students	0 Students	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		

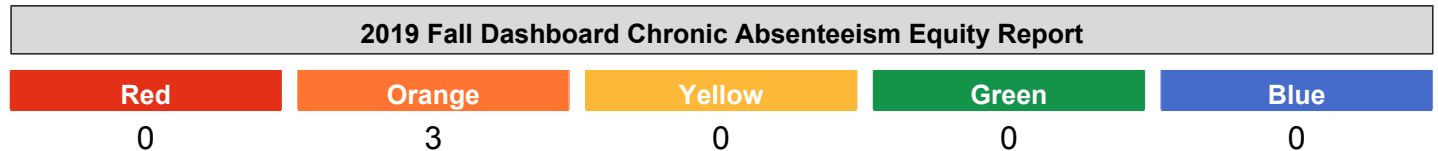| **Class of 2017**	**Class of 2018**	**Class of 2019**
60.1 **Prepared**	60.1 **Prepared**	50 **Prepared**
10.8 **Approaching Prepared**	10.8 **Approaching Prepared**	13.3 **Approaching Prepared**
29.1 **Not Prepared**	29.1 **Not Prepared**	36.7 **Not Prepared**

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
0	3	0	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	No Performance Color	No Performance Color
13.1	9.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.1	Increased +1.2	0
343	21	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	18.9	25.6
0	Maintained +0.2	Increased +1.5
	53	39

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
8	1	7	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
12.8	15.8	Less than 11 Students - Data Not Displayed for Privacy	13.6
Increased +6.5	Increased +7.1		Maintained +0.3
47	19	1	258

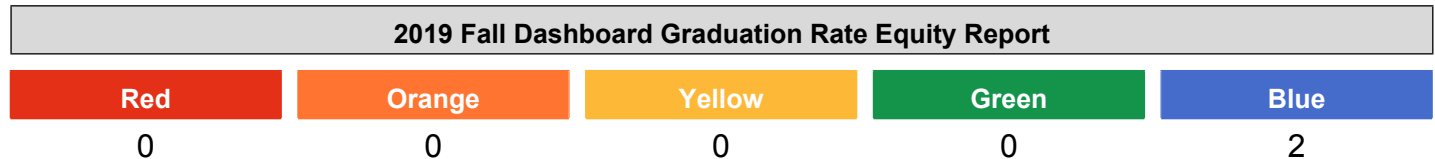**Conclusions based on this data:**

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										Highest Performance
	Red		Orange		Yellow		Green		Blue	

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	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	No Performance Color	No Performance Color
96.8	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased Significantly +5.7	6	
158		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	100	95.8
1	Maintained 0	24
	33	

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	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
6		5	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Blue
100	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	95.8
Increased +11.1	7	1	Increased +3.5
21			118

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**
91.1	96.8

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**
0	1	0	2	3
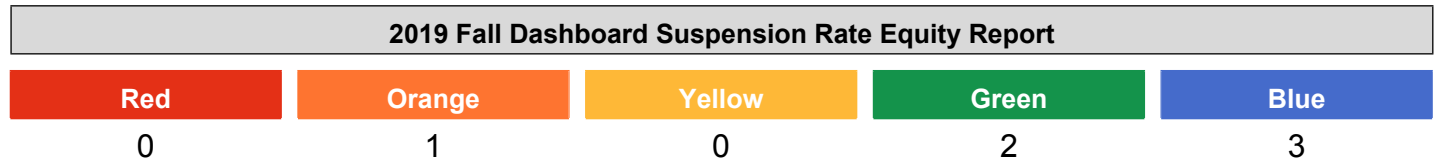
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
1.2	0	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -2.2	Declined -3.3	1
963	32	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	2.1	1.1
3	Declined -3.3	Declined -5
	146	95

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
5.3	Less than 11 Students - Data Not Displayed for Privacy 2	0	Less than 11 Students - Data Not Displayed for Privacy 3
Increased +5.3		Maintained 0	
19		25	

Hispanic	Two or More Races	Pacific Islander	White
Blue	Orange	No Performance Color	Blue
0	3.8	Less than 11 Students - Data Not Displayed for Privacy 3	1.2
Declined -3.8	Increased +1.8		Declined Significantly -2.5
129	53		729

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.4	1.2

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

All graduates are socially just and ready for college and careers.

Goal 1

SPSA Site Goals:
HS Goal 1: 62% of students meet/exceed state standards as measured by CAASPP Math (no data 19-20)(56% in 18-19)
HS Goal 2: 85% of students meet/exceed state standards as measured by CAASPP ELA (92% in 19-20) (80% 18-19)

WASC ACTION PLAN
Continue to focus on increasing overall student proficiency as measured by performance results on CAASPP assessments, with a special focus on identifying and addressing causes for the discrepancy between ELA and Math performance.

WASC SCHOOLWIDE GROWTH AREA FOR CONTINUOUS IMPROVEMENT
As a district, MHS must work in conjunction with district administration to create a consistent PD plan to encompass all teachers in a variety of instructional domains that they deem as essential strategies (PBL, real-world connections, DOK).

Identified Need

Increase overall achievement in CAASPP ELA and Math scores. More specifically, increase performance of our significant sub groups (Hispanic/SED) to decrease the achievement gap. Specific attention to identify and address the discrepancy between ELA and Math performance is important.

Significant subgroups reported in 2018-2019:
HS SED: 68% met/exceeded in ELA
HS SED 48% met/exceeds in Math

HS Hispanic: 54% met/exceeded in ELA
HS Hispanic:38% met/exceeds in Math

Subgroup Data not available for 19-20 ELA (Claim/Target data shows relative weakness in Listening domain).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HS CAASPP Math	(NA in 19-20) (56% in 18-19)	62% of students meet/exceed standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HS CAASPP ELA	(92% 19-20)(80% 18-19)	85% of students meet/exceed state standards

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

DISTANCE LEARNING:

Distance learning includes a combination of live and independent learning experiences, synchronous and asynchronous lessons and learning activities will be delivered by credentialed teachers and supported by classified staff to ensure appropriate and effective instruction and connection to students

Teachers will provide 240 minutes of daily live instructional time, except for the compressed day. Students' experience with live instruction will vary and may consist of a combination of whole group, small group, one-on-one live instruction and independent work for students

To ensure a guaranteed and viable curriculum is implemented district-wide, teachers will as district/site department teams identify the essential standards and critical areas in SMMUSD's curriculum guides

To monitor student learning, teachers will use assessments at the start of the year to determine student performance levels and identify areas of need particularly in the areas of English language arts and mathematics

Staff needs and department/schoolwide strategies may be different due to distance learning. For example, needs may include tech integration, task design, building community virtually, assessment virtually, what data can we use to monitor student progress remotely, enrichment activities, and embedded district PD

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)

All Students

Strategy/Activity

WASC ACTION PLAN:

TIER 1 INSTRUCTION/SLT INSTRUCTIONAL FOCUS: Use PLC to co-design DOK 3 and 4 tasks and analyze student performance in all content areas

TIER 1 INSTRUCTION: Increase number of performance tasks that students engage in, particularly in math

TIER 1 INSTRUCTION: Increase release of control by reducing teacher talk and increase student discourse

*The current distance learning format and possible return to in person in a socially distanced manner has impeded work around student discourse, performance tasks, and hands on 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)
5349	Site Formula Funds
1100	Site Formula Funds

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, Particular Attention to our 3 Significant Subgroups

Strategy/Activity

WASC ACTION PLAN:

BENCHMARK ASSESSMENT: Provide additional interim assessments for math and ELA (ie: district interim, CAASPP IAB, department developed) to ensure alignment with core standards and pacing guides and to continue to gauge knowledge and guide instruction

ASSESSMENT: Monitor performance of our significant subgroups (SED, Hispanic) and SPED performance, with a focus on Hispanic student performance in math, using variety of formative assessment

*While assessments are being administered and adapted during distance learning, the accuracy of the information is unknown as students navigate a number of barriers, both known and unknown.

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)
3200	Site Formula Funds

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

PLC/DATA/ASSESSMENT:

Use PLCs, through modified day schedule, as a vehicle to improve common instructional practices/expectations across departments. Focus to be determined through SLT and common narrow instructional focus on student engagement to include DOK 3 and 4 tasks, academic discourse (academic language) and differentiation, a guaranteed and viable curriculum, common grading practices including rubrics, and evaluation of homework.   Inquiry through Department PLCs could include classroom observations, co-design of activities, analyze data including analysis of student work for levels of depth of knowledge (DOK 3/4). (SLT)

*During distance learning, PLC time has been preserved to allow for development of diagnostic assessment, ongoing formative assessment measures, co-plan and co-design tasks for distance learning, peer to peer training of technology tools and applications, identification of essential concepts and skills and adjust pacing.

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	Stretch Grant (Ed Foundation)
50	Site Formula Funds

1470	Site Formula Funds
2157	Site Formula Funds

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

SLT/PROFESSIONAL DEVELOPMENT:

Focus 20-21: Tech Integration, Robust Distance Learning Program, Social Justice Integration

Continued Focus 19-20: Higher order thinking skills- increasing student engagement through DOK 3 and 4 tasks

Provide PBL training for all staff

Increasing our internal expertise through professional development (internal-site based, teacher to teacher and external-conferences, consultant) around PBL, Blending Learning, and Tech Integration

*Outside PD has been a challenge delivered remotely. We have had the Tech TOSAs present on tech integration and the ACES Coordinator present on Social Justice standards, but staff has expressed a need to use the Friday times largely to work within department teams on the intentional planning of effective distance learning.

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	District Funded
260	Site Formula Funds

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

CURRICULUM/INSTRUCTION:

Multi Media Lab and Marine Field Research Lab

English 9 Freshman Seminar Public Policy Social Justice Lab

Have all teachers design 1-2 projects within existing coursework with focus on authentic learning, student engagement and real-world application

*We were unable to proceed with the Marine Field Research lab due to parent concerns. The Multimedia Lab and Social Justice/Health/Public Policy labs are continuing but distance learning has impeded the type of interaction and hands on projects we had planned as part of these 2 period blocks. Being remote has also impacted our ability to continue to train more staff in design thinking and project based learning as quite simply, people are tired.

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)
2600	Site Formula Funds

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

DEPARTMENT SPECIFIC ACTIONS:

Departments to identify specific department action steps aligned with school plan based on department review of lag data

*Has continued during distance learning.

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)
500	Site Formula Funds

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Each department was asked to provide a summary of the SPSA strategies and goals in the spring of 2020. In addition, a survey was administered to all staff and site council members to assist in the planning for the 2020-2021 plan.

Summary by Department:

World Language: Creation of World Language day, an exhibition of learning. The project focused on strengthening 6 C's that are part of world language instruction: collaboration, community, culture, communication, and critical thinking). Department work on blended learning implementation and embedding DOK 3 and 4 tasks into assignments and assessments. Department updated and made consistent a grading scale and reviewed and refined numerous rubrics for performance tasks.

English: Continued focus on writing. Inquiry process has resulted in agreed upon common instructional practices. Writing tasks to engage students in DOK 3/4 tasks (argument, evidence based writing) in all courses with at least one extended essay response every 6 weeks. Individual student conferencing and digital writing folders in google classroom have been implemented.

Math: Built in opportunities for student exploration first and formalization later to allow students to look for patterns and discover the content working in pairs or small groups prior to direct instruction. Use of technology tools including: Stapplet, Dsmos, and Geogebra. Additionally, increased use of a flipped model to allow for class time to dive deep with the tasks.

Social Studies: In Department PLC, critiques and assessed assignments/tasks to assess level of thinking required. New textbook and curriculum implementation. Developed ongoing informal, formative assessment measures.

SPED: Department review of lessons and prompts, analysis of student work

VAPA: Added critiques, one to one and small group, within all courses to engage students at higher DOK levels.

Counseling: Classroom guidance including SAT/PSAT preparation, graduation requirements, college and career, and social emotional wellness. Increased use of Naviance of career exploration, skill building, and student surveys.

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

It is important to note that the staff was devoting multiple meetings to the finalizing of the WASC self-study process and preparation of the full visit. It is also important to note, that in March school was disrupted and we immediately had to shift to distance learning implementation and student and family support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Overall: A desire to hyper-focus on DOK 3/4 in all classes/content areas. A desire to strengthen Department PLC structure recommitting to the 4 guiding questions: What do we want our students to know/do (curriculum guides, pacing, essential standards), How will we measure it (formative and benchmark assessment), and how do we respond when they don't get it (intervention model) or do (enrichment model). A need to simplify the SPSA more in line with the WASC action plan and to define specific measurable outcomes by department and school wide.

World Language: Interest in updating rubrics for performance tasks to reflect proficiency levels and simplify for lower levels.

English: Listening continues to be the target where our students underperform. Last year, a tool box with one targeted listening task per unit was developed. Going forward, the goal is to develop those rich listening tasks and use them to springboard to discussion, debate, discourse. A listening/speaking rubric and tasks similar to those utilized in AP courses will be utilized in all English classes.

Math: Continued discrepancy between ELA and math performance, specific focus on Hispanic student performance in math. Continued focus on student engagement and increasing student discourse in math strengthening the intention use of mathematical practices in tier 1 instruction.

Social Studies: Shift to ethnic studies, how to address social unrest and ensure variety of perspectives.

SPED: Focus on increasing CAASPP performance of SPED students: academic language skills, building vocabulary and able to use logical transitions and arguments to strengthen both their writing and oral language skills.

VAPA: Addition of AP Music Theory Course.

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

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

Goal 2

SPSA Site Goals:
HS Goal 1: 65% of EL students will improve 1 or more levels as measured by ELPAC overall (AMAO 1) (19-20 4/9 met)
HS Goal 2: 50% (9/17 students) will be redesignated as English Fluent Proficient based on multiple measures to include CAASPP, ELPAC, Course Grades, Teacher Input, and Parent Input. (4/11 possible in 19-20)
HS GOAL 3: Decrease number of students on D/F list (GP3 and GP6) by 10% (GP6, 19-20 was 22/517 students, CR/NC option not included. GP3, 19-20 was 51/518).

WASC ACTION PLAN
Begin to develop a more systematic and data-driven approach to provide tiered academic supports and interventions for all students, decreasing the number of struggling students on the D/F list.

WASC SCHOOLWIDE GROWTH AREA FOR CONTINUOUS IMPROVEMENT
MHS needs to create and maintain a more effective Intervention process for at-risk students that is better understood by all staff, and outcomes are communicated clearly to all involved

Identified Need

Have English learners obtain a level of language proficiency and perform in classroom setting and on various measurements to reclassify.

Take advantage of our small school nature to ensure that all students struggling academically, behaviorally, or social/emotionally are identified and supported.

Formalize some of our more informal processes (ie: D/F list conferencing, SST process, classroom level interventions, support period) around student support and intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	4/9 students improved 1 or more levels (AMAO 1)	65% will improve 1 or more levels (AMAO1)
CAASPP ELA/PSAT/NMSQT	4/11 students eligible for redesignation based on performance including CAASPP ELA or PSAT	9/17 students will be eligible for redesignation based on performance including CAASPP ELA or PSAT

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom Grades	(Establish baseline from GP6, 19-20).	Decrease number of students on D/F list (GP3 and GP6) by 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)

English Learners

Strategy/Activity

DISTANCE LEARNING:

Teachers will provide differentiation for EL students through the use of small groups in content areas to accelerate learning. This will be delivered during their 80-minute instructional period and during identified support time

Teachers will utilize small group instruction and any additional time built into the day to target academic support and accelerate learning

Teachers will use integrated ELD strategies to support EL learners including visuals, videos, templates, sentence frames, vocab banks, and front-loading

Standardized/supportive communication when students aren't engaging to students and parents.

After school tutoring with Math and English teachers

EL Lead Position to monitor student progress

Supplemental ELD elective class

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)
3862	Stretch Grant (Ed Foundation)

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

WASC ACTION PLAN:

SUPPORT PERIOD: Discuss as a staff the strengths and areas of concern regarding support period. Explore restructuring period for targeted interventions and enrichment in a more intentional way (i.e: differentiated online platforms, APEX modules, Kahn)

MONITORING/SST PROCESS: Develop effective pre-referral SST process understood by all staff. In addition, utilize small school nature to monitor individual progress, including EL monitoring and support

IDENTIFICATION/INTERVENTIONS: Develop and implement a formalized system of interventions (tier 2 and tier 3 general education supports)

*During distance learning, support period has shifted to mandated schoolwide office hours. The restructuring will require staff input once we are back in person. SST is continuing during distance learning with parents and teachers identifying students struggling with distance learning. All available supports are being offered, provided, and monitored but with no in-person options available, these are limited.

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)

All Students

Strategy/Activity

Identification/Intervention

SST PROCESS: Identify through data and assessment students who may need intervention to meet their needs through a revised and better understood SST process (Monitoring/Referral)

*Some process and groundwork will be completed this year with administration and counselors to better understand the monitoring and the referral channels of our SST system and to outline the requisite forms and procedures for both.

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)

English Learners

Strategy/Activity

EL FOCUS

Continue trainings on ELA/ELD Framework and responsibility to provide designated and integrated ELD

Adhere to district protocols for monitoring ELLs and students who have been reclassified FEP (i.e: academics, attendance and post-secondary goals)

Support Latino parent group with desired trainings (i.e: Academic Language, EL Standards, A-G requirements and college and career readiness)

Strategic use of support for ELA and ELD tied to CAASPP and ELPAC

Encourage participation of EL students in all school activities, sports, and enrichment programs

*Our EL Lead has continued to check in and provide info to teachers of EL students, monitor EL student performance, and hold language access team meetings during distance learning.

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   Site Formula Funds

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Each department was asked to provide a summary of the SPSA strategies and goals in the spring of 2020. In addition, a survey was administered to all staff and site council members to assist in the planning for the 2020-2021 plan.

ELPAC Summative was administered in the spring. While students largely performed well, and some are taking AP English with the necessary integrated supports in coursework, we set lofty goals as there was no baseline to establish goal.

Overall: Consistent use of Academic Language, displayed language frames. Established EL Lead and improved monitoring of EL students performance.

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

It is important to note that the staff was devoting multiple meetings to the finalizing of the WASC self-study process and preparation of the full visit. It is also important to note, that in March school was disrupted and we immediately had to shift to distance learning implementation and student and family support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Desire to still focus on English Learner performance while also expanding the goal to include supporting all students. As part of this goal, need to focus on intervention model, examine support period, and formalize system of tiered intervention and support. An ability to leverage our small school nature.

Additional students entering at high school level with lower level of proficiency: requiring additional supports beyond the supplemental ELD elective, textbooks and materials in Spanish, exploration of bilingual instructional assistants, etc.

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

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Goal 3

SPSA Site Goals:

HS Goal 1: 65% of high school students will report either liking school or liking school very much as measured by student perception surveys (Student Engagement Survey, Grade 10) (59% 19-20)
HS Goal 2: More than 85% of graduating seniors rate their quality of education received as excellent or good. (Senior Survey) (70% in 18-19, 83% in 19-20)
HS Goal 3: Less than 18% of high school students will be chronically absent as measured by A2A. (23% in 18-19)(24.8% in 19-20 as of 2/27/20)
HS Goal 4: 30% report that they see how what they are learning relates to outside world and more than 40% how relates to future. (Student Engagement Survey, Grade 10) (In 19-20, 24% and 44%, in 18-19, 17% and 33%).
HS Goal 5: Identity/Race/Climate TBD

WASC ACTION PLAN
Increase opportunities for students to engage in authentic learning through a project-based approach, increasing the number of students reporting higher levels of relevance on student perception surveys.

WASC SCHOOLWIDE GROWTH AREA FOR CONTINUOUS IMPROVEMENT
As a site, MHS will continue to expand and focus on opportunities for all teachers to create project-based learning and real-world experiences more consistently across the curriculum.

Identified Need

Increase student engagement and student perception of school.
Reduce chronic absenteeism.
Reduce minor/major discipline.
Increase parent engagement and parent perception of school.
Increase students expressing finding their learning relevant to their interests and personal goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Engagement Survey (Grade 10)	59% in 19-20 reported either liking school or liking school very much	65% of high school students will report either liking school or liking school very much

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Engagement Survey (Grade 10)	In 19-20, 24% report seeing how what they are learning relates to outside world and 44% how relates to future (18-19, 17% and 33%)	30% report seeing how what they are learning relates to outside world and more than 40% how relates to future
Senior Exit Survey (Grade 12)	70% in 18-19, 83% in 19-20 rate their quality of education received as excellent or good	More than 85% of graduating seniors rate their quality of education received as excellent or good
A2A Attendance Report	24.8% in 19-20 chronically absent, 23% in 18-19	Less than 18% of high school students will be chronically absent

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

DISTANCE LEARNING:

Students will receive social-emotional wellbeing interaction and support.

Distance learning will provide structures for students to stay connected, engage in new learning, reduce loss of learning and access valuable resources.

Consider incorporating a time for Clubs to meet.

Post a Week-at-a-Glance Summary of all assignments for the week on Google Classroom.
Parents will receive a Week at-a-Glance Summary from the 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)
1200	Site Formula Funds

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

WASC ACTION PLAN:

Continued professional development organized by the Site Leadership Team (SLT) with a focus on authentic learning, student engagement, and real-world application. Preferably, work with PBLWorks/Buck and have all teachers design/implement 1-2 projects within existing coursework.

Continue cohorts for Blended Learning, Project-Based Learning, Restorative Justice, Social Justice integration.

Continue efforts to provide and increase dual enrollment opportunities. Explore capstone experience as part of sequenced coursework.

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)
115	Site Formula Funds
2000	Site Formula Funds
400	Site Formula Funds
2000	Site Formula Funds

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

CLIMATE/INCLUSIVE PRACTICES/IDENTITY INCLUDING RACE

Inclusive School Culture:

Tier 1 community building

Messaging/values

Positive relationships, staff to student and student to student

Facilitated activities to promote interaction across social groups

Anti-racism and Social Justice actions to include:

Curriculum: US History (ACES)(Facing History)

Curriculum: English Department audit of required readings

Staff Training: RJ, SJ, PBL, consider Facing History

Student Voice: Form Principal Advisory Committee (PAC)

*Some of the curriculum strategies are underway despite distance learning as are attempts to maintain connection and build community. However, some of the additional climate strategies require us to be on campus.

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)
Student Voice

Strategy/Activity
STUDENT VOICE:

Administer student surveys (CHKS, Engagement, Senior, Olweus) and parent surveys (CHKS, climate, engagement) and analyze data from these surveys to inform practice.

Consider follow up Challenge Success survey to assess progress of new teaching and engagement strategies.

Develop a Student/Principal Advisory Committee (PAC)

*Surveys are ongoing throughout distance learning and student voice has been a big factor in planning and decision making regarding shifts in distance learning and possible reopening.

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 & CUSTOMER SERVICE:

Continue Monday Message, staff bulletin, calendars, website, Twitter, weekly athletics updates and Blackboard communications informing parents of school events and analyze the usage of Blackboard and website.

PTSA develop a new website. PTSA increase social media presence including grade level parent support groups.

Parent involvement channels (PTSA, Arts Angels, Malibu LEAD, ABC, TSF, Coffee with Counselors, SSC, Latinx Parent Group). Boosters and TSF integrated and creation of Malibu-SAC.

*Communication has been streamlined which is important during distance learning. PTSA and other support groups remain active, albeit with shifted priorities or responsibilities.

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	Site Formula Funds
1795	Site Formula Funds
400	Site Formula Funds
705	Site Formula Funds
525	Site Formula Funds

430	Site Formula Funds

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

SOCIAL EMOTIONAL:

Mindfulness in Freshman Seminar, Senior Seminar and HS PE, Mindfulness group

Continue with attendance incentives, parent emails on the importance of attendance, and parent conference for nearing threshold of chronic absenteeism/SART process

Continue Wellness Center and substance abuse counseling for students and families

Continue integrating workshops across grade levels (ie: Nami, counselors, and wellness center)

*We were able to bring in Kind Campaign, NAMI, and continued Wellness Center programs despite distance learning.

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)
552	Site Formula Funds

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

STUDENT PROGRAMS:

Pep-rallies/assemblies/ASB activities

Variety of extra-curricular opportunities, co-curricular activities (VAPA, Film, Robotics) and Athletics

College and career counseling programs, focused on "fit." Parent and student education opportunities to explore wide range of post-secondary options and address student/parent pressure during college admissions process.

Community Service Program (CSL coordinator)

*Many of these programs have not been able to be offered as a result of distance learning.

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)
11000	Stretch Grant (Ed Foundation)
40,000	District Funded
2500	District Funded
400	Site Formula Funds

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Hard to determine overall implementation:
Students do report liking school at increased levels, above the previous metric, but the measurement is different. We now get this information from the engagement survey (grade 10) and the senior survey (grade 12) and not the OLWEUS survey (grades 9-12).
Attendance reporting went only through the end of February. Therefore, we did not meet our target but as the year progressed the percentage chronic and severe chronic would have reduced.

Each department was asked to provide a summary of the SPSA strategies and goals in the spring of 2020. In addition, a survey was administered to all staff and site council members to assist in the planning for the 2020-2021 plan.

A highlight during the recent WASC visit was the positive staff to student relationships, and student to student relationships. School climate and school pride were all highlighted as strengths as were programs like Freshman Seminar and Senior Seminar. A variety of counseling programs and social emotional supports are in place.

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

It is important to note that the staff was devoting multiple meetings to the finalizing of the WASC self-study process and preparation of the full visit. It is also important to note, that in March school was disrupted and we immediately had to shift to distance learning implementation and student and family support. A school/community priority of racial and social justice to include a review of curriculum, instructional practices, and school/district policies and procedures is a priority of the SSC.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Overall, a need to increase staff capacity around Project Based Learning. Additionally, a need to increase relevancy to student learning. The intention is to both increase student engagement and connection to real world application within current coursework and to look for additional programming.

Overall: Current focus and priority is ensuring effective and robust distance learning model while staying focused on student well-being. Technology integration and thinking about what do we want to keep from this disruptive time (ie: later start time, block schedule, flipped model, engagement tools, etc) are important to explore. A glaring need in student perception data and as a result of school, district, community discussion around relevancy and real world application.

World Language: Continue exhibition of learning, World Language Day and continue a communicative based approach with students reading, writing, speaking, and listening. Utilizing variety of authentic (made for a native speaker, by a native speaker) and focus on students being understood, and understanding others in real life situations.

English: Development of the English 9 and Freshman Seminar PBL lab course. Development of English 10/Arts Multimedia lab. English 12AP Book club seminar experience.

Math: Development of the Marine Biology/Statistics PBL lab course. Use of AP Central and StatsMedic.

History: Facing History/ACES in US History, mock election, simulation of stock market competition, Model UN and Mock Trial. Focus on having each teacher create a PBL task within existing coursework.

SPED: Math Workshop 1/2

VAPA: Performances, art shows, city and community events, adobe suite.

Counselors: Attendance monitoring, Coffee with the Counselors, College and Career Programs-"Fit", Wellness Center/Nami

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	$107,080.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District Funded	$62,500.00
Site Formula Funds	$29,668.00
Stretch Grant (Ed Foundation)	$14,912.00

Subtotal of state or local funds included for this school: $107,080.00

Total of federal, state, and/or local funds for this school: $107,080.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Patrick Miller	Principal
Cindy Smith	Classroom Teacher
Charles Kertesz	Classroom Teacher
Sean Ryan	Classroom Teacher
Seth Jacobsen	Parent or Community Member
Lily Foster	Parent or Community Member
Kellye McKinna	Parent or Community Member
Beth Papp	Other School Staff
Alex Sudmann	Secondary Student
Bella Howe	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: SLT/Department Chair

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.

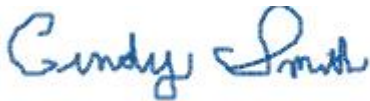This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/19/2020.

Attested:

	Principal, Patrick Miller, Melisa Andino on 11/19/2020
	SSC Chairperson, Cindy Smith on 11/19/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

    I. The development of the SPSA shall include both of the following actions:

        A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

            1. The comprehensive needs assessment of the entire school shall:

                a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

                b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                    i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                    ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                    iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                    iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                    v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

        B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

    II. The SPSA shall include the following:

        A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019