

School Year: **2019-20**

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 High School | 19-64980-1995737 | October 24, 2019 | November 15, 2018 |

Purpose and Description

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

Schoolwide Program

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

The 2019-2020 identified SPSA goals align with the identified district LCAP (2017-2020) 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 Middle School and Malibu High School do 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 the 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 7, 9, 11 in 2018-2019. The summary 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.

A Senior Exit Survey was administered 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.

A student engagement survey was administered during the 2018-2019 school year. Only 46 students participated.

Results from the Challenge Success Survey were reviewed at the start of the 2019 school year. The survey was given in Winter of 2017. 59% reported they had too much homework while 37% felt they had the right amount. 51% felt that many of their classes assign busywork as homework. 45% reported that non or a few of their classes assign homework that helps them learn the material and 23% felt that many or all do. 87% report participating in at least one extracurricular with 18% reporting feeling stressed by their participation. 36% of students reported having between 0-40 minutes of free time, 35% have 1-2 hours of free time on weekday, and 29% report having more than 2 hours. 68% of students reported having at least one adult they can go to if they have problems. Hours of sleep range from 6.57 to 6.95 compared to recommended 9 hours. 53% report "doing school." 13% report full engagement and 12% report no engagement. 73% report feeling stressed by their schoolwork often or always. 63% report schoolwork keeps them from spending time with friends. 69% say keeps them from sleeping and 60% have felt forced to drop an activity. 65% report a health or emotional problem caused them to miss 1 day of school. 44% report exhaustion, headaches, and difficulty sleeping. Only 9% reported that they have not cheated in any way over the past year. 72% suggest creating more time for students to work on homework or projects in school, 70% want homework to be changed, 59% want schedule

changed to later start, 53% want the ways tests/quizzes are given. Lowest percentages for suggested changes include changing honor code (63%), assemblies (61% not effective), change support period 56%, and changing college counseling 45%.

In addition, 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[artnerships, 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% use 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.

During the 2018-2019 school year a student shadow day was completed by teacher volunteers. Additional peer to peer observations were conducted. Learning Rounds as part of SLT coherence work was facilitated by InnovateEd.

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)

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 January 2017, Malibu High School administered the Challenge Success Survey to all high school students, grades 9-12 and in January of 2018, this survey was administered to all middle school students, grades 6-8. The survey was analyzed by a research team out of Stanford University headed by Denise Pope. We received their findings in March 2017 and March 2018. Each time the results were reviewed via phone conference with members of the school site council, administration and the research team. The data showed many areas of strength for Malibu High. One area of concern that presented from the data was students' perception of the work that they were being asked to complete in and out of class. The researchers articulated it as students feel personally supported and appreciated, but not academically supported or appreciated. The administration and teachers from the site council took this information back to the whole school to determine next steps. As a staff, we reviewed the data and the conversations and interpretations from the researchers were relayed. As a staff, MHS decided to focus on examining the work that is given to students. The PD Team (SLT) took this information and created a plan that focused the student learning on increasing the depth of knowledge through higher order thinking skills. In addition, the team implemented the use of cycles of inquiry to ensure accountability to the work. Finally, the PD Team itself is focus on fostering a collaborative culture to promote PLC work. 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. Middle school will focus on supporting the development of effective communication and reasoning skills by using data to drive instruction and decisions so students will be able to use academic language to complete cross curricular projects.

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 (56% in 18-19)

HS Goal 2: 85% of students meet/exceed state standards as measured by CAASPP ELA (80% 18-19)

MS Goal: 65% of students meet/exceed state standards as measured by CAASPP Math (58% in 18-19)

MS Goal 2: 80% of students meet/exceed state standards as measured by CAASPP ELA (72% 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.

MS Goal 1: 75% of EL students will improve 1 or more levels as measured by ELPAC overall (AMAO 1)

MS Goal 2: 50% (12/21 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: 50% of high school students will report either liking school or liking school very much as measured by student perception surveys (Olweus/Student Engagement) (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. (23% in 18-19)

MS Goal 1: 60% of middle school students will report either liking school or liking school very much as measured by student perception surveys (Olweus/Student Engagement) (18-19 55% on engagement, 6-12 42.2 in 17-18, 42.6% in 16-17)

MS Goal 2: Less than 10% of middle school students will be chronically absent as measured by A2A. (12.7% 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/MMS PLCs. The school leadership team (SLT) and grade level core/dept PLC teams will co-design Project based learning/Deep Learning through the use of DOK 3 and 4 tasks and cross-curricular projects.

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 being completed in the 19-20 school year, an action plan based off of content standards, student performance, professional needs will be 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. On site, we have a 0.4 literacy coach to support the middle school.

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

Teachers collaborate on campus through PLCs, as well as department meetings and core meetings in middle school. 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.

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 teachers will participate in the selection of the new Science adoption for SMMUSD. Recent adoptions include English and History.

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

Both the middle and high school ranges exceed the minimum number of instructional minutes required by the State of California.

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

All students at MMS/MHS have access to a support class and can travel between classes depending on the type (subject area) of support needed. Middle school students that did not meet the grade level standard in ELA or math were specifically scheduled with a support class with a ELA or math teacher.

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

All grades and subject materials are standards-based and MMS/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 MMS?MHS are standards-aligned from 6-12, including materials.

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/MMS 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. 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)

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)

Programs and plans are brought before 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)

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 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.

Modified day time being used to complete WASC self study. Additional compensation for department collaboration will be provided.

A number of pull out days for participation in professional development leading to large amount of subs, covered classes without expert teacher.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| American Indian | 0.3% | % | 0.21% | 3 | | 2 |
| African American | 1.9% | 1.79% | 1.9% | 19 | 17 | 18 |
| Asian | 2.3% | 2.73% | 2.64% | 23 | 26 | 25 |
| Filipino | 0.1% | 0.21% | 0.32% | 1 | 2 | 3 |
| Hispanic/Latino | 11.4% | 12.93% | 13.5% | 114 | 123 | 128 |
| Pacific Islander | 0.2% | 0.32% | 0.32% | 2 | 3 | 3 |
| White | 78.9% | 76.87% | 75.63% | 792 | 731 | 717 |
| Multiple/No Response | % | % | % | | | |
| Total Enrollment | | | | 1,004 | 951 | 948 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 16-17 | 17-18 | 18-19 |
| Grade 6 | 99 | 113 | 116 |
| Grade 7 | 117 | 107 | 112 |
| Grade 8 | 161 | 116 | 112 |
| Grade 9 | 156 | 159 | 136 |
| Grade 10 | 157 | 153 | 163 |
| Grade 11 | 155 | 152 | 152 |
| Grade 12 | 159 | 151 | 157 |
| Total Enrollment | 1,004 | 951 | 948 |

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|-----------------------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| English Learners | 19 | 27 | 31 | 1.9% | 2.8% | 3.3% |
| Fluent English Proficient (FEP) | 79 | 80 | 77 | 7.9% | 8.4% | 8.1% |
| Reclassified Fluent English Proficient (RFEP) | 5 | 2 | 5 | 23.8% | 10.5% | 18.5% |

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2589. | 2586. | 2547. | 38.61 | 39.18 | 29.41 | 33.66 | 39.18 | 29.41 | 25.74 | 12.37 | 22.55 | 1.98 | 9.28 | 18.63 |
| 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 | 37.33 | 36.38 | 38.18 | 34.62 | 17.30 | 14.09 | 17.19 | 5.57 | 7.95 | 10.86 |

| 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 | 24.51 | 50.50 | 46.39 | 57.84 | 4.95 | 9.28 | 17.65 |
| 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 | 43.76 | 39.76 | 41.59 | 47.39 | 7.55 | 10.00 | 8.84 |

| 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.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 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.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 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 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 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 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 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 | * | | * | | * | | * | |
| Grade 7 | * | | * | | * | | * | |
| Grade 8 | * | | * | | * | | * | |
| Grade 9 | * | | * | | * | | * | |
| Grade 10 | * | | * | | * | | * | |
| Grade 11 | * | | * | | * | | * | |
| All Grades | | | | | | | 21 | |

| 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 |
| All Grades | 61.90 | | * | | * | | * | | 21 | |

| 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 |
| All Grades | 71.43 | | * | | | | | | 21 | |

| 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 |
| All Grades | * | | * | | * | | * | | 21 | |

| 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 | | * | | | | 21 | | |

| 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 | | * | | | | 21 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---------------------------------------------------------------------------------------|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | * | | 61.90 | | * | | 21 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---------------------------------------------------------------------------------------|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | * | | 57.14 | | * | | 21 | |

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

| 2017-18 Student Population | | | |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 951 | 13.5% | 2.8% | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2017-18 Enrollment for All Students/Student Group | | |
|---------------------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 27 | 2.8% |
| Homeless | 3 | 0.3% |
| Socioeconomically Disadvantaged | 128 | 13.5% |
| Students with Disabilities | 78 | 8.2% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 17 | 1.8% |
| Asian | 26 | 2.7% |
| Filipino | 2 | 0.2% |
| Hispanic | 123 | 12.9% |
| Two or More Races | 49 | 5.2% |
| Pacific Islander | 3 | 0.3% |
| White | 731 | 76.9% |

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p>English Language Arts</p>  <p>Green</p> | <p>Graduation Rate</p>  <p>Orange</p> | <p>Suspension Rate</p>  <p>Yellow</p> |
| <p>Mathematics</p>  <p>Green</p> | <p>Chronic Absenteeism</p>  <p>Orange</p> | |
| <p>English Learner Progress</p>  <p>No Performance Color</p> | | |
| <p>College/Career</p>  <p>Yellow</p> | | |

Conclusions based on this data:

1.

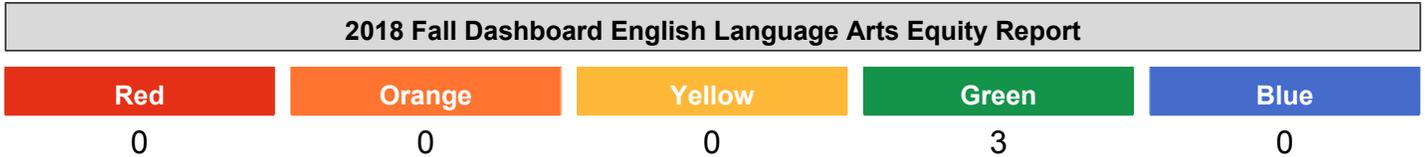
School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All Students</p>  <p>Green</p> <p>61.8 points above standard</p> <p>Declined -5.9 points</p> <p>432 students</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>12 points above standard</p> <p>Maintained 0.9 points</p> <p>31 students</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>43.4 points above standard</p> <p>Increased 14.7 points</p> <p>69 students</p> | <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>60.5 points below standard</p> <p>Declined -30.2 points</p> <p>39 students</p> |

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 14.7 points above standard Declined -13.6 points 60 students |  No Performance Color 70.4 points above standard Increased 5.6 points 25 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  Green 67.4 points above standard Declined -7.4 points 326 students |

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| 54.1 points below standard 14 students | 65.2 points above standard Increased 24.3 points 17 students | 65.4 points above standard Declined -3.2 points 377 students |

Conclusions based on this data:

- 1.

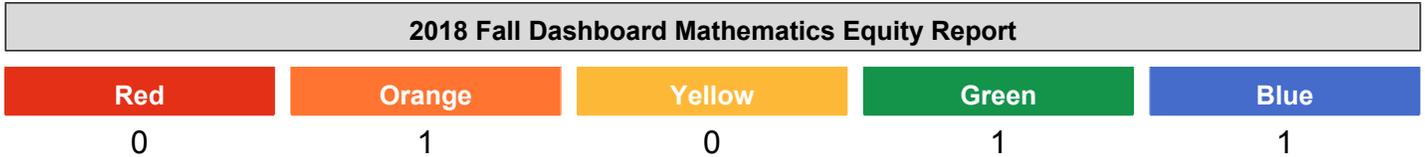
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All Students</p>  <p>Green</p> <p>12.2 points above standard</p> <p>Declined -7.9 points</p> <p>426 students</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>18.4 points below standard</p> <p>Increased</p> <p>17.1 points 30 students</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>5 points above standard</p> <p>Increased</p> <p>24.5 points 68 students</p> | <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>110.6 points below standard</p> <p>Increased 13.4 points</p> <p>38 students</p> |

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 39.1 points below standard Declined -14.6 points 57 students |  No Performance Color 40.5 points above standard Declined -10.7 points 24 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  Green 16.1 points above standard Declined -9.7 points 323 students |

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------|
| 93.6 points below standard 13 students | 38.6 points above standard Increased 30.3 points 17 students | 14.3 points above standard Declined -6.8 points 372 students |

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|-------------------------------------------------------------------------------------|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 21 | 61.9% | 28.6% | 4.8% | 4.8% |

Conclusions based on this data:

1.

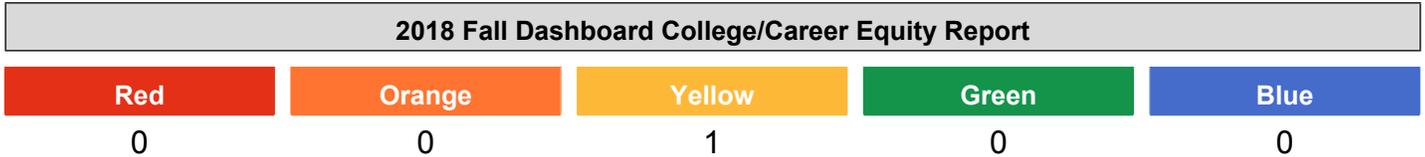
School and Student Performance Data

Academic Performance College/Career

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



This section provides number of student groups in each color.



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

| 2018 Fall Dashboard College/Career for All Students/Student Group | | |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All Students</p> <p>Yellow</p> <p>60.1% prepared</p> <p>Declined -7.6%</p> <p>158 students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>42.4% prepared</p> <p>Declined -16.8%</p> <p>33 students</p> | <p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10 students</p> |

2018 Fall Dashboard College/Career by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color 44.4% prepared Declined -15.6% 18 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |  Yellow 63.8% prepared Declined -5.4% 130 students |

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

2018 Fall Dashboard College/Career 3-Year Performance

| Class of 2016 | Class of 2017 | Class of 2018 |
|-----------------------------------|----------------------------------|----------------------------------|
| 66.9% Prepared | 67.7 Prepared | 60.1 Prepared |
| 15.4% Approaching Prepared | 15.5 Approaching Prepared | 10.8 Approaching Prepared |
| 17.7% Not Prepared | 16.8 Not Prepared | 29.1 Not Prepared |

Conclusions based on this data:

- 1.

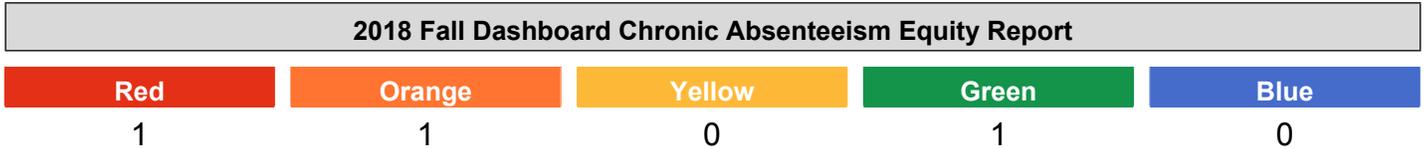
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All Students</p>  Orange 12% chronically absent Maintained 0.1% 342 students | <p>English Learners</p>  No Performance Color 8.3% chronically absent Declined 0.8% 24 students | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students | <p>Socioeconomically Disadvantaged</p>  Orange 18.6% chronically absent Maintained 0.1% 59 students | <p>Students with Disabilities</p>  No Performance Color 24.1% chronically absent Declined 3.4% 29 students |

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 6.3% chronically absent Declined 13.3% 48 students |  No Performance Color 8.7% chronically absent Declined 9.2% 23 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |  Red 13.3% chronically absent Increased 3.1% 256 students |

Conclusions based on this data:

- 1.

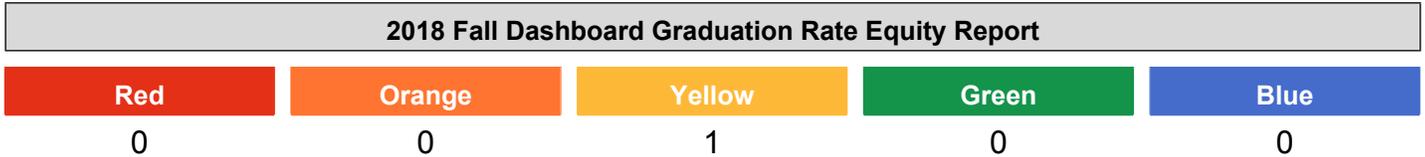
School and Student Performance Data

Academic Engagement Graduation Rate

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



This section provides number of student groups in each color.



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

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All Students</p> <p>Orange</p> <p>91.1% graduated</p> <p>Declined -5.1%</p> <p>158 students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>33 students</p> | <p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10 students</p> |

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color 88.9% graduated Declined -11.1% 18 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |  Yellow 92.3% graduated Declined -3.8% 130 students |

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.

2018 Fall Dashboard Graduation Rate by Year

| 2017 | 2018 |
|-----------------|-----------------|
| 96.3% graduated | 91.1% graduated |

Conclusions based on this data:

- 1.

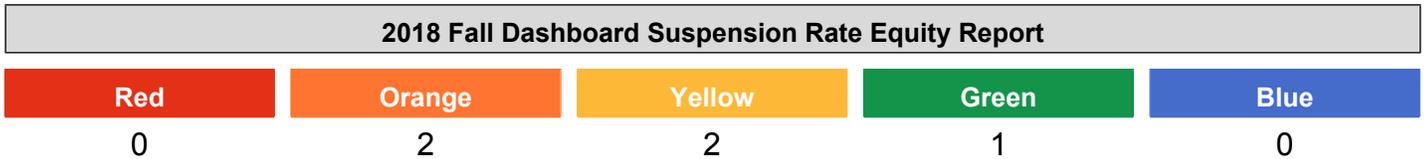
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p>All Students</p> <p>Yellow</p> <p>3.4% suspended at least once</p> <p>Maintained 0.2%</p> <p>986 students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>3.3% suspended at least once</p> <p>Declined -1.4%</p> <p>30 students</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1 students</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3 students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>5.3% suspended at least once</p> <p>Increased 1.3%</p> <p>150 students</p> | <p>Students with Disabilities</p> <p>Orange</p> <p>6% suspended at least once</p> <p>Increased 1%</p> <p>83 students</p> |

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  No Performance Color 0% suspended at least once Maintained 0% 17 students |  No Performance Color 0 Students |  No Performance Color 0% suspended at least once Maintained 0% 26 students |  No Performance Color Less than 11 Students - Data 2 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 3.8% suspended at least once Declined -0.5% 131 students |  Yellow 2% suspended at least once Increased 2% 51 students |  No Performance Color Less than 11 Students - Data 3 students |  Yellow 3.7% suspended at least once Maintained 0.2% 756 students |

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

2018 Fall Dashboard Suspension Rate by Year

| 2016 | 2017 | 2018 |
|------------------------------|------------------------------|------------------------------|
| 2.5% suspended at least once | 3.3% suspended at least once | 3.4% suspended at least once |

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

Site Goals:

HS Goal 1: 62% of students meet/exceed state standards as measured by CAASPP Math (56% in 18-19)

HS Goal 2: 85% of students meet/exceed state standards as measured by CAASPP ELA (80% 18-19)

MS Goal: 65% of students meet/exceed state standards as measured by CAASPP Math (58% in 18-19)

MS Goal 2: 80% of students meet/exceed state standards as measured by CAASPP ELA (72% 18-19)

Significant subgroups reported in 2018-2019:

MS SED: 56% met/exceeded in ELA

MS SED: 38% met/exceeds in Math

HS SED: 68% met/exceeded in ELA

HS SED 48% met/exceeds in Math

MS Hispanic: 59% met/exceeded in ELA

MS Hispanic: 38% met/exceeds in Math

HS Hispanic: 54% met/exceeded in ELA

HS Hispanic: 38% met/exceeds in Math

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.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|---------------------------------------------|
| HS CAASPP Math | (56% in 18-19) | 62% of students meet/exceed standards |
| HS CAASPP ELA | (80% 18-19) | 85% of students meet/exceed state standards |
| MS CAASPP Math | (58% in 18-19) | 65% of students meet/exceed state standards |
| MS CAASPP ELA | (72% 18-19) | 80% 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

PLC/Data/Assessment:

Use PLCs as a vehicle to improve common instructional practices/expectations across departments and grade levels. Focused on a guaranteed and viable curriculum: 1) What do we want our students to learn? 2) How do we know they have learned it? 3) What do we do when they haven't learned it?

Continue to identify essential standards, develop formative assessments, and analyze student work.

Use PLC as channel towards SLT objective of students developing higher order thinking skills and being engaged in DOK level 3 and 4 tasks to develop/shift towards 21st century learning, authentic relevant and rigorous learning activities to include project based learning/deep 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)

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

PLC/Data/Assessment:

Facilitate a climate where people are comfortable taking risks and trying something new.

Teacher collaboration in departments: Peer to Peer Coaching Learning walks, co-design of DOK 3 and 4 level tasks/PBL/deep learning activities, analyze data including analysis of student work for levels of depth of knowledge (DOK 3/4).

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

PLC/Data/Assessment:

Professional development support for available for PLCs including training and subs.

Modified day schedule for common meeting time, extra hours, and substitutes to align goals of PLCs, including rubrics, common grading practices, and evaluation of homework plus department specific actions identified on SLT plan

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PLC/Data/Assessment:

Utilizing variety of lead measures (Fastbridge 6th-8th, MDTP, district interims/CAASPP IABs).

Departments- Development and pilot implementation of rubrics (Department, AP, common writing) to be used across content areas and grade levels.

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

PLC/Data/Assessment: Establishment of core PLC groups (MS)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

SLT/Professional Development: Create, plan, implement Professional Development Plan

Departments to identify specific department action steps aligned with school plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

SLT/Professional Development:

Create, plan, implement Site Leadership Team Plan

HS- Higher order thinking skills- increasing student engagement through DOK 3 and 4 tasks, shift towards project based/deep learning tasks

MS- Supporting the development of effective communication and reasoning skills by using data to drive instruction and decisions so students will be able to use academic language to complete cross curricular/PBL/deep learning projects.

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 8

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:

Bring in experts to facilitate professional development based on SLT need.

Participation in district level PDs.

Support of Individual professional development learning activities (i.e. AP science/SMC partner activities, CADA, NCTM)

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 9

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:

Student Engagement: Monitor teacher talk vs student talk, design hands on, minds on learning activities. Design and embed projects within and across courses.

Use PLCs as a vehicle to improve teaching strategies focused on student engagement to include DOK 3 and 4 tasks,, academic discourse and differentiation.

Utilize new homework strategies (DOK level analysis, student choice, relevance) as recommended by Challenge Success to assist in building new instructional strategies.

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 10

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:

PBL COHORT (MS/HS) increase opportunities for Leaving to Learn, community partnerships, talking circles/student voice, cross-curricular learning opportunities.

DEEP LEARNING COHORT (MS/HS)

BLENDED LEARNING COHORT

New Social Science adoption

Pilot Science materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 11

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:

Increase access to appropriate teacher and student technology to support instruction and learning goals, to include implementation of 1 to 1 student to device ratio.

EDTECH Jedi

Schoolwide use of Google classroom

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Curriculum/Instruction:

Academic Language (Modelling and expectations in student to student discourse and student to staff discourse)

Increase their ability to cite text based evidence in formulating written and oral responses to tasks across disciplines.

Demonstrate their abilities to make sense of the problems and persevere in solving them.

Core PLCs grade level cross curricular projects (MS)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Other:

WASC (HS): Create, plan and implement WASC Report

Intervention teacher (MS)

Use of the support period to focus on working with students who either self-identify needing assistance or who are identified as needing additional help through PLC, formative assessment data, or other data as pertinent.

Continue after school tutoring with Math and English teachers

Continue current goals and student participation of Community Service Learning Program

Field trips to enrich classes

Materials, books, and software to strengthen DOK tasks in all classes.

Goals for Graduation

Counseling Programs

College and Career awareness activities

Architecture design and construction seminar

Expanded use of Naviance

Student monitoring (D/F List, SST)

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 14

Students to be Served by this Strategy/Activity

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

Strategy/Activity

SLT/Professional Development:

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 15

Students to be Served by this Strategy/Activity

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

Strategy/Activity

SLT/Professional Development:

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

Strategy/Activity

SLT/Professional Development:

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

Site Goals:
 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.
 MS Goal 1: 75% of EL students will improve 1 or more levels as measured by ELPAC overall (AMAO 1)
 MS Goal 2: 50% (12/21 students) will be redesignated as English Fluent Proficient based on multiple measures to include CAASPP, ELPAC, Course Grades, Teacher Input, and Parent Input.

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
| ELPAC | | |
| CAASPP ELA | | |
| PSAT/NMSQT | | |
| Classroom Grades | | |

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)

Strategy/Activity

Professional Development:

Understanding of ELA/ELD Framework and responsibility to provide designated and integrated ELD.

Continued trainings on academic language and EL Standards through the PLC Inquiry Cycle.

Literacy Coach (0.4 MS)

District provided SPED/EL Crossover Training

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)

Strategy/Activity

Progress Monitoring:

Adhere to district protocols for monitoring ELLs and their transition to post secondary goals.

Monitor EL Students including students who have been reclassified FEP in academics and attendance

EL Lead Position to monitor student progress

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)

Strategy/Activity

Student Programs:

Use of HS support period for EL support

Supplemental ELD elective class

Goals for Graduation

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

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)

Strategy/Activity

Instruction:
Determine schoolwide practice for academic language (eg:table tents, posters, flipcharts, frames)
Thinking Maps 8 week roll out to support use of graphic organizers

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)

Strategy/Activity

Parent Participation:
Trainings for ELAC/Latino parent group on Academic Language and EL Standards to support success in ELA, Math, Science, and History, A-G requirements and college and career readiness.
Create Latino parent support group

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

Site Goals:

HS Goal 1: 50% of high school students will report either liking school or liking school very much as measured by student perception surveys (Olweus/Student Engagement) (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. (23% in 18-19)

MS Goal 1: 60% of middle school students will report either liking school or liking school very much as measured by student perception surveys (Olweus/Student Engagement) (18-19 55% on engagement, 6-12 42.2 in 17-18, 42.6% in 16-17)

MS Goal 2: Less than 10% of middle school students will be chronically absent as measured by A2A. (12.7% in 18-19)

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.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-----------------------|-------------------------|-------------------------------------------------------------------------------------------|
| HS OLWEUS Survey | 42.2 in 17-18 | 50% of high school students will report either liking school or liking school very much |
| MS OLWEUS Survey | 55 in 17-18 | 60% of middle school students will report either liking school or liking school very much |
| A2A Attendance Report | 23% in 18-19 | Less than 18% of high school students will be chronically absent |
| A2A Attendance Report | 12.7% in 18-19 | Less than 10% of middle 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)

Strategy/Activity

School Climate:

Institutionalize a culture of collaboration among school staff centered on student/school success.

OLWEUS (MS/HS)

Start with Hello Week

Office customer service/responsiveness

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)

Strategy/Activity

Student Programs:

Continue Wellness Center and substance abuse counseling for students and families

Service Learning Program

Service Learning Coordinator

LA Sheriff's STAR program

Roads to Respect (MS)

Dialogue (8th grade)

Exit Interviews (8th grade)

Field trips/Leave to Learn (PBL)

Pep-rallies/assemblies/ASB activities

Partnership with Boys and Girls Club lunchtime activities

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

Mindfulness Lunch Group (Take 20)

Student Clubs

Middle School Sports at lunch

Smart Girls (partnership with Boys and Girls Club)

College and career counseling programs

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)

Strategy/Activity

Curriculum/Instruction:

Social Justice Cohort (MS/HS)

Restorative Justice Cohort (MS/HS), community building and classroom circles

Restructuring 6th grade Exploratory rotation

Focus on social/emotional well being through Freshman Seminar including mindfulness practices, social justice standards, CHYA requirements, current drug/alcohol trends, etc

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Student Voice:

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

Administer student surveys (OLWEUS, CA Healthy Kids, Challenge Success, K-12 Insight) and analyze data from these surveys and the district parent engagement survey.

Promote Student Voice and ASB as a way to increase student input. Communicate through meetings between these groups and administration to hear student concerns and disseminate information through Shark Week.

SSC student voice initiative

Student conflict calendar tied to student load (MS)

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)

Strategy/Activity

Parent Engagement:

Continue Parents of Middle Schoolers and Coffee with Counselors meetings

Parent spirit committee (MS)

Parent involvement channels (PTSA, Arts Angels, Malibu LEAD, ABC, POMS, Coffee with Counselors, SSC, ELAC)

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Communication Channels:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Attendance:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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 | \$ <input type="text"/> |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ <input type="text"/> |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$ <input type="text"/> |

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 (\$) |
|-------------------------|-----------------|
|-------------------------|-----------------|

Subtotal of state or local funds included for this school: \$

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

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:

- 2 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

| Name of Members | Role |
|-------------------|----------------------------|
| Patrick Miller | Principal |
| Cindy Smith | Classroom Teacher |
| Anna Desahuetelle | Classroom Teacher |
| Juliacheri Hoos | Classroom Teacher |
| Seth Jacobsen | Parent or Community Member |
| Mindy Petersen | Parent or Community Member |
| Nancy Levy | Parent or Community Member |
| Kellye McKinna | Parent or Community Member |
| Beth Papp | Other School Staff |
| Bella Howe | Secondary Student |
| Maya Mellberg | Secondary Student |
| Melisa Andino | Principal |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

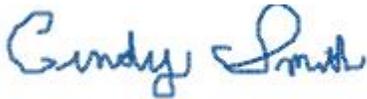
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/19/2017.

Attested:



Principal, Patrick Miller on 10/25/19



SSC Chairperson, Cindy Smith on 10/25/19

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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 as 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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