



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
McFarland Junior High School	15-73908-6106306	4/12/2022	

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 School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

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).

McFarland Junior High periodically administers a parent, student, and staff survey. The surveys are focused on seeking data that will measure our school climate and community relationship. Teachers, students, and parents are told that participation is anonymous and results will be compiled by the administration and later given to the School Site Council at a regularly scheduled meeting and shared with staff at a staff meeting with discussion on how to improve areas of concern.

Classroom Observations

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

Information is gathered on a daily basis through in-person classroom visitations. Administration has been trained to focus their observation and identify professional teaching standards and multiple strategies for instruction and student involvement. They will also monitor classroom content instruction objectives and learning targets.

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)

We currently have implemented the California Common Core Standards for English, Math, Science, Social Science, and ELD. The adopted materials will serve the primary resource to lesson planning offer lessons for their unit priority standards.

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

Our staff will use Renaissance STAR Math and STAR Reading as our universal screening tool to obtain initial performance data that will assist with placement and student's need for intervention and creation of master schedule. In addition, teachers will administer periodically Common Formative Assessments ,STAR Math, and STAR Reading as a progress monitor.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

During this school year 2022-23 we have 2 of 24 teachers on permits status while they complete their credential requirements.

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

Teacher receive on-going PD from the District and/or School Site.

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

Our PD is aligned to both the common core standards and other teaching practices that support student engagement such as WICOR.

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

The PD provided is facilitated by AVID county Staff and/or AVID Coordinator.

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

Teachers have common preps each day. In addition, teachers meet with grade level chairs weekly and biweekly with administration.

Teaching and Learning

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

All curriculum is Common Core standards based and our intervention programs are as well.

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

We met and exceed all state required and recommended minutes for all school subjects.

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

We currently offer 7 periods which consist of English, Mathematics, Science, History, Physical Education, ELD, Enrichment/Intervention class with everyone receiving an elective period.

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

All students have access to their adopted curriculum both here at school and at home digitally on their district provided Chromebook.

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 curriculum is Common Core standards based for both core and intervention instruction.

Opportunity and Equal Educational Access

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

We also use WICOR strategies to support student engagement for the success of all students.

Evidence-based educational practices to raise student achievement

We use teacher selected pacing guides to guide instruction, common formative assessments, culminating activities and performance tasks for each lesson and unit, to provide students multiple forms to demonstrate their learning.

Parental Engagement

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

We have a counselor, psychologist and social worker that support our students academically, socially, and emotional.

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)

School Site Council will meet monthly. Admin conducted in-person Back to School Night during August of 2022. ELAC will continue to meet as scheduled throughout the year.

Funding

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

Tier 1, 2,3, support for ELA and Math with Title I, Title II, and LCAP Funding.

Fiscal support (EPC)

We have an effective budget allocation from the General Fund, Lottery funds and Title I, Title II funds and LCAP funds to support all our programs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The McFarland Junior High School is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. Therefore, McFarland Junior High School used a variety of meaningful meeting and activities to involve stakeholders in the SPSA process including the discussion and review of goals, and district data. School Site Council and English Language Advisory Committee actively involved in the SPSA process. The overarching goal of the SPSA is constant improvement of the educational outcomes for all students to meet the challenging academic standards, especially socioeconomically disadvantaged students, students from major racial and ethnic groups, student with disabilities, and English learners.

Along with the district, the current three year SPSA continues to be organized under three goal areas:

1. To implement the CCSS to increase student achievement in Math, English/ELD, Science, History and Literacy.
2. Create and sustain a fair, safe, and healthy school environment through a policy of positive discipline; civic and character education; safe and engaging facilities; access to adult mentors and counseling; and school and community health and social services.

3. Create and encourage partnership from all stakeholders for School Site Council, ELAC, Migrant Parent Advisory Committee and Parent/Teacher organizations with school activities that promote parent participation during the school day.

Stakeholder Involvement Opportunities

1. In the Fall - Back to School Night, gives parents an overview of school academic activities as well as an overview of Title I and SPSA.

2. Parent Advisory Committees: Organizations that encourage participation by parents to help make decisions for and support school programs.

3. School Site Council (SSC): Meets on a monthly basis.

4. English Language Advisory Committee (ELAC): Meets on a monthly basis.

5. District English Language Advisory Committee (DELAC): Meets quarterly in the Educational Center.

6. Start of second semester - Parenting Partners will provide parent trainings and workshops to McFarland Junior High School parents-Pending.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0.2%	%	0.55%	1		1
Asian	0.59%	0.2%	0.36%	3	1	4
Filipino	0.79%	0.4%	0.18%	4	2	0
Hispanic/Latino	98.03%	98.9%	97.26%	497	530	529
Pacific Islander	0%	%	%	0		0
White	0.39%	0.6%	1.46%	2	3	8
Multiple/No Response	0%	%	0.18%	0		0
Total Enrollment				507	536	542

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 5	1		
Grade 6		2	
Grade 7	233	303	306
Grade 8	273	231	236
Total Enrollment	507	536	542

Conclusions based on this data:

1. Based on the data, McFarland Junior High School has an average of 528 students 7th through 8th grade.
2. Based on data, the student enrollment by group has remained consistent throughout the last three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	168	180	148	33.1%	33.60%	27.0%
Fluent English Proficient (FEP)	227	239	236	44.8%	44.60%	43.1%
Reclassified Fluent English Proficient (RFEP)	18	47		6.5%	8.80%	

Conclusions based on this data:

1. Based on data, there has not been a significant increase in RFEP students.
2. Based on data, there was no significant increase/decrease in EL population from 18/19 to 20/21.
3. Based on data, there was a significant increase of 13.6% of RFEP population from 18/19 to 20/21.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	233			230			230			98.7		
Grade 7	268	306	239	265	294	234	265	290	234	98.9	96.1	97.9
Grade 8	288	230	301	284	219	296	284	219	296	98.6	95.2	98.3
All Grades	789	536	540	779	513	530	779	509	530	98.7	95.7	98.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2480.			4.78			25.65			28.26			41.30		
Grade 7	2497.	2490.	2498.	5.66	4.48	8.55	26.79	24.83	23.50	25.28	26.21	27.35	42.26	44.48	40.60
Grade 8	2510.	2481.	2501.	5.63	3.20	3.72	24.65	13.70	23.99	26.76	26.03	26.35	42.96	57.08	45.95
All Grades	N/A	N/A	N/A	5.39	3.93	5.85	25.67	20.04	23.77	26.70	26.13	26.79	42.23	49.90	43.58

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	9.13			46.52			44.35		
Grade 7	8.68	9.66	7.69	39.25	56.21	59.40	52.08	34.14	32.91
Grade 8	10.21	6.85	6.08	40.14	42.47	55.41	49.65	50.68	38.51
All Grades	9.37	8.45	6.79	41.72	50.29	57.17	48.91	41.26	36.04

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	11.74			48.70			39.57		
Grade 7	16.23	5.61	10.26	50.19	46.67	50.43	33.58	47.72	39.32
Grade 8	13.73	3.67	5.07	43.31	42.66	49.32	42.96	53.67	45.61
All Grades	13.99	4.77	7.36	47.24	44.93	49.81	38.77	50.30	42.83

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	8.26			62.61			29.13		
Grade 7	5.28	7.24	8.55	57.74	75.17	72.65	36.98	17.59	18.80
Grade 8	3.87	6.39	8.78	63.38	66.67	71.62	32.75	26.94	19.59
All Grades	5.65	6.88	8.68	61.23	71.51	72.08	33.12	21.61	19.25

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	13.04			50.00			36.96		
Grade 7	13.58	9.66	13.68	48.68	67.24	58.12	37.74	23.10	28.21
Grade 8	12.68	4.57	9.46	46.48	64.38	64.19	40.85	31.05	26.35
All Grades	13.09	7.47	11.32	48.27	66.01	61.51	38.64	26.52	27.17

2019-20 Data:

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Conclusions based on this data:

1. Based on the CAASPP result data, students met or exceeded the overall achievement in ELA Literacy Standards from 28.36% in 17/18 to 30.42% in 18/19. This is a growth of 2.06%
2. Based on the CAASPP result data, Reading is the weakest claim with an average of 48.91% scoring below standard.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	233			230			230			98.7		
Grade 7	268	306	239	265	291	236	265	291	236	98.9	95.1	98.7
Grade 8	288	230	301	285	219	297	285	217	297	99	95.2	98.7
All Grades	789	536	540	780	510	533	780	508	533	98.9	95.1	98.7

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2457.			3.04			15.65			25.22			56.09		
Grade 7	2478.	2454.	2473.	10.57	4.12	5.51	12.45	9.28	13.56	23.77	24.74	27.54	53.21	61.86	53.39
Grade 8	2491.	2449.	2477.	9.12	3.69	4.04	16.14	5.07	11.11	19.65	20.74	26.26	55.09	70.51	58.59
All Grades	N/A	N/A	N/A	7.82	3.94	4.69	14.74	7.48	12.20	22.69	23.03	26.83	54.74	65.55	56.29

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	8.26			26.09			65.65		
Grade 7	16.23	5.50	6.36	15.85	36.43	40.25	67.92	58.08	53.39
Grade 8	17.89	4.15	7.41	25.26	34.56	44.44	56.84	61.29	48.15
All Grades	14.49	4.92	6.94	22.31	35.63	42.59	63.21	59.45	50.47

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	4.78			36.96			58.26		
Grade 7	11.32	3.09	7.20	38.11	47.42	51.69	50.57	49.48	41.10
Grade 8	7.02	4.15	4.71	30.88	41.47	47.14	62.11	54.38	48.15
All Grades	7.82	3.54	5.82	35.13	44.88	49.16	57.05	51.57	45.03

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	3.48			41.74			54.78		
Grade 7	10.57	4.47	5.08	51.32	63.23	61.86	38.11	32.30	33.05
Grade 8	12.28	4.15	3.70	43.51	58.99	59.26	44.21	36.87	37.04
All Grades	9.10	4.33	4.32	45.64	61.42	60.41	45.26	34.25	35.27

2019-20 Data:

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Conclusions based on this data:

1. Based on the CAASPP result data, students met or exceeded the overall achievement in Mathematics Standards from 20.25% in 17/18 to 22.56% in 18/19. This is a growth of 2.31%.
2. Based on the CAASPP result data, no significant change in achievement within each claim.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1522.2			1520.1			1523.9			99		
7	1530.3	1530.9	1526.9	1532.1	1536.4	1523.8	1528.0	1524.9	1529.5	83	106	57
8	1531.9	1535.3	1553.1	1523.5	1534.8	1549.5	1539.8	1535.2	1556.2	80	66	80
All Grades										262	172	137

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	11.11			43.43			33.33			12.12			99		
7	15.66	19.81	17.54	33.73	30.19	38.60	34.94	33.02	31.58	15.66	16.98	12.28	83	106	57
8	12.50	13.64	28.75	43.75	34.85	43.75	28.75	39.39	15.00	15.00	12.12	12.50	80	66	80
All Grades	12.98	17.44	24.09	40.46	31.98	41.61	32.44	35.47	21.90	14.12	15.12	12.41	262	172	137

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	34.34			46.46			11.11			8.08			99		
7	36.14	35.85	28.07	39.76	33.02	43.86	16.87	22.64	19.30	7.23	8.49	8.77	83	106	57
8	27.50	24.24	45.00	33.75	48.48	35.00	22.50	21.21	10.00	16.25	6.06	10.00	80	66	80
All Grades	32.82	31.40	37.96	40.46	38.95	38.69	16.41	22.09	13.87	10.31	7.56	9.49	262	172	137

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	8.08			17.17			46.46			28.28			99		
7	6.02	6.60	3.51	15.66	23.58	22.81	48.19	36.79	56.14	30.12	33.02	17.54	83	106	57
8	7.50	1.52	16.25	28.75	27.27	32.50	40.00	42.42	33.75	23.75	28.79	17.50	80	66	80
All Grades	7.25	4.65	10.95	20.23	25.00	28.47	45.04	38.95	43.07	27.48	31.40	17.52	262	172	137

2019-20 Data:

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	24.24			55.56			20.20			99		
7	14.46	13.21	7.02	67.47	65.09	64.91	18.07	21.70	28.07	83	106	57
8	20.00	9.09	11.25	52.50	74.24	66.25	27.50	16.67	22.50	80	66	80
All Grades	19.85	11.63	9.49	58.40	68.60	65.69	21.76	19.77	24.82	262	172	137

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	46.46			48.48			5.05			99		
7	54.22	58.49	66.67	36.14	33.96	22.81	9.64	7.55	10.53	83	106	57
8	43.75	53.03	65.00	45.00	40.91	28.75	11.25	6.06	6.25	80	66	80
All Grades	48.09	56.40	65.69	43.51	36.63	26.28	8.40	6.98	8.03	262	172	137

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	9.09			30.30			60.61			99		
7	8.43	8.49	1.75	38.55	37.74	50.88	53.01	53.77	47.37	83	106	57
8	12.50	13.64	18.75	36.25	30.30	43.75	51.25	56.06	37.50	80	66	80
All Grades	9.92	10.47	11.68	34.73	34.88	46.72	55.34	54.65	41.61	262	172	137

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	21.21			69.70			9.09			99		
7	4.82	7.55	5.26	83.13	78.30	85.96	12.05	14.15	8.77	83	106	57
8	2.50	3.03	5.00	87.50	90.91	86.25	10.00	6.06	8.75	80	66	80
All Grades	10.31	5.81	5.11	79.39	83.14	86.13	10.31	11.05	8.76	262	172	137

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Based on data for the 2019 ELPAC Administration, 56.72% in 17/18 students scored within Level III and IV, while in 18/20, 53.44% scored in Level III and IV. Negative gain of 3.28%
2. Based on ELPAC data, Reading is the weakest domain with 55.34% within the Beginning Band.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
536	90.5	33.6	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	180	33.6
Foster Youth	5	0.9
Homeless	26	4.9
Socioeconomically Disadvantaged	485	90.5
Students with Disabilities	59	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian	1	0.2
Filipino	2	0.4
Hispanic	530	98.9
Two or More Races		
Native Hawaiian or Pacific Islander		
White	3	0.6

Conclusions based on this data:

1.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on Suspension Rate data three Student Groups are in Performance Level Red: English Learners with an increase of .5%, no change in Foster Youth, Homeless with an increase of 14.9, Socioeconomically Disadvantaged with an increase of 2%, no change in African Americans, Students with Disabilities with a decline of 3.1%, and Hispanics with an increase of 1.3% for Fall 2017.
2. Based on English Learner Progress data there was a decline of 11.1% for Fall 2017.
3. Based on English Language Arts data there are four Student Groups in Performance Level Red: English Learners with a decline of 4.8%, no change in Foster Youth, Socioeconomically Disadvantaged with a decline of 6.6%, no change in African Americans, Students with Disabilities with a decline of 24.5%, and Hispanics with a decline 5.7% for Fall 2017.

School and Student Performance Data

Academic Performance English Language Arts

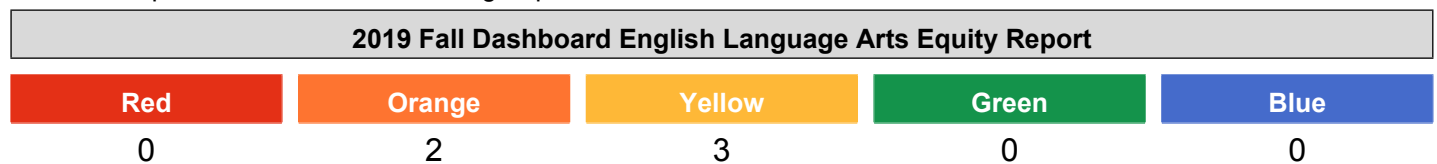
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow 52.2 points below standard Increased ++4.5 points 761		 Orange 77.1 points below standard Increased ++11.1 points 446		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 Yellow 65.3 points below standard Increased Significantly ++20.1 points 37		 Yellow 55.8 points below standard Increased ++5.7 points 704		 Orange 134.5 points below standard Increased Significantly ++20.8 points 85	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Yellow 52.4 points below standard Increased ++4.6 points 744	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 117.2 points below standard Increased Significantly ++20.8 points 247	Reclassified English Learners 27.4 points below standard Increased ++13.4 points 199	English Only 37.9 points below standard Maintained -0.1 points 173
--	--	--

Conclusions based on this data:

- Based on English Language Arts data there are four Student Group in Performance Level Red: English Learners declined 4.8%, Socioeconomically Disadvantage declined 6.6%, Students with Disabilities with a decline of 24.5% and Hispanics declined 5.7%.
- Based on English Language Data EL, English Learners declined significantly by 34%.

School and Student Performance Data

Academic Performance Mathematics

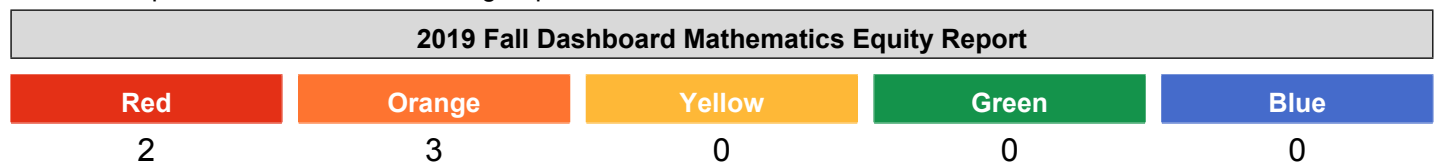
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange		 Red		 No Performance Color	
90.9 points below standard		120.9 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Declined -7.6 points		Declined -4.3 points		6	
761		446			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 Orange		 Orange		 Red	
123.3 points below standard		94.7 points below standard		186.5 points below standard	
Increased ++6.3 points		Declined -7.2 points		Maintained ++2.1 points	
37		704		85	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Orange 91.4 points below standard Declined -7.8 points 744	Two or More Races	Pacific Islander	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 164.1 points below standard Maintained -0.3 points 247	Reclassified English Learners 67.4 points below standard Increased ++4.4 points 199	English Only 75.2 points below standard Declined -3.4 points 173
--	---	--

Conclusions based on this data:

- Based on Mathematics data, two Student Groups declined significantly Performance Level Red. English Learners declined 6.6% and Students with Disabilities declined 21.3% for the Fall 2017.
- Based on Mathematics data there are two Student Group that declined slightly: Socioeconomically Disadvantage declined 5.3% and Hispanics declined 4% for the Fall 2017.

School and Student Performance Data

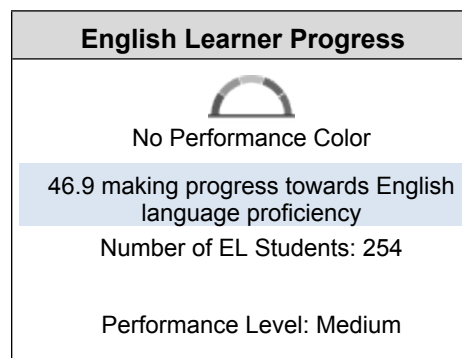
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.2	31.8	2.7	44.0

Conclusions based on this data:

1. Based on English Learner Progress in the 2018 report, 56.7% are within Level III and IV.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

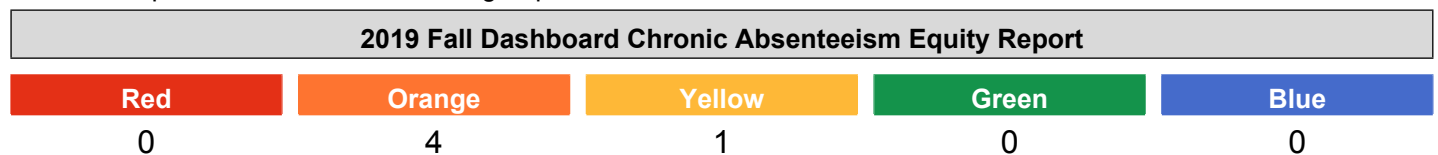
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 10.6 Maintained -0.2 823	 Orange 13.4 Maintained +0.1 284	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 16 Increased +2.7 50	 Orange 10.9 Maintained -0.4 764	 Yellow 13 Declined -8.5 92

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Orange 10.5 Increased +0.5 803	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

Conclusions based on this data:

1. Based on DataQuest Data, Student Subgroup White has the highest Chronic Absenteeism rate of 60% as of Fall 2017.
2. Based in DataQuest Data, 7th and 8th Graders have the highest rate compared to 5th and 6th grade students with 7th and 8th with 10.4% rate and 5th and 6th graders with 7.4%.
3. Based on DataQuest Data, the Male Gender Groups has the highest Chronic Absenteeism Rates with Males at 10.9% and Females at 7.8% as of Fall 2016-17.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

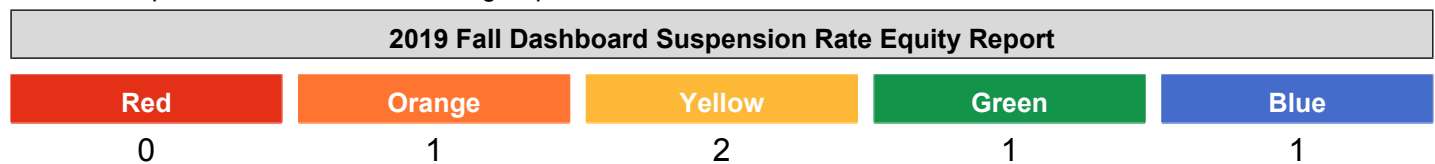
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 4.3 Maintained 0 832	English Learners  Orange 7.3 Increased +1.3 287	Foster Youth  No Performance Color Less than 11 Students - Data Not 9
Homeless  Blue 0 Declined -6.7 52	Socioeconomically Disadvantaged  Yellow 4.5 Maintained +0.2 771	Students with Disabilities  Green 5.4 Declined -1.4 93

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 4	American Indian	Asian  No Performance Color Less than 11 Students - Data 3	Filipino  No Performance Color Less than 11 Students - Data 6
Hispanic  Yellow 4.3 Maintained 0 811	Two or More Races	Pacific Islander	White  No Performance Color Less than 11 Students - Data 8

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.3	4.3

Conclusions based on this data:

1. Based on Suspension Rate data three Student Groups are in Performance Level Red: English Learner with an increase of 0.5%, Socioeconomically Disadvantage with an increase of 2%, and Hispanics with an increase of 1.3% for Fall 2017.
2. Based on Suspension Rate data one Student Groups Declined: Students with Disabilities with a decline of 2.3% ,

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal: 1 - All MUSD students will be taught by a highly qualified staff that provides rigorous, relevant, and intentional instruction that prepares all students for success in college and/or career.

Goal 1

Implement the CCSS to increase student achievement in Math, English/ELD, Science, History and Literacy.

Identified Need

Our current local and State data indicates a continued need to concentrate on student achievement in Mathematics and ELA with the EL subgroup.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	28.36% Met or Exceeded	33.36% Met or Exceeded
CAASPP Mathematics	20.25% Met or Exceeded	25.25% Met or Exceeded
CAASPP ELA	57 Points Below Standard (-57 Distance from level 3)	47 Points Below Standard (-47 Distance from level 3)
CAASPP Mathematics	83.8 Points Below Standard (-83.8 Distance from level 3)	73.8 Points Below Standard (-73.8 Distance from level 3)
ELPAC	56.72% students scored within Level III and IV, while 43.28% scored in Level I and II.	61.72% Students score within Level III and IV.

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

Administer common formative assessments and adjustment of reteaching focus based on results will occur at beginning and end of each quarter. All staff will meet at least monthly to review data, plan lessons, and collaborate to ensure curricular alignment to common core standards. Use Next Gen Math for intervention purposes for mathematics.

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)
9852.00	District Funded

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

Site administration and staff will visit teachers within McFarland Junior High and/or teachers in other campuses within school district. We will research and analyze effective student engagement strategies and routines and procedures for new teachers.

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)
0	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a comprehensive and researched-based Reading Intervention class for ELA support (Language Live!). The ELA support class will have a common core standards based curriculum that will be scaffold to better meet the needs of our students. The Intervention programs used will be the Language Live! Program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
43285.90	District Funded

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

Use early release days on Wednesdays for staff professional development and teacher collaboration. This time is used to lesson plan and review assessment data. Perform Instructional Rounds, where teachers peer shadow other teachers that have demonstrated success with new common core curriculum and 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)

5000.00

Source(s)

LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide comprehensive and researched-based Math and Reading Intervention programs for the support courses. The support classes will have a common core standards based curriculum that will be scaffold to better meet the needs of our students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide student planners so students can organize their academics throughout the year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities were met with minor adjustments. LanguageLive! was used with the Reading Interventions students. Furthermore, due to the need more sections were opened to support students' academic needs. Staff alongside administration participated in Instructional Rounds allowing peer-to-peer collaboration and feedback. Lastly, with the support of the AVID Elective teachers, weekly planner/binder checks were performed to support students in organizational skills.

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

Funds allocated to Math Intervention programs were unused due to the staff lack of interest for an intervention program as other items were used in lieu of. All other areas were implemented and budgeted as planned.

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

With collaboration with the School Site Council and community members, any changes will be based on the current school needs and allocated Title I funds. The strategy to allocate funds to specific interventions programs will be revisited by the SSC team as it was not used as planned.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal: 3 - MUSD will ensure all students, parents, and community members feel welcomed, involved, and engaged in their educational experience.

Goal: 4 - MUSD will provide a safe, well-maintained, healthy, and supportive environment for all stakeholders.

Goal: 5 - MUSD will reduce chronic absenteeism rates to under 5% by 2023.

Goal 2

Create safe and welcoming learning environments where students attend and are connected to their schools.

Identified Need

MJHS chronic absenteeism rate indicates a continued need to reduce number of students contributing to chronic absenteeism rates by continue providing PBIS supports and improve student perceptions of safety, specifically connection with a trusted staff person.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	4.3% Suspended at least once	Reduce suspension rates by 1% to <3.3%
2021 Student Needs Assessment	13% Students who do not feel safe at school	Reduce by 5%
2021 Student Needs Assessment	21.9% Students who feel sad or depressed	Reduce by > 10%
2021 Student Needs Assessment	26.9% of students do not have one adult in school that they can go to if they feel in danger.	Reduce by > 10%
20-21 Chronic Absenteeism	17.3% Absenteeism	Reduce to > 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Character building education and training will be provided to students and staff throughout the year through the implementation of a District-wide program called P.B.I.S. "Positive Behavior and Instructional Support and managed through our PBIS committee. In addition, using the Alternative to Suspension program, CharacterStrong, to redirect student behavior. Continue supporting AVID,

ASB Leadership, and AVID electives. Lastly, we have expanded the AVID program from three elective period sections to eight sections giving more students access.

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)

500

Source(s)

LCFF

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

Student/parent orientation occurred in segments during July and August to cover the entire student body. Administration and support team reviewed site expectations, procedures and academic requirements.

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)

0

Source(s)

None Specified

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

Students will be provided positive incentives throughout the yearlong Attendance Incentive 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)

10000

Source(s)

LCFF

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

Continue to support PBIS that supports the learning of life-long habits for success using the ATS Alternative to Suspension Program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

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

We will be hosting quarterly evening awards assemblies and celebrations for all students. Awards will be offered to those students that are maintaining their GPA over 3.0. All student body will participate during the celebrations.

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)

0

Source(s)

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Sustain current electives, AVID, Art, ASB Leadership, Sabercat TV, Yearbook, VEX. In addition, sustain the implementation of after-school electives for students that do not have access during the school day, which includes but not limited to Art, Robotics, and Home Economics.

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)

11057.84

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities was successful with all strategies and activities met. The site continues supporting students with social/emotional needs using the CharacterStrong program during 7th period. Attendance has slightly improved after the Attendance Incentive Plan outcomes. All elective classes were sustained and supplemented with supplies and materials.

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

There were no major differences between the intended implementation and/or budgeted expenditures.

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

With collaboration with the School Site Council and community members, any changes will be based on the current school needs and allocated Title I funds. Currently, no major changes have been considered.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal: 3 - MUSD will ensure all students, parents, and community members feel welcomed, involved, and engaged in their educational experience.

Goal 3

Engage parents and families to support student success in school by building community partnerships.

Identified Need

MJHS will continue to foster parent engagement with an emphasis parent participation in student learning to increase student social and academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parenting Partners participation	10 Participants	Increase by 50% to 15 participants
LCAP Parent Survey		

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Form and schedule ELAC and SSC meetings through out the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

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

We have scheduled parent and student events during the school day and after school to create a more welcoming environment for parents on our campus. Activities include but not limited AVID Night, Winter/Spring music performances, and Drama.

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)

0

Source(s)

None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities was successful with all strategies and activities met. For ParentingPartners, all parents that began the parenting course completed it. There was great interest to continue the program for the following school year. There was a great parent/student involvement during Fine Arts and Awards Nights as we had over 200 participants during each of these events.

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

There were no major differences between the intended implementation and/or budgeted expenditures as many of these events did not have a cost associated with.

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

With collaboration with the School Site Council and community members, any changes will be based on the current school needs and allocated Title I budget. Currently, no major changes have been considered.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$92,695.74

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 (\$)
Title I	\$24,057.84

Subtotal of additional federal funds included for this school: \$24,057.84

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

State or Local Programs	Allocation (\$)
District Funded	\$53,137.90
LCFF	\$15,500.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$68,637.90

Total of federal, state, and/or local funds for this school: \$92,695.74

School Site Council Membership

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

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

Name of Members	Role
Adan Robles	Principal
Matthew Grijalva	Other School Staff
Joana Medina	Other School Staff
Maribel Prieto	Classroom Teacher
Julian Herrera	Classroom Teacher
Jessica Ortega	Classroom Teacher
Esmeralda Rojas	Classroom Teacher
Maribel Garcia	Parent or Community Member
Sandra Rivera	Parent or Community Member
Esther Rodriguez	Parent or Community Member
Rosario Maravilla	Parent or Community Member
Abigail Torres	Secondary Student
Jocelyn Oropeza	Secondary Student
Isaac Martinez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/12/2022.

Attested:



Principal, Adan Robles on 4/12/2022



SSC Chairperson, Julian Herrera on 4/12/2022

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.

[Educational Partner 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.

Educational Partner 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**asurable, **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 Educational Partner 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 (Educational Partner 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/guidanceusesinvestment.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 (Educational Partner 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/guidanceusesinvestment.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/>

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