



# 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 Independent School	15 73908 1530229	11/2/2022	

## 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.

This plan describes needs assessments that take into account academic achievement of students, particularly the needs of students who are failing, or are at-risk of failing, to meet California academic standards, and the strategies to be taken to ensure all students succeed. Strategies are designed to provide fair and equitable opportunities for all students, strengthen the academic program, improve learning times, and to support enriched and accelerated curriculum with the end goal of insuring all students graduate in a timely manner with a high school diploma - college and/or career ready.



# 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).

### Teacher Surveys:

Teachers require and desire ongoing training in software used within the classroom.

Teachers express strong interest in ongoing training in alternative education strategies and techniques used to inspire and educate at-risk students

### Student Surveys:

Most of the students express a desire to earn a high school diploma although many say they come to school to keep their parents out of legal trouble due to mandated attendance requirements. Students enroll initially wishing to earn enough credits to be back on track for graduation and to graduate from the local traditional high school with their original cohorts, however over the last few years at least 50% of them eventually choose to remain at MIS to graduate. Most students feel teachers and staff hold them to high academic standards and care about them.

### Parent Surveys:

Parents feel the school provides their student with a fair and equitable opportunity to earn a high school diploma.

Parents feel teachers and staff include them in decisions made about their student.

## Classroom Observations

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

The principal regularly conducts observations in order to ensure that teachers are using the strategies that have been adopted by the school district. Feedback is given back to those observed on a regular basis to continue to improve student academic success. Formal evaluations are conducted on a regular basis as outlined in the collective bargaining agreement. All teachers meet or exceed evaluation standards.

## 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)

In the spring of 2022, McFarland Independent Studies students participated the CASSPP and the Physical Fitness Test. ELD students also took the ELPAC.

Students are monitored at intake and then at least two additional times per year using Renaissance STAR Math and STAR Reading assessments. English Language Learners are tested annually with the English Language Proficiency Assessment for California (ELPAC) and assessed during ELD instruction using Houghton Mifflin Harcourt English 3D curriculum. Student data is used to facilitate individual teacher conversations to determine what interventions or changes in the instruction needs to take place in order for student improvement to occur. In addition, student data that is gathered and analyzed using Edgenuity and other data systems are shared with teachers individually to develop and implement instructional adjustments to ensure student improvement. These meetings are held as needed to due the transient nature of the student body.

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

The school uses an ongoing assessment and monitoring system, including Renaissance STAR Math and STAR Reading assessments, progress reports and student performance that provides data to support learning. Student achievement results from assessments; including frequent formative assessments, curriculum-embedded summative assessments, and the ELPAC, are used to inform teachers, counselor, and administration on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system and our districtwide student information management system, Aeries, is established so that appropriate assessment information needed to support each student in placement, monitoring and advancement is available as needed. Student data is collected by each teacher in all subject areas. Class work is broken up into mini-lessons per quarter and students earn credits towards their high school diploma. Students have the option of also completing coursework and earning credits in all subject areas through web-based computer instruction, using Edgenuity. Students can earn credits at their own pace. In addition to classwork, the curriculum used in all classrooms has common core embedded assessments. Teacher conversations take place in order to adjust the instruction and/or give additional support and instruction through after school tutoring or small group tutoring.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff currently possess clear teaching credentials and are highly qualified. McFarland Independent School teachers serve as teachers of record for the subject(s) where they have demonstrated subject matter expertise, and they are involved in developing the curriculum, materials, and exams for the subject(s) being taught. Credits are earned by work in subjects based on curriculum and work evaluated by the McFarland Independent School core subject teachers. Teachers also provide assistance in specific subject(s), assist in providing tutoring to students as needed, give end-of-course exams, determine grading criteria, and provide resources to supervising McFarland Independent School teachers who provide services. Occasionally, highly qualified teachers from the local traditional school may instruct students at McFarland Independent School as needed.

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

All teachers at McFarland Independent School have clear credentials. In addition, teachers are encouraged to attend district-provided professional development which includes ELPD (English Learners Professional Development) and SBE-adopted instructional materials professional development. Teachers collaborate with teachers of like subjects at the local traditional high school during Professional Development days facilitated with the district office. Staff also implements a PLC (professional learning community) which encourages instructional collaboration and development within the small staff at the site. For the past three years, teachers have also attended at least one conference each year that focused on fair and equitable alternative education, continuation and independent studies.

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

Teachers are encouraged to attend and participate in staff development meetings both on-site and with McFarland High School. The professional development provided district wide for each site is focused mainly on EL strategies, alignment of curriculum to CCSS, and use of data analysis to assess student performance. Included in the courses of study are assessments designed to show when mastery of each standard is achieved and to drive further instruction for students. Standards-based instruction and assessments are shared within the high schools in our district to include teachers at our site to ensure that all students are exposed to and taught using the CCSS required by the state

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

Teachers are given time to meet regularly with each other and with the McFarland High School teaching staff during professional development days. Time is used to collaborate and to also prepare for the use of instructional strategies specifically geared towards EL (English Learners) students. Assistance in instructional strategies and professional development is offered and encouraged by the District to staff at McFarland Independent School. Professional development is also provided for Edgenuity, the online learning platform.

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

Due to the small number of part-time teachers at McFarland Independent School, teachers teach a number of subject areas. For this reason, teachers follow the same standards and courses of study used by McFarland High School, the local traditional school. Additionally, regular staff meetings are held to ensure that students are progressing in all subjects as determined by subject area classroom work and assessments. The data is used to guide student placement, instructional planning and delivery and progress monitoring with the CCSS for all subjects including RLA/ELD and math programs.

## Teaching and Learning

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

All subjects are offered to students of McFarland Independent School as those attending our traditional high school. Teachers have the standards available to them for each subject and grade they instruct. The school utilizes textbooks, online learning, and supplemental material that align with the CCSS in language arts, mathematics, social studies and science. Teachers use differentiated instruction to accelerate student learning in these subject areas. All classroom instructional materials are state adopted as well as grade level appropriate, and they are available to all students.

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

We are an alternative independent study school (meeting DASS qualifications) for those needing to earn a high school diploma.

Note: During COVID, students K - 8th grades requesting long-term independent studies were temporarily assigned to our school using blend of online and direct instruction. In 2022-2023, grade levels served returned to 9th - 12th grades.

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

Note: During COVID, students K - 8th grades requesting long-term independent studies were temporarily assigned to our school using blend of online and direct instruction. In 2022-2023, grade levels served returned to 9th - 12th grades.

McFarland Independent School students work at their own pace in all core subject areas. Teachers follow a modified instructional pace based on the instructional pace utilized by the teaching staff at MHS; however, due to the student movement to and from the traditional high school, the progress of students vary. Every attempt is made to keep students on track with their credit accrual according to their schedule while enrolled at MIS. The master schedule is flexible and allows for a sufficient number of intervention courses to be provided as needed.

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

All classroom instructional material is board adopted, grade level appropriate, and available to all students. The school provides the current district adopted, standards-aligned textbooks and instructional materials in English Language Arts courses, math courses and history courses. In addition, MIS offers coursework on a web-based program, Edgenuity. Courses are also standards-aligned using district-adopted pacing guides. Students have the option of working via a textbook or online. These programs are implemented as designed and documented to be in daily use with materials for every student.

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 classroom instructional material is state adopted and available to all students. Student access to the curriculum is grade level based and given through direct instruction when needed and through computer-based instruction. Rosetta Stone is used to provide daily English language acquisition instruction. Teachers also have Newsela and Freckle to support instruction.

## Opportunity and Equal Educational Access

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

Students are provided with an on-line program, Edgenuity, which provides general level and CP level coursework. Students may also use this program for credit recovery purposes. All students are provided with their own Chrome Book which allows them to work on web-based courses outside of the regular school day. The LEA provides support staff who provide teacher support for use of technology as well as implementation of supplemental resources for English learners. Special education teachers provide support as outlined in IEPs for students requiring additional assistance. Tutoring is offered daily.

Evidence-based educational practices to raise student achievement

Teachers use their years of experience as well as training offered by the school district to ensure student achievement. Training is on-going. The district's focus is on CCSS & ELPD which targets the high EL population in the district. The principal regularly conducts observations in order to ensure teachers are using the strategies that have been adopted by the school district.

## Parental Engagement

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

All efforts are made to involve families, school, district and community members with the opportunity to be involved in the education of our students. Meetings are announced and posted both at the site and in student online Google Classrooms so interested parties may participate and share their ideas and concerns in an effort to help students meet their educational needs and goals. Parent may access Google Classrooms, the Edgenuity Parent Portal, ParentSquare, and the Aeries Parent Portal for ways and opportunities to monitor their student's attendance and ongoing academic progress. On site tutoring is available for MIS students. For students enrolled in coursework through computer-based instruction, students are provided with a Chrome Book allowing them to work outside of the regularly scheduled school day. For students without home internet, reduced rate internet access is available through a collaborative effort with a local internet provider. In Fall 2021, MUSD introduced citywide wifi accessible to students via a USB port antenna which can be checked out at McFarland High School. Free Kern County Library wifi is also available for students to study and complete homework.

Strategies to promote effective parental involvement in the school includes:

- Providing parents with online access and/or a phone app that allows access to their student's attendance, grades, and behavior
- Communicating through email and phone calls keeping parents up to date with their student's progress
- Correspondence in the languages other than English.
- Encouraging participation in site committees including our School Site Council (SSC), English Learners Advisory Committee (ELAC) and the District English Language Advisory Committee (DELAC)
- Through the use of personal contact by staff.
- Parent-teacher conferences are held at the beginning of each semester (and as needed on a case-by-case basis during the semester) to discuss academic plans, remediation plans and career goals for each student. Parents are required to attend the first day of student orientation. This ensures that the parent and student fully understand the expectations, opportunities, and programs that are available in supporting student success.
- Referrals to the district Family Advocate (located onsite) who provides immediate support for students with barriers to attendance (for example: inadequate shelter, clothing, food insecurities, utilities assistance, emergency Medical assistance, etc.)
- Meetings with Academic Counselor and school psychologist or social worker as needed
- Quarterly evening Student Intervention Plan meetings,
- Parent University/Adult Education opportunities are available at the site - free evening classes where adults can learn English, earn a high school diploma, learn basic computer use, and a civics class where adult learners study for the US Citizenship test.

On site and after school tutoring is available for all students. MIS students are included when District summer school is offered by McFarland High School on years when funding permits. The community library are also available for students to study and complete homework. The Family Advocate and Family Resource Center are also available to assist students and their parent with acquiring basic needs such as shelter, food, and utilities during emergencies. The Child Welfare and Attendance office provides liaison assistance and referrals districtwide for students/families in breaking down barriers that interfere with regular school attendance. Attendance is monitored and truancy concerns are handled through a process which includes School Attendance Review Board hearings. MIS is part of a Title I District

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)

Parents, community representatives, classroom teachers, and other school personnel are all invited and participate in the planning and implementation of programs for the school site through school site council and through the DELAC/ELAC Meetings. The district offers multiple meetings to provide opportunities for input during the development of the LCAP and other important budgets.

McFarland Unified School District offers opportunities at each meeting for public input and many of the related documents are open to the public for review before adoption. Staff at the Learning Center, where McFarland Independent School is located, has an open door policy to parents to enhance communication regarding student progress, school site expectations, and parent involvement. Additional information is available in the SARC and SPSA via website: [www.mcfarlandusd.com](http://www.mcfarlandusd.com) where parents are invited to view the currently adopted documents.



## Funding

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

Tutoring is offered to students that need additional assistance. A district Educational Services Department of Curriculum and Instruction is dedicated to the success of all students and provides EL instructional support and coaching. District-wide professional development is provided by the school district and at MIS. This training is provided to encourage subject area collaboration and consistency of instruction for all high school students, including those in independent study. The staff reviews student achievement data and analyze current instructional programs to determine goals for the following school year. Services and activities to improve academic performance are established and funds are allocated based on priority of the need. Throughout the year, the SSC monitors and reviews the Local Control Accountability Plan and offers needs assessment-base input prior to the development of each new cycle.

Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA). The SPSA is aligned with the goals, activities in the LEA Plan and LCAP. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA. District general and categorical budgets and LEA Plan demonstrate ongoing commitment to continue support for EPC-related school reform.

## **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 SPSA/Annual Review and Update process began at a staff meeting, During September, elections were held to elect staff, students, and parent site team members. The main review and updates took place October 24, 2022, November 1 and 2, 2022. A finalized draft was completed November 2, 2022. A public meeting was scheduled on November 2, 2022, to review and approve the final document.

## **Resource Inequities**

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

No resource inequities are identified as a result of the required needs assessment.



# 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%	%	%	0		
Asian	0%	%	16.28%	0		7
Filipino	0%	%	%	0		
Hispanic/Latino	100%	100.0%	81.40%	19	8	35
Pacific Islander	0%	%	%	0		
White	0%	%	2.33%	0		1
Multiple/No Response	0%	%	%	0		
Total Enrollment				19	8	43

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			3
Grade 1			3
Grade 2			3
Grade 3			2
Grade 4			5
Grade 5			1
Grade 6			1
Grade 7			1
Grade 8			7
Grade 9	1		1
Grade 10	6		3
Grade 11	9		8
Grade 12	3	8	5
Total Enrollment	19	8	43

**Conclusions based on this data:**

1. School enrollment fluctuates based on student/district needs. Enrollment fluctuation in 18-19 was indirectly influenced by the traditional high school's implementation of a 7 period daily schedule. 20-21 was directly a result of COVID-19. Fewer students transferred to MIS because the entire district was on Distance Learning.
2. Student ethnicity percentages approximates that of the local school district and community.
3. The published data is skewed. Note: During COVID, students K - 8th grades requesting long-term independent studies were temporarily assigned to our school using blend of online and direct instruction. In 2022-2023, grade levels served returned to 9th - 12th grades.

# 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	6	0	14	31.6%	0.00%	32.6%
Fluent English Proficient (FEP)	8	6	22	42.1%	75.00%	51.2%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

### Conclusions based on this data:

1. With the exception of 20-21 when enrollment dropped due to COVID-19, EL students were enrolled in MIS. ELD curriculum suitable for independent studies is necessary. Note: During COVID, students K - 8th grades requesting long-term independent studies were temporarily assigned to our school using blend of online and direct instruction. In 2022-2023, grade levels served returned to 9th - 12th grades.
2. Every effort is made to keep EL students enrolled in daily classroom schedules. These learners must have extenuating circumstances where they are less at risk of dropping out if provided Independent Studies.
3. For the last three years, no RFEPs have been enrolled.

# 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			*			*			*			
Grade 7			*			*			*			
Grade 8			6			6			6			100.0
Grade 11	6	*	12	4	*	12	4	*	12	66.7		100.0
All Grades	6	*	20	4	*	20	4	*	20	66.7		100.0

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			*			*			*			*			*
Grade 7			*			*			*			*			*
Grade 8			*			*			*			*			*
Grade 11	*	*	2564.	*	*	8.33	*	*	41.67	*	*	16.67	*	*	33.33
All Grades	N/A	N/A	N/A	*	*	10.00	*	*	30.00	*	*	20.00	*	*	40.00

### 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 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			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

### 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 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			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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.

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			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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.

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			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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. Dashboard for Local Indicators data is now available. Data is withheld due to the small numbers of students assessing.
2. Data is stale with the 18-19 being the most current information provided.

3. Note: During COVID, students K - 8th grades requesting long-term independent studies were temporarily assigned to our school using blend of online and direct instruction which will skew this data if compared to other years. In 2022-2023, grade levels served returned to 9th - 12th grades.

# 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			*			*			*			
Grade 7			*			*			*			
Grade 8			6			6			6			100.0
Grade 11	6	*	12	4	*	12	4	*	12	66.7		100.0
All Grades	6	*	20	4	*	20	4	*	20	66.7		100.0

\* 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			*			*			*			*			*
Grade 7			*			*			*			*			*
Grade 8			*			*			*			*			*
Grade 11	*	*	2475.	*	*	0.00	*	*	0.00	*	*	25.00	*	*	75.00
All Grades	N/A	N/A	N/A	*	*	0.00	*	*	5.00	*	*	20.00	*	*	75.00

### 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.

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			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

### 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.



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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. Dashboard for Local Indicators data not available.
2. The number of students taking the assessment is too small.
3. Note: During COVID, students K - 8th grades requesting long-term independent studies were temporarily assigned to our school using blend of online and direct instruction. In 2022-2023, grade levels served returned to 9th - 12th grades.

# 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
9	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*
All Grades										5	*	10

### 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
9	*		*	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

### 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.

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
9	*		*	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

### 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
9	*		*	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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.

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
9	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
9	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
9	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
9	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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. Numbers of students taking the assessment are too small. In many cases, the number is not published to protect the confidentiality of the students.

# 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
8	100.0	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.
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.			

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless	3	37.5
Socioeconomically Disadvantaged	8	100.0
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	8	100.0
Two or More Races		
Native Hawaiian or Pacific Islander		
White		

### Conclusions based on this data:

- 90% of the students are socio-economically disadvantaged.
- Nearly 1/3 of the students are English Learners.

3. Enrollment by Race/Ethnicity closely represents districtwide student group of 98%

# 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

##### English Language Arts



No Performance Color

##### Mathematics



No Performance Color

##### College/Career



No Performance Color

#### Academic Engagement

##### Graduation Rate



No Performance Color

#### Conditions & Climate

##### Suspension Rate



No Performance Color

#### Conclusions based on this data:

1. Due to low number of students enrolled and assessed, data is not displayed for privacy



# School and Student Performance Data

## Academic Performance English Language Arts

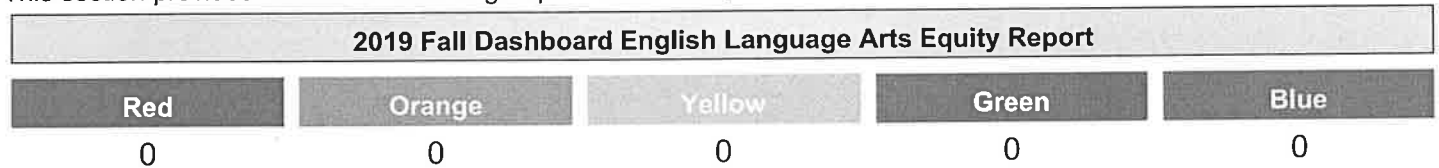
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 1

#### Conclusions based on this data:

1. Due to less than 11 students assessed, data is suppressed to protect confidentiality of the students..

# School and Student Performance Data

## Academic Performance Mathematics

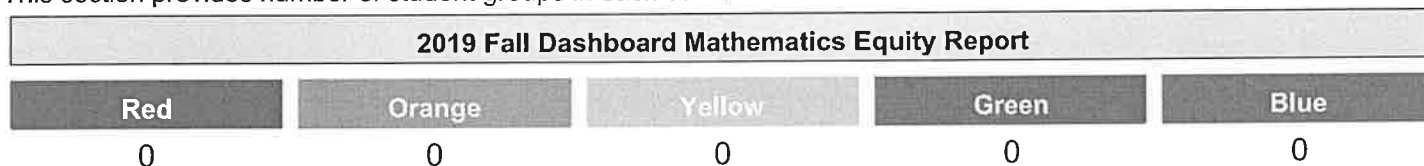
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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.

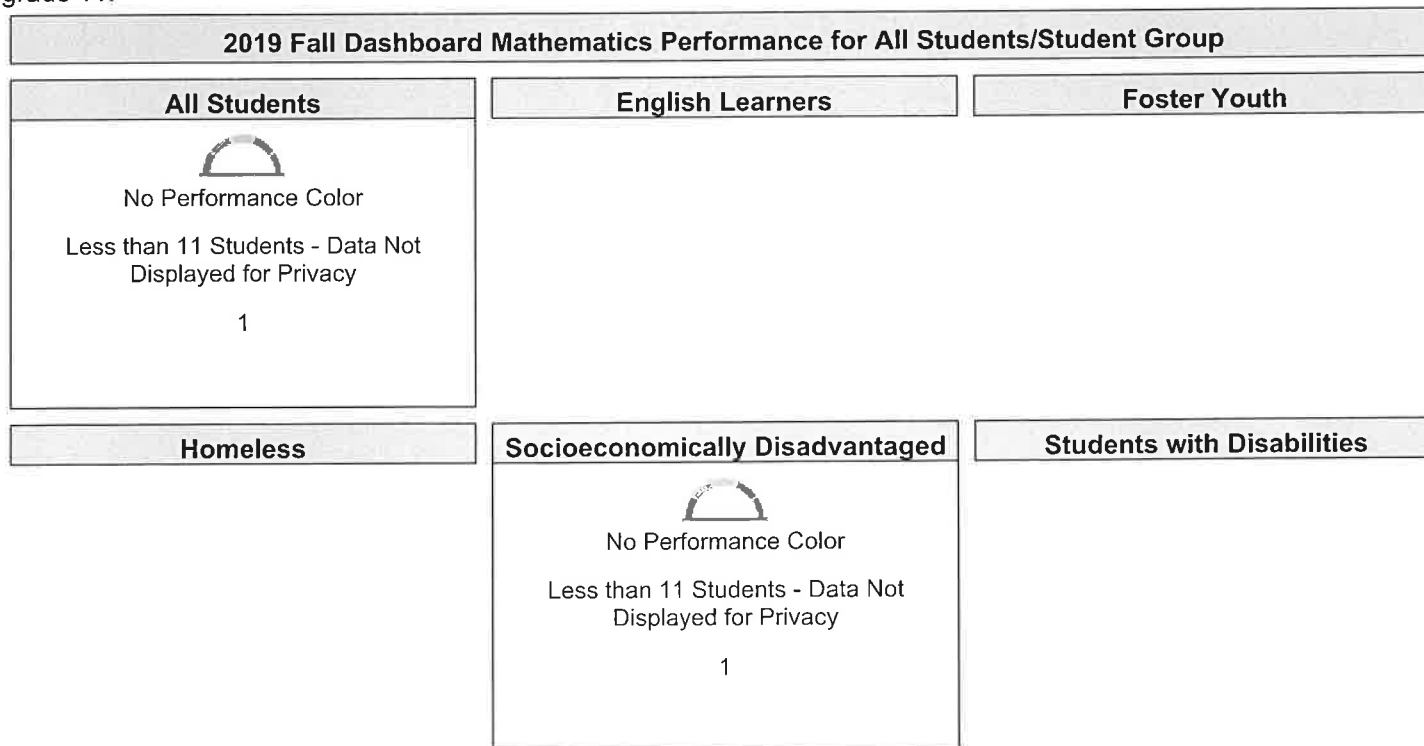
The performance levels are color-coded and range from lowest-to-highest performance in the following order:




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 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 by Race/Ethnicity

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
		Less than 11 Students - Data Not Displayed for Privacy 1

#### Conclusions based on this data:

1. Due to less than 11 students assessed, data is suppressed to protect confidentiality of the students..

# School and Student Performance Data

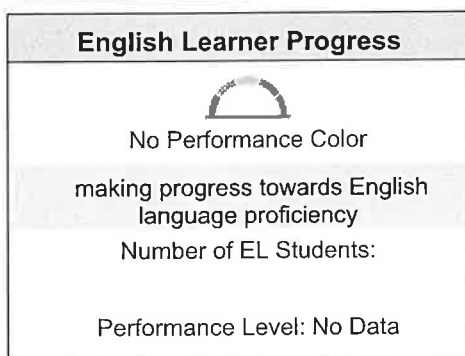
## Academic Performance English Learner Progress

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**

#### Conclusions based on this data:

1. Due to less than 11 students assessed, data is suppressed to protect confidentiality of the students.

# School and Student Performance Data

## Academic Performance College/Career Measures Only 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.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	7	100
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	7	100
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	14.3
Socioeconomically Disadvantaged	7	100
Students with Disabilities		
Foster Youth		
Homeless	3	42.9

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.



Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. 100% of our students are Hispanic with possible barriers related to 100% low socio-economic status.
2. Although graduation rate is 100% for cohorts, students are not meeting A-G requirements at graduation.
3. The school must continue to work to build CTE and college course accessibility to MIS students.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

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

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

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

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

### Conclusions based on this data:

1. Due to less than 11 students assessed, data is suppressed to protect confidentiality.

# 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	7		0	
English Learners	1		0	
Foster Youth				
Homeless	3		0	
Socioeconomically Disadvantaged	7		0	
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	7		0	
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

### Conclusions based on this data:

1. Due to less than 11 students assessed, data is suppressed to protect confidentiality.
2. All students in this cohort met graduation requirements, either at the state level or the district level.

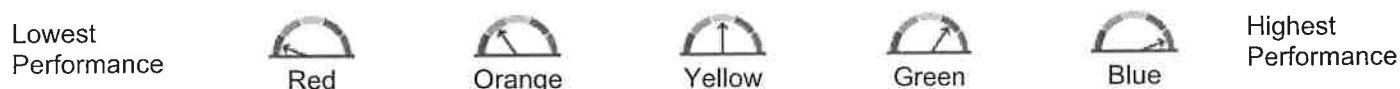
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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.

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

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Maintained 0 24	 No Performance Color Less than 11 Students - Data Not 8	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 1	 No Performance Color 0 Maintained 0 22	 No Performance Color Less than 11 Students - Data Not 2



2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>24</p>			

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

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0	0

**Conclusions based on this data:**

1. Due to less than 11 students assessed, data is suppressed to protect confidentiality.
2. The most recent data is for 2019 making this stale data.

# 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 3: MUSD will ensure all student, 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 1

Each student will be provided supplemental college and career counseling, including in-person and/or virtual opportunities for enrollment in college courses, trade schools, adult education classes, job application assistance, military enrollment assistance, and apprenticeships in order to better prepare them for success in college and/or a career.

## Identified Need

The basis for identifying this need includes counselor notes, data from O\*Net student interest career survey, graduation rates, and post graduation data.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/Career Counseling per student	Counselor meets with each student at the beginning of the year and then at the beginning of each new semester.	Counselor will increase college/career counseling meetings with each student to at least four times per year
O*NETSurvey	95% of students enrolled >60 days were surveyed in 2019-2020; The percentage dropped to 49% in 2020-2021 due to challenges of distance learning and COVID-19.	100% of MIS students enrolled >30 days will take the O*NET survey
CTE pathways	The program was implemented in 2019-2020 and three CareerSafe certificates were earned. Nine certificates were earned in 2020-2021	10% of the MIS students will earn at least one CareerSafe Certificate in 2022-2023
Field Trip Attendance	All students at SJHS/MIS had an opportunity to take one trip and 68% participated in 2019-2020. In 2020-2021, we implemented virtual field trips with 30% participating.	Each 11th and 12th grade student will have the opportunity to participate in two in-person and/or virtual field trips in 2022-2023

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

Students take the O\*NET Survey in the fall. Using the data from the survey results, the counselor will use this information to organize and provide in-person and/or virtual field trips related to student career and college interests.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Collaborate and establish field trips with Bakersfield College, San Joaquin Valley College, Universal Technical Institute, College of the Sequoias, California State University, Bakersfield, International Farm Show, union trade career fairs, the U.S. Military branches, and others to explore available pathways for interests determined from the O\*NET Surveys. Each student will have the opportunity to attend at least 2 of 8 college and/or career in-person and/or virtual field trips scheduled throughout the year. Students who participate in at least two field trips will be eligible to earn college t-shirts and other college/career items.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Title I

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Students have the opportunity to complete CareerSafe OSHA Certificates in construction, health care, agriculture, cosmetology, culinary arts, automotive, general, and manufacturing

### 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)

## 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.

Student engagement as indicated by attendance was a major concern. In 2020-2021, 70% of students participated in O\*NET surveys and students were invited to attend at least two virtual field trips targeting areas of interest. Some students who initially expressed interest in attending, declined to attend on the day of the field trips resulting in a overall participation of 38%. During all of 2020-2021, 100% of students were enrolled in Distance Learning and student engagement was challenging. In 2021-2022, 100% of MIS student completed the O\*NET survey. The CareerSafe CTE strategy/activity 3 was rolled out in the Spring 2020. Last year we surpassed our goal for students completing CareerSafe Certificates and MIS students slowly are beginning to engage in on-campus activities such as field trips or alternative education related student engagement events, ex. holiday floats, Halloween community Trunk or Treat and site Family nights.

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

No major differences between the intended implementation and 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.

As we explore ways to meet CTE requirements, CareerSafe Certificates will continue to be offered in 2022-2023. Our goal for 2022-2023 will be to increase the number of CareerSafe Certificate completions with all seniors completing an added Employability Skills Certificate course.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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 2

Teachers and counselors will use local standardized assessment reading and math data to guide instructional decisions, course enrollment, and implementation of additional supports such as scaffolding and differentiated instruction in order to make learning accessible to all MIS students.

## Identified Need

Due to the transitory nature of our students, they enroll with insufficient data from recent assessments to determine their current reading and math skills. Student basic academic evaluation data is needed during intake in order to guide needed scheduling, instruction, and interventions. Subsequent assessments are valuable in analyzing student academic growth. Although assessments have been routinely administered at the site, we need to ensure all students take an entry level reading and math assessment, in a timely manner, according to the district timelines, using Renaissance STAR Reading and STAR Math Enterprise assessments, so district reports are readily available instead of having to keep our own data.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance STAR Math Enterprise	2020-2021 Baseline Year 64% of Students were assessed 55% Showed Gains in Math	Increase percentage of students assessed and increase scaled scores between the September test and the May test, or maintain if a student scored in the top color band.
Renaissance Reading Inventory	2020-2021 Baseline Year 64% of Students were assessed 55% Showed Gains in Reading	Increase percentage of students assessed and increase scaled scores between the September test and the May test, or maintain if a student scored in the top color band.
NEW Students Requiring Additional Supports IEP Students 504 Students	2022-2023 Baseline Year IEP = #% STAR, Academic Growth, Cr. Completion, Grad Rate 504 = #% STAR, Academic Growth, Cr. Completion, Grad Rate	Students requiring additional supports and outcomes will be tracked in the STAR Math and Reading data to monitor growth in addition to other measurements of academic growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Analyze student weekly academic growth, credit completion per semester, and yearly graduation rate.	2022-2023 Baseline Year Weekly Academic Growth Credit Completion Per Semester Yearly Graduation Rate	Student academic growth outcomes will be tracked concurrently with the STAR Math and Reading data to monitor student outcomes.

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

Upon student enrollment, assess student using Renaissance STAR Reading and STAR Math Enterprises. Then assess according to the district testing calendar to monitor student progress.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

Analyze student weekly academic growth, credit completion per semester, and yearly graduation rate. Reward students who meet program goals: attendance, academic growth, behavior, and participation.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I

### Strategy/Activity 3

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Provide students with an effective instructional program that follows the mission statement and includes evidence of meeting Schoolwide Learner Outcomes. Individualized instruction will include 1:1 direct instruction/tutoring, self-paced learning, intensified guidance services, and a variety of instructional options and vocational experiences.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

MIS Leadership develops and implements a plan for PD targeting specific needs related to best practices of an IS program, instructional strategies to increase student engagement, instructional resources, college/career readiness standards/opportunities, and other identified needs.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Title I

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Leadership team identifies and regularly utilizes data points related to the the school's mission and purpose to evaluate, develop, and monitor the needs of the school program. Administration will establish designated PLC planning times designed to address needs of MIS and focus their work on development of the program, independent of other alternative schools in the district.

**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)

# 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.

Student participation in STAR Reading and Math testing increased in 2020-2021 from 2019-2020. Students also took the assessment more seriously when it was incentivized. We met the goal of Our goal for 2021-2022 is to test onsite during the district testing window and we met that goal. In 2021-2022, all MIS students were assessed according to the district testing window with a higher percentage showing growth.

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

No major differences between the intended implementation and/or the budgeted expenditures were seen.

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.

In 2021-2022, MIS received recommendations from a Western Association of Schools and Colleges. We will continue to analyze STAR testing data, student weekly academic growth, credit completion per semester, and yearly graduation rate. In analyzing data in prior years, we determined it would be beneficial to track students who may need additional supports. Post COVID, we would like to reset our baseline year and tracking. These changes are all within this goal.



# 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 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 3

Improve instructional opportunities and motivate students to attend weekly meetings with the teacher and to work daily to utilize Edgenuity, an online learning system aligned to the Common Core State Standards, as well as textbook instruction, to insure mastery of priority California Common Core State Standards.

## Identified Need

Our site would greatly benefit from an efficient, easily accessible data management system which would allow us to reward and manage student activities, individual academic gains and achievements as well as manage their behaviors needing interventions in a timely manner.

Alternative education learners have unique learning needs and styles. We have found our students work best when motivated. Analysis of transcript summaries, attendance, fifth year senior rates, and drop out rates indicate a need for motivating opportunities and curriculum and a system for efficiently managing data used to reward and support student learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Course Completion	<p>Needed: 27.5 Credits per Semester</p> <p>2019-2020 Average Annual Credits Earned per Semester: 33.02 for students enrolled &gt; 90 days</p> <p>2020-2021 Average Annual Credits Earned per Semester: 21.6 for students enrolled &gt; 90 days</p>	Student enrolls and completes a minimum of six classes (or 30 credits) per semester using Edgenuity and/or Textbooks, if student has not graduated
Graduation Data	MIS - Four-Year Adjusted Cohort Graduation Rate 2019-2020 - 2020-2021	MIS 2021-2022  Graduation Rates: 60% 5th Year Seniors - 60%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Graduation Rates: 50% 5th Year Seniors - 50% Drop Outs – 50%	Drop Outs – reduce by 50%
Attendance Data	MIS 2018-2019 <5% = 15% >=%5 and <10% = 5% >=10% and <20% = 10% >=20% = 70%  2019-2020 <5% = 0% >=%5 and <10% = 10% >=10% and <20% = 3.3% >=20% = 86.67%  2020-2021 <5% = 9% >=%5 and <10% = 0% >=10% and <20% = 0% >=20% = 90.1%	MIS 2021-2022 <5% = 30% >=%5 and <10% = 20% >=10% and <20% = 30% >=20% = 20%
Digi-Coach	New MLC Program	80% Observed student engagement and/or 80% observed teacher interaction with student
Professional Development	<ul style="list-style-type: none"> <li>At least 2 PDs for staff members with Aeries, ParentSquare, KIDS, Edgenuity, or similar productivity software per staff member</li> <li>In-house PD with information from staff attending CCAE Conference and shared with staff</li> <li>Number of Professional Development sessions attended by staff - at least 2 PDs with Aeries, ParentSquare, KIDS,</li> </ul>	<ul style="list-style-type: none"> <li>Number of Professional Development sessions attended by staff</li> <li>At Least 2 PDs with Aeries, ParentSquare, KIDS, Edgenuity, or similar productivity software per staff member</li> <li>In-house PD provided by staff attending CCAE Conference</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Edgenuity, or similar productivity software per staff member <ul style="list-style-type: none"> <li>In-house PD provided by staff attending CCAE Conference</li> </ul>	
SSICA Data	New Program. Baseline will be new data obtained.	Increase in student engagement through parent participation in accessing SSICA real-time attendance, merits, and demerits system. <ul style="list-style-type: none"> <li>Merit and Demerits earned</li> <li>Parent contact and responses</li> </ul>
District Data Compared to School Data	New: 2022-2023 District dropout rate compared to school dropout rate Demand for IS as compared to ability to meet the demand	

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

Provide appropriate online learning opportunities: Edgenuity (web-based coursework meeting college A-G requirements, general level graduation requirement and the needs of students with IEPs.); increase instructional opportunities

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## 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

Monitor student weekly growth. Provide students with progress data and reward growth of >30% of assigned work per week. Analyze student credit completion per month, per semester and yearly graduation rate.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

369.67

Source(s)

Title I

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide professional development and opportunities to collaborate with other continuation education colleagues from other districts to two new staff members at the California Continuation Education Association 2023 Conference, TBD. This professional development is designed to promote best practices in designing rigorous, relevant, and intentional instruction that leads to student achievement of high standards, completions of a high school diploma, effective preparation for career or college plans, positive community involvement and a foundation for life-long learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,200

Source(s)

Title I

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

MIS will continue to collaborate with other alternative schools in the area to explore ways for students to graduate with college courses, meeting A-G requirements, and participate in CTE courses. This is an ongoing challenge for our small school.

### Strategy/Activity

Meet with Bakersfield College, McFarland High School, and other alternative education sites to explore options. By 2022-2023, have at least one CTE pathway developed.

### 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)

## 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.

Distance Learning proved to be challenging for many students who, even with supports, did not complete as many courses as in prior years when they attended onsite. Graduation rate data must be calculated in-house since published data is suppressed to protect student privacy. SSICA onboarding should be complete with data available at the end of Spring 2023.

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

No major differences existed between the intended implementation and/or the 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.

# 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 4

Teachers will provide provide rigorous, relevant, and intentional instructional support to English language learners so that they are able to access instruction and satisfactorily complete assignments.

## Identified Need

With the exception of 2020-2021, English Learners at McFarland Independent School have all assessed as Intermediate (CELDT), Somewhat Developed (ELPAC), or higher. The number of English Learners varies from year to year. In 2018-2019, 8 Students were ELs, in 2019-2020, 7 students were ELs, and in 2020-2021, 3 students are ELs. More than 90% are long-term EL students and are enrolled at MIS because the barriers to meet graduation requirements put the student at high risk for being unable to meet graduation requirements with their peers. This data indicates a need to provide daily targeted support for English learners who meet with their instructors only one day per week.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased scaled scores on STAR reading test	Of the students who tested in 2020-2021, 0% of EL students increased their scaled scores on the STAR reading test.	50% of EL students will increase their scaled scores on the STAR reading test by June 2022
Increased Course Completion	In 2020-2021, 3 EL students earned an average of 14.5 credits per semester In 2021-2022, 7 EL students earned an average of 24.85	Students will show literacy growth as measured by the ability to complete at least 27.5 credits per semester

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 English Learners

Strategy/Activity

Analyze student weekly academic growth, credit completion per quarter, and yearly graduation rate. Reward students who meet program goals with certificates, special food treats, supplemental school supplies, etc.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All English Learners

#### **Strategy/Activity**

ELD Strategies to be used across the curriculum. All teachers will emphasize using academic language, speak slowly and increase wait times, differentiate, and use multiple modalities when possible.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All English Learners

#### **Strategy/Activity**

English 3D and Freckle teaching resources and opportunities for differentiation and inquiry-based learning will be provided on an as needed basis as a supplemental curriculum. Literacy is also enhanced using NEWSela resources.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All English Learners

**Strategy/Activity**

Rosetta Stone will be used to provide daily target, engaging lessons designed to increase English literacy for English as a second language learners. It will provide immediate feedback with speech-recognition technology that "listens", analyzes, and corrects speech throughout the learning process.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## 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.

Of the students who tested in 2021-2022, 50% of the students who took the test increased their scaled scores on the STAR reading test. In 2021-2022, 7 EL students earned an average of 24.85 credits, up from the average of 14.5 credits per semester in 2020-2021.

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

No major differences.

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.

Due to the transitory nature of our students, having pre/post test data is still challenging. We will increase the efforts to test students at entry, or to obtain the test results if taken within the district, at enrollment regardless of whether it is outside of the district testing window - Goal 2.



# 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 5

## Identified Need

## Annual Measurable Outcomes

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### 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)
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# 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 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### 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)
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## 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	\$2,069.67

### 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	\$2,069.67

Subtotal of additional federal funds included for this school: \$2,069.67

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

Total of federal, state, and/or local funds for this school: \$2,069.67

# 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
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Lori Schultz	Principal
Maria Perez	Classroom Teacher
Araceli Jacinto	Parent or Community Member
Leslie Reyes	Secondary Student
Erika Magallanes	Secondary Student
Monica Delira	Other School Staff

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

## Recommendations and Assurances

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

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

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

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

 Signature

### Committee or Advisory Group Name

English Learner Advisory Committee

Special Education 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 .

Attested:



Principal, Lori Schultz on

11/3/2022

SSC Chairperson, Maria T Perez on

11/3/2022