



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	11/13/2023	

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, however, they are monitored for progress weekly. 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 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 first main review and updates took place October 24, 2022, November 9, 2023. A finalized draft was completed November 13, 2022. A public meeting was scheduled on November 13, 2023, to review and approve the final document. A second Spring 2024 will be held.

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
Grade3			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%	0.0%	

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.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6			*			*			*
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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6			*			*			*
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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
43	93.0	32.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in McFarland Independent School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	32.6
Foster Youth		
Homeless	4	9.3
Socioeconomically Disadvantaged	40	93.0
Students with Disabilities	3	7.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian	7	16.3
Filipino		
Hispanic	35	81.4
Two or More Races		
Pacific Islander		
White	1	2.3

Conclusions based on this data:

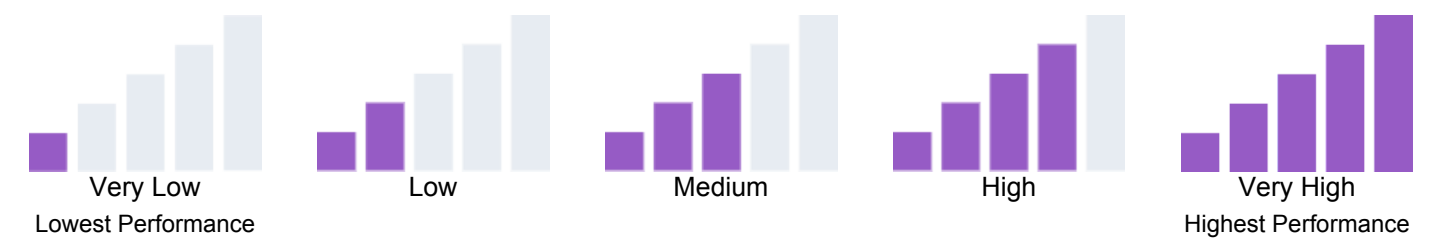
- 1. 90% of the students are socio-economically disadvantaged.
- 2. Nearly 1/3 of the students are English Learners.
- 3. Enrollment by Race/Ethnicity closely represents districtwide student group of 98%

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>No Performance Level</div>	<div>Graduation Rate</div> <div>No Performance Level</div>	<div>Suspension Rate</div> <div>Very Low</div>
<div>Mathematics</div> <div>No Performance Level</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	
<div>English Learner Progress</div> <div>No Performance Level</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

Conclusions based on this data:

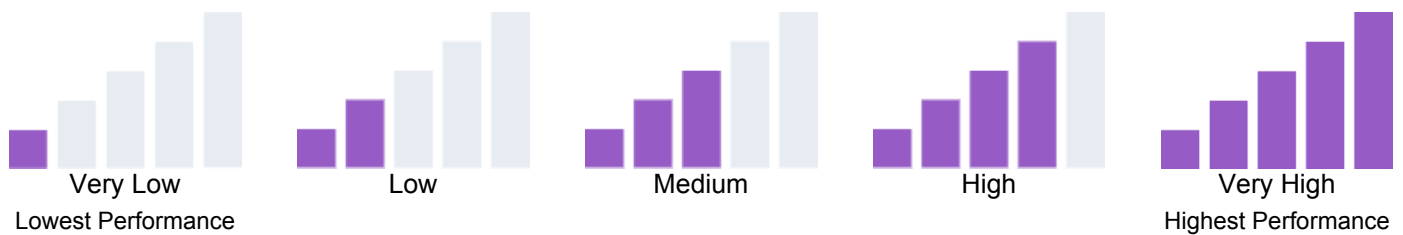
1. Due to low number of students enrolled and assessed, data is not displayed for privacy

School and Student Performance Data

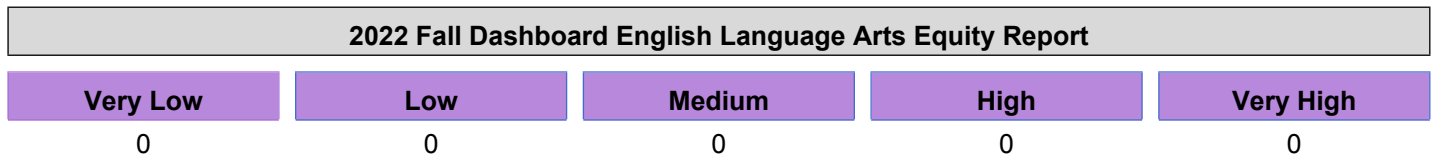
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

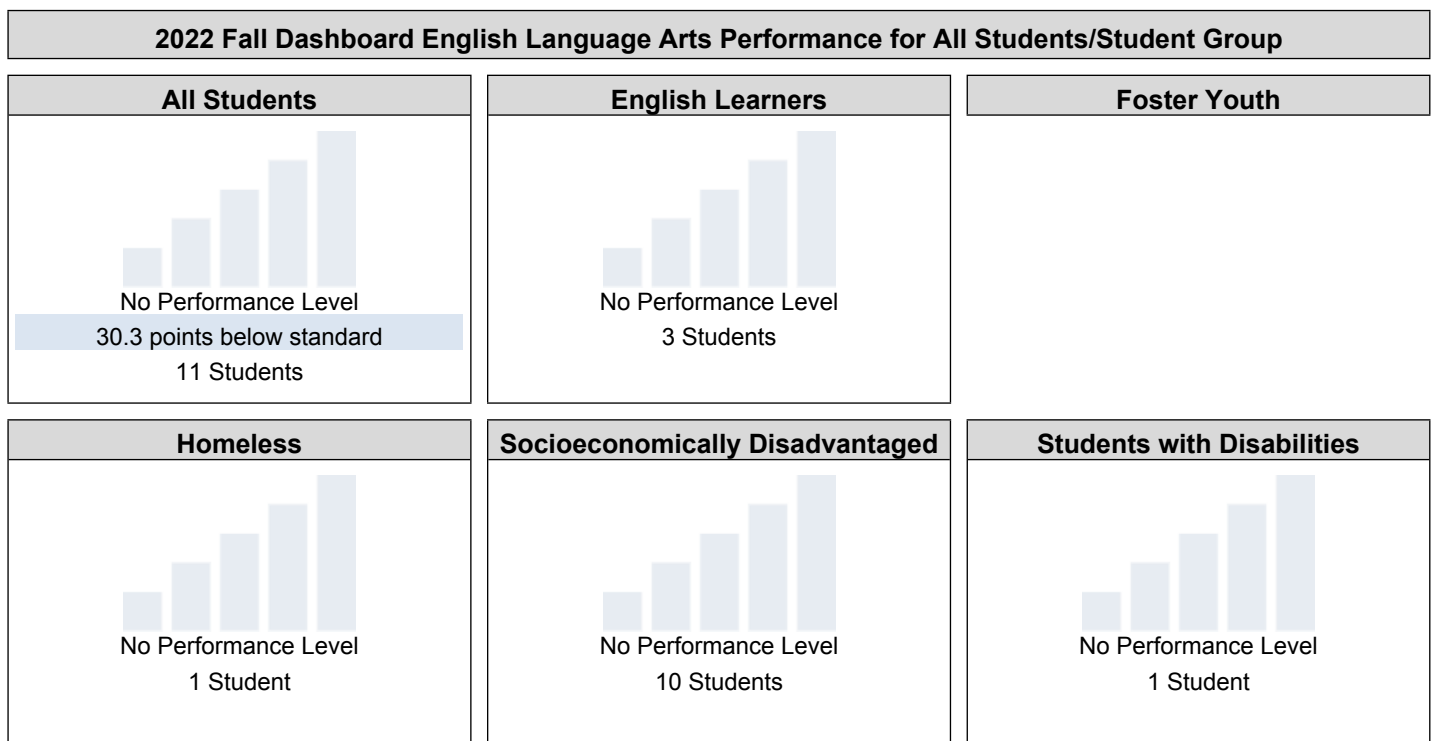
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



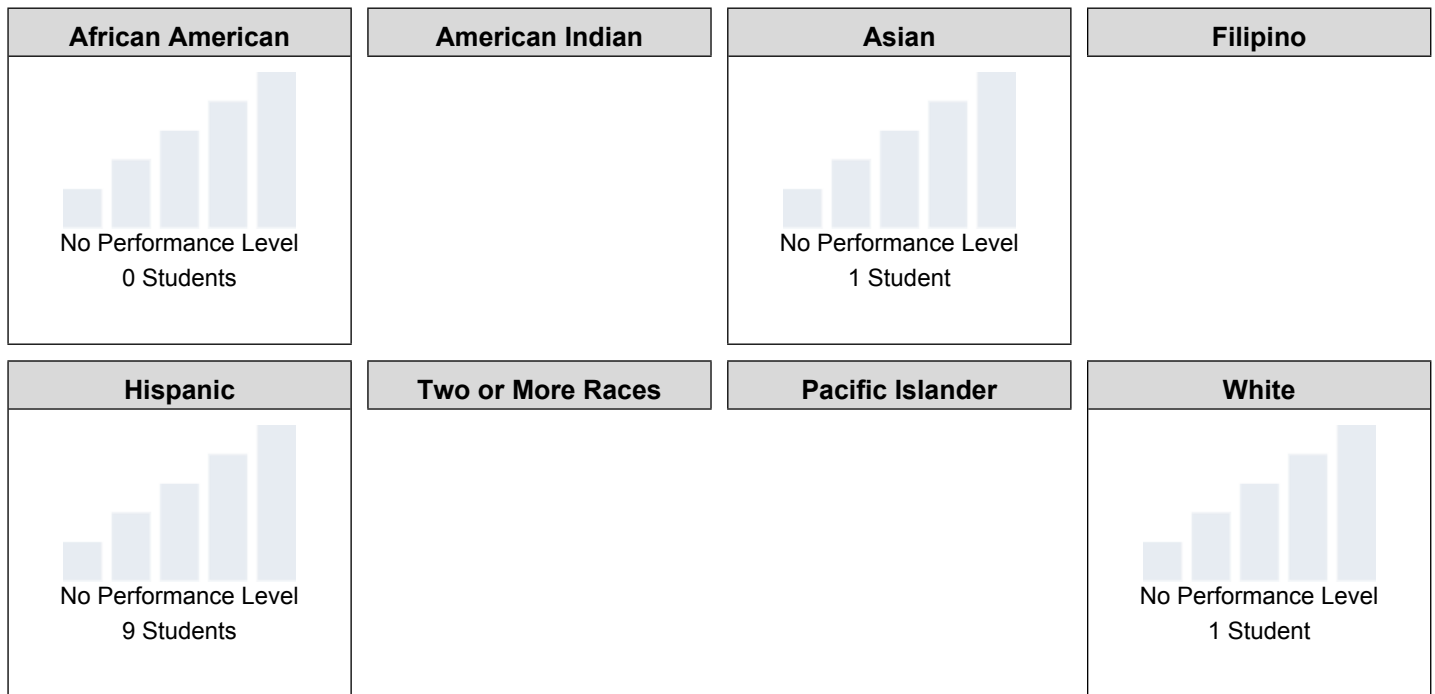
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 Student	2 Students	2 Students

Conclusions based on this data:

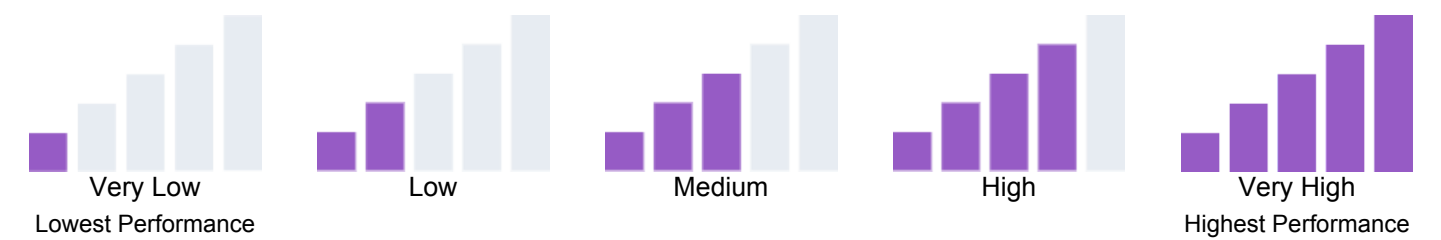
1. Due to less than 11 students assessed, data is suppressed to protect confidentiality of the students..

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



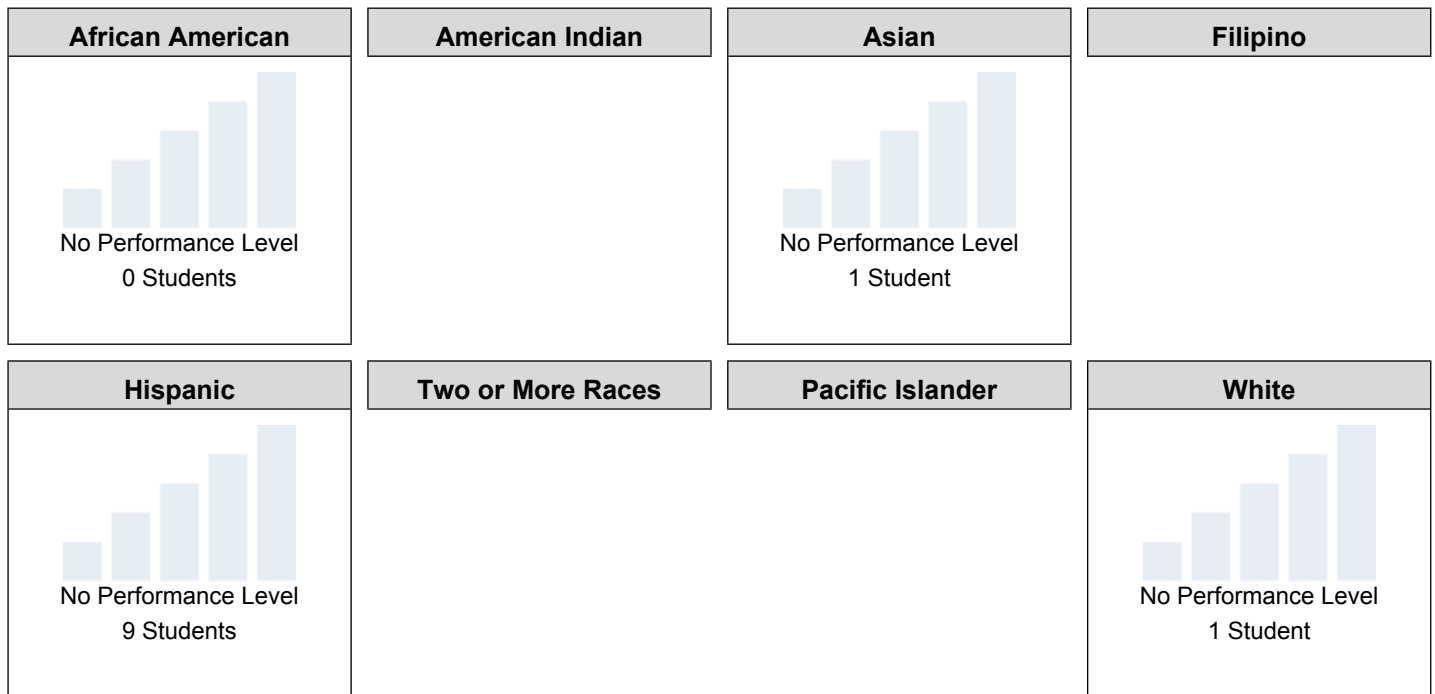
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>No Performance Level 177.9 points below standard 11 Students</p>	<p>No Performance Level 3 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level 1 Student</p>	<p>No Performance Level 10 Students</p>	<p>No Performance Level 1 Student</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 Student	2 Students	2 Students

Conclusions based on this data:

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

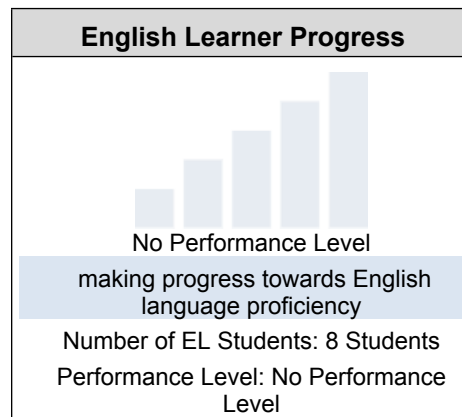
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
0.0%	0.0%	0.0%	0.0%

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 Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

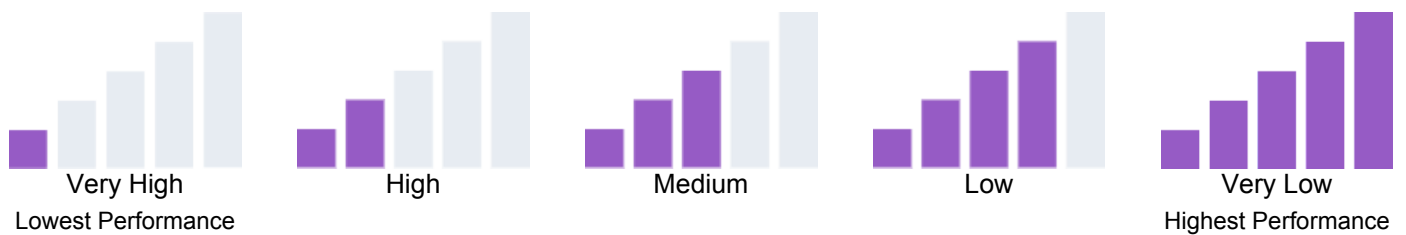
1. 100% of our students are Hispanic with possible barriers related to 100% low socio-economic status.
2. Although graduation rate is 100% for cohorts, students are not meeting A-G requirements at graduation.
3. The school must continue to work to build CTE and college course accessibility to MIS students.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

School and Student Performance Data

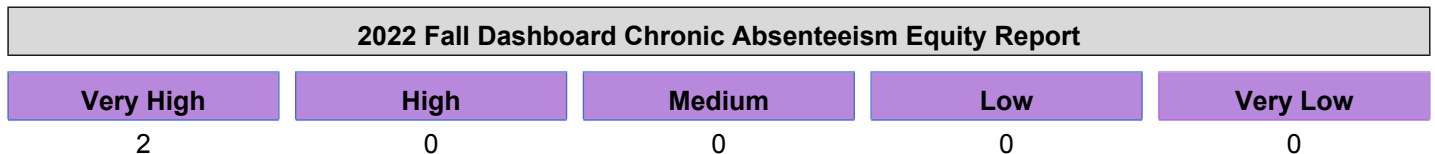
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

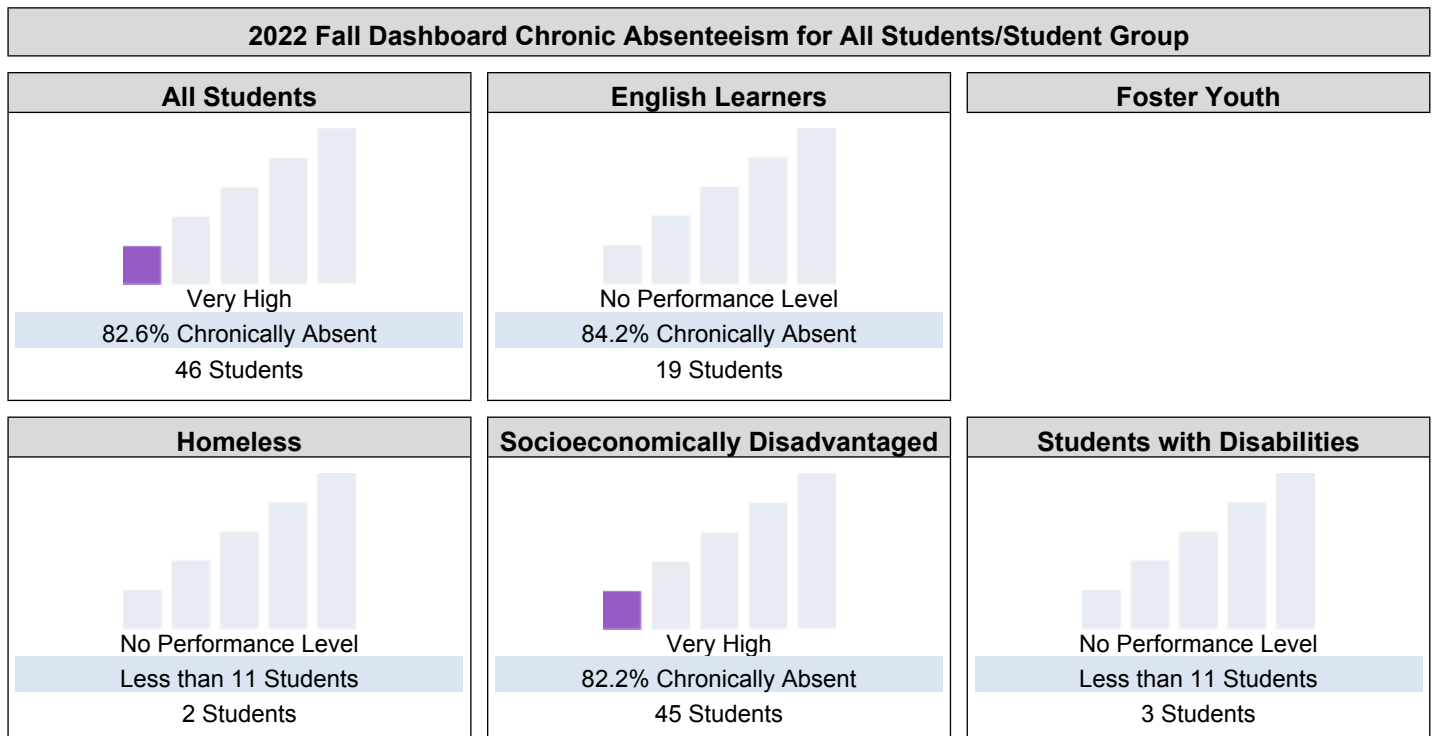
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



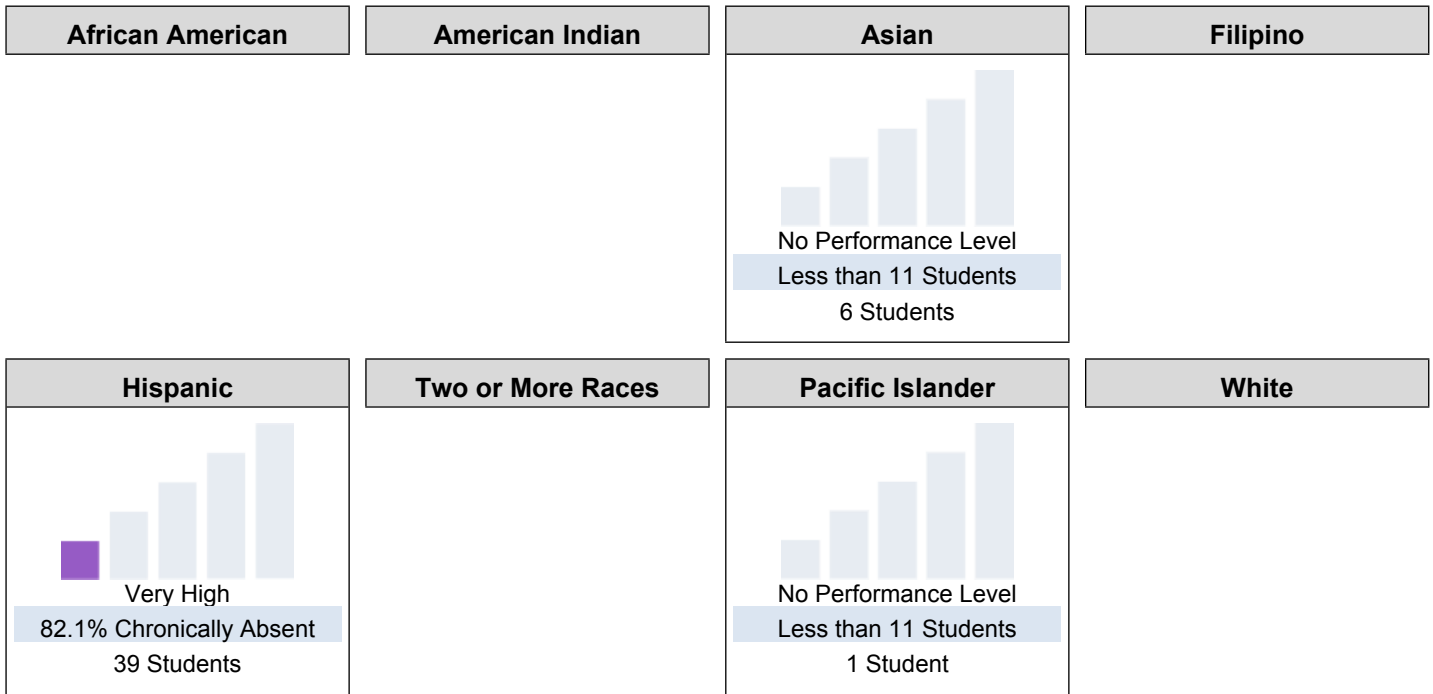
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



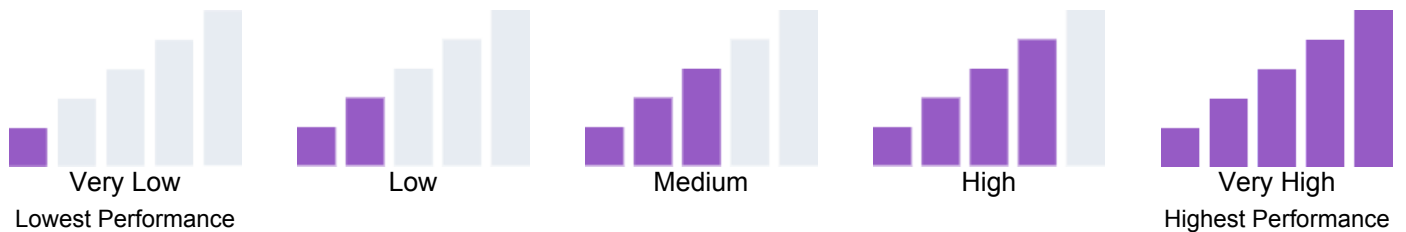
Conclusions based on this data:

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

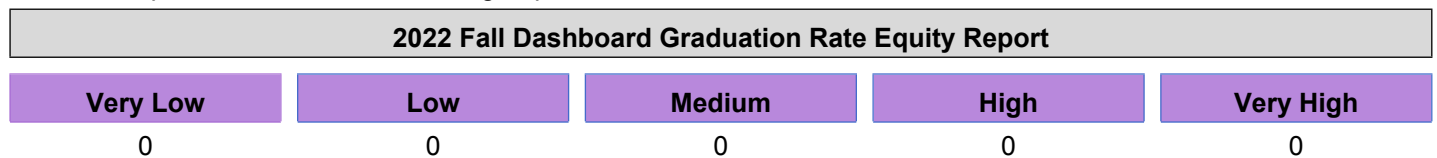
School and Student Performance Data

Academic Engagement Graduation Rate

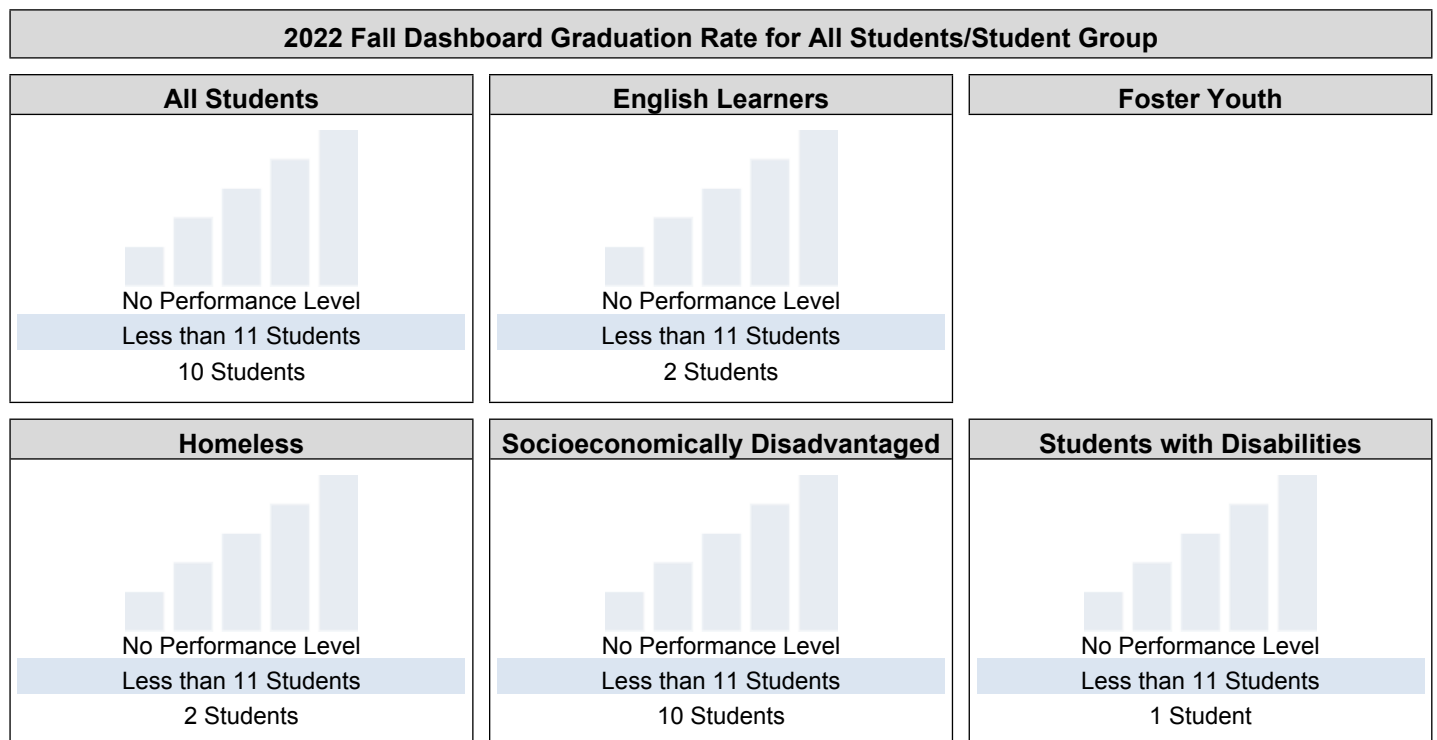
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



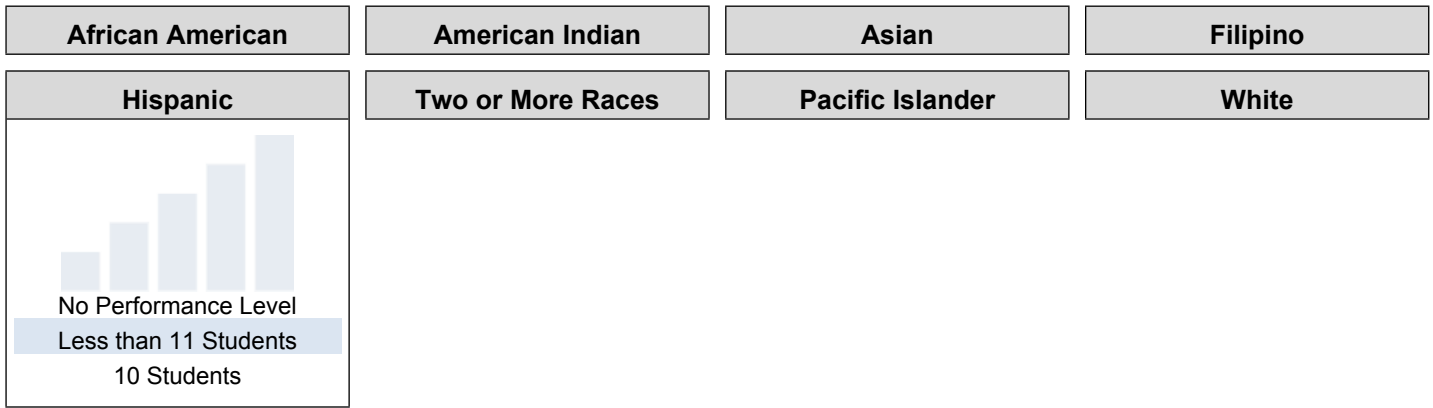
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

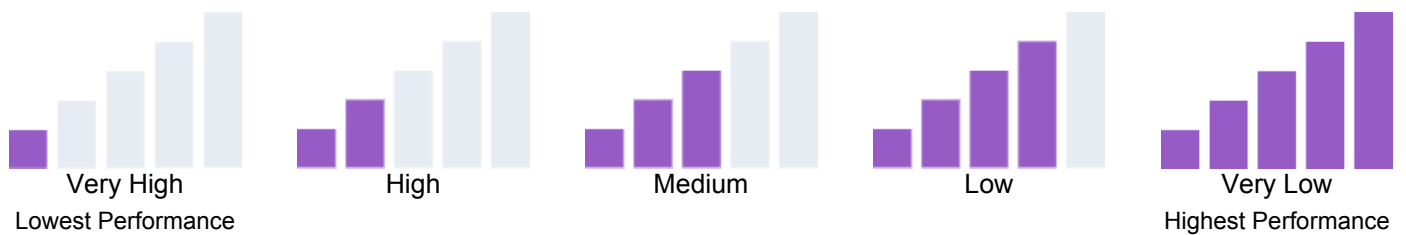
1. Due to less than 11 students assessed, data is suppressed to protect confidentiality.
2. All students in this cohort met graduation requirements, either at the state level or the district level.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



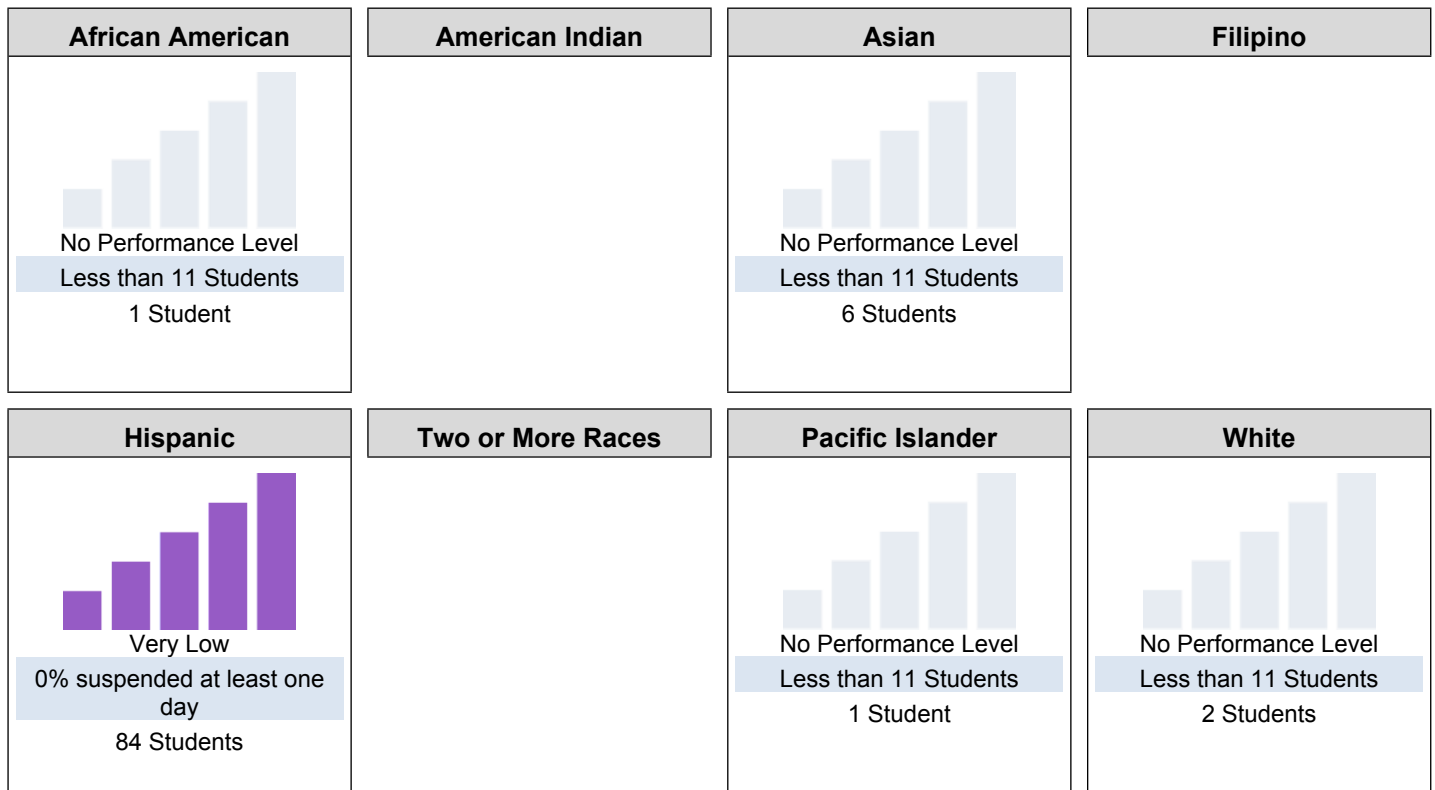
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very Low</p> <p>0% suspended at least one day</p> <p>94 Students</p>	<p>No Performance Level</p> <p>0% suspended at least one day</p> <p>29 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>91 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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 2020-2021. 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)

200.00

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)
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Annual Review

SPSA Year Reviewed: 2022-23

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. A 10 Hour CAL Osha course is now also being offered for our students through Career Safe.

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. Renaissance training for our staff is also an area of need.

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)
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Annual Review

SPSA Year Reviewed: 2022-23

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. 82.6% of students were chronically absent as reported on the 2021-2022 California School Dashboard.

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 > 90 days</p> <p>2020-2021 Average Annual Credits Earned per Semester: 21.6 for students enrolled > 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%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Graduation Rates: 50%</p> <p>5th Year Seniors - 50%</p> <p>Drop Outs – 50%</p>	<p>5th Year Seniors - 60%</p> <p>Drop Outs – reduce by 50%</p>
Attendance Data	<p>MIS</p> <p>2018-2019</p> <p><5% = 15%</p> <p>>=%5 and <10% = 5%</p> <p>>=10% and <20% = 10%</p> <p>>=20% = 70%</p> <p>2019-2020</p> <p><5% = 0%</p> <p>>=%5 and <10% = 10%</p> <p>>=10% and <20% = 3.3%</p> <p>>=20% = 86.67%</p> <p>2020-2021</p> <p><5% = 9%</p> <p>>=%5 and <10% = 0%</p> <p>>=10% and <20% = 0%</p> <p>>=20% = 90.1%</p> <p>2021-2022</p> <p><5% = 30%</p> <p>>=%5 and <10% = 20%</p> <p>>=10% and <20% = 30%</p> <p>>=20% = 20%</p> <p>Chronic Absenteeism - 82.6%</p> <p>Attendance clerk notes and documentation of contact</p> <p>Documentation of home visits in Aeries</p> <p>Parent e-mail addresses</p> <p>Students without a compelling reason to not complete assigned work will be dropped after the third missed assignment. (BP 6158)</p>	<p>MIS</p> <p>2022-2023</p> <p><5% = 30%</p> <p>>=%5 and <10% = 20%</p> <p>>=10% and <20% = 30%</p> <p>>=20% = 20%</p> <p>Trending 2022-2023, KiDS Data, 4/3/2023</p> <p>All Students 74% Attendance</p> <p>Female 69% Attendance</p> <p>Male 88% Attendance</p> <p>African American 100% Attendance</p> <p>Hispanic/Latino 73% Attendance</p> <p>EL 74% Attendance</p> <p>SWD 97% Attendance</p> <p>Homeless Youth 74% Attendance</p> <p>Migrant 38% Attendance</p> <p>SED 74% Attendance</p> <p>No Absence Issues 4%</p> <p>Trending Chronic 4%</p> <p>Nearly Chronic 7%</p> <p>Chronically Absent 85%</p> <p>Attendance clerk will record attempted contact/contact all students who have gaps in attendances as reported by teacher.</p> <p>Home visits will be recorded for all students who have gaps in attendance and for which other means of communication are not available.</p> <p>All parents will be connected to parent portals in Aeries and Edgenuity</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	<ul style="list-style-type: none"> At least 2 PDs for staff members with Aeries, ParentSquare, KIDS, Edgenuity, or similar productivity software per staff member <p>This year, our teachers participated in training in Renaissance for STAR reports and data.</p> <ul style="list-style-type: none"> In-house PD with information from staff attending CCAE Conference and shared with staff Number of Professional Development sessions attended by staff - at least 2 PDs with Aeries, ParentSquare, KIDS, Edgenuity, or similar productivity software per staff member In-house PD provided by admin attending CCAE Conference for Adult Education. 	<ul style="list-style-type: none"> Number of Professional Development sessions attended by staff At Least 2 PDs with Aeries, ParentSquare, KIDS, Edgenuity, or similar productivity software per staff member In-house PD provided by staff attending CCAE Conference for Adult Education
SSICA Data	New Program. Baseline will be new data obtained.	<p>Increase in student engagement through parent participation in accessing SSICA real-time attendance, merits, and demerits system.</p> <ul style="list-style-type: none"> Merit and Demerits earned Parent contact and responses
District Data Compared to School Data	New: 2022-2023 District dropout rate compared to school dropout rate	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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. CTE component of Edgenuity and Career Safe, including a 10 Hour CALOsha course.

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.
- Add School Resource Officer (hired March 2023)
- Add resource Teacher to assist counselor Counselor with home visits.
- Add MIS panel that reviews progress and makes recommendations for alternative placement if a student is making inadequate academic progress.
- Have MIS attendance clerk makes contact with parents of students who experience gaps in attendance, both phone calls and letters. Parent may also get updated information every two weeks from the attendance clerk.
- Encourage parents to access and view student progress online if a parent provides an email address.
- Invited to all students to college and career field trips.

- MIS is treated as a privilege. Students have an opportunity to access learning 24/7. Success is rewarded by the student being able to remain in the IS School.
- Ensure Orientation information understanding: The contract signed by all parties clearly sets out the requirements of the program. Students must complete a minimum amount of work/attendance in order to remain. Completed work is the basis of earned attendance for MIS.

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 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)

Source(s)

508.86

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Chronically Absent Students - 82.6% of students were chronically absent as reported on the 2021-2022 California School Dashboard

Strategy/Activity

See attached Improvement Plan for CSI

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: 2022-23

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 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. This year, we have 16 students that are enrolled in ELD classes during 2nd period and receive direct instruction in language and writing development.

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)
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Annual Review

SPSA Year Reviewed: 2022-23

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
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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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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	\$708.86

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	\$708.86

Subtotal of additional federal funds included for this school: \$708.86

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: \$708.86

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
Leonor Lopez	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, Leonor Lopez on
SSC Chairperson, Maria T Perez on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019