



# 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
Marysville Charter Academy for the Arts	58-72736-5830138	5/9/19	June 26, 2019

## 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

This plan will increase student achievement in mathematics overall and will also target students for extra help in mathematics. It should also increase parent involvement.

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.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Discussed and approved the plan with the school site council on 5-9-19. Also met with the school leadership team to discuss the plan. The LCAP and WASC goals were used as sources of needs for the SPSA. An LCAP survey was also used as a source of parent input for the SPSA. The survey was posted online from 5/10/19 to 5/31/19.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.8%	1.32%	0.75%	7	5	3
African American	2.1%	2.11%	1.5%	8	8	6
Asian	3.9%	4.47%	4.25%	15	17	17
Filipino	%	0.26%	0.5%		1	2
Hispanic/Latino	37.0%	36.32%	37.75%	141	138	151
Pacific Islander	%	0.53%	0.75%		2	3
White	46.7%	45.26%	43.75%	178	172	175
Multiple/No Response	0.8%	0.26%	0.5%	3	1	2
<b>Total Enrollment</b>				381	380	400

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 7	76	74	75
Grade 8	78	78	75
Grade 9	64	65	71
Grade 10	69	57	65
Grade 11	48	63	58
Grade 12	46	43	56
<b>Total Enrollment</b>	381	380	400

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	13	13	16	3.4%	3.4%	4.0%
Fluent English Proficient (FEP)	87	85	88	22.8%	22.4%	22.0%
Reclassified Fluent English Proficient (RFEP)	5		6	35.7%	0	46.2%

Conclusions based on this data:

1.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	73	72	74	72	71	73	72	71	73	98.6	98.6	98.6
Grade 8	76	77	71	76	76	71	76	76	71	100	98.7	100
Grade 11	47	60	57	45	60	55	45	60	55	95.7	100	96.5
All Grades	196	209	202	193	207	199	193	207	199	98.5	99	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2578.	2574.	2569.	12.50	19.72	19.18	59.72	40.85	39.73	20.83	30.99	27.40	6.94	8.45	13.70
Grade 8	2616.	2596.	2607.	26.32	10.53	21.13	50.00	56.58	49.30	19.74	28.95	23.94	3.95	3.95	5.63
Grade 11	2658.	2634.	2623.	42.22	31.67	27.27	46.67	43.33	34.55	8.89	21.67	29.09	2.22	3.33	9.09
All Grades	N/A	N/A	N/A	24.87	19.81	22.11	52.85	47.34	41.71	17.62	27.54	26.63	4.66	5.31	9.55

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 7	29.17	35.21	31.51	54.17	52.11	46.58	16.67	12.68	21.92	
Grade 8	42.11	30.26	38.03	50.00	60.53	53.52	7.89	9.21	8.45	
Grade 11	53.33	45.00	38.18	42.22	46.67	49.09	4.44	8.33	12.73	
All Grades	39.90	36.23	35.68	49.74	53.62	49.75	10.36	10.14	14.57	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	27.78	26.76	30.14	68.06	61.97	57.53	4.17	11.27	12.33
Grade 8	34.21	19.74	32.39	56.58	68.42	60.56	9.21	11.84	7.04
Grade 11	51.11	35.00	34.55	44.44	50.00	47.27	4.44	15.00	18.18
All Grades	35.75	26.57	32.16	58.03	60.87	55.78	6.22	12.56	12.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	16.67	19.72	16.44	73.61	70.42	71.23	9.72	9.86	12.33
Grade 8	26.32	21.05	28.17	72.37	75.00	63.38	1.32	3.95	8.45
Grade 11	31.11	35.00	18.18	66.67	61.67	72.73	2.22	3.33	9.09
All Grades	23.83	24.64	21.11	71.50	69.57	68.84	4.66	5.80	10.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	36.11	28.17	30.14	55.56	59.15	50.68	8.33	12.68	19.18
Grade 8	43.42	38.16	35.21	52.63	51.32	56.34	3.95	10.53	8.45
Grade 11	48.89	41.67	41.82	51.11	50.00	49.09	0.00	8.33	9.09
All Grades	41.97	35.75	35.18	53.37	53.62	52.26	4.66	10.63	12.56

**Conclusions based on this data:**

1. ELA scores are down overall and in all grades when comparing 2017 test scores to 2018 test scores. Although we are not happy with this, we believe our PLC training will begin to have a positive effect in our students' achievement.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	73	72	74	72	71	73	72	71	73	98.6	98.6	98.6
Grade 8	76	77	71	76	76	71	76	76	71	100	98.7	100
Grade 11	47	60	57	45	60	55	45	60	55	95.7	100	96.5
All Grades	196	209	202	193	207	199	193	207	199	98.5	99	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2559.	2546.	2549.	20.83	15.49	17.81	22.22	33.80	24.66	40.28	22.54	35.62	16.67	28.17	21.92
Grade 8	2567.	2554.	2573.	21.05	13.16	25.35	23.68	25.00	22.54	25.00	32.89	22.54	30.26	28.95	29.58
Grade 11	2580.	2575.	2599.	4.44	5.00	14.55	28.89	35.00	25.45	37.78	18.33	29.09	28.89	41.67	30.91
All Grades	N/A	N/A	N/A	17.10	11.59	19.60	24.35	30.92	24.12	33.68	25.12	29.15	24.87	32.37	27.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	26.39	25.35	21.92	44.44	39.44	46.58	29.17	35.21	31.51
Grade 8	25.00	26.32	29.58	38.16	42.11	36.62	36.84	31.58	33.80
Grade 11	6.67	20.00	27.27	51.11	30.00	21.82	42.22	50.00	50.91
All Grades	21.24	24.15	26.13	43.52	37.68	36.18	35.23	38.16	37.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	23.61	18.31	21.92	50.00	49.30	53.42	26.39	32.39	24.66
Grade 8	26.32	15.79	25.35	46.05	56.58	49.30	27.63	27.63	25.35
Grade 11	13.33	10.00	23.64	62.22	48.33	50.91	24.44	41.67	25.45
All Grades	22.28	14.98	23.62	51.30	51.69	51.26	26.42	33.33	25.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	16.67	14.08	20.55	65.28	66.20	61.64	18.06	19.72	17.81
Grade 8	17.11	11.84	19.72	63.16	64.47	61.97	19.74	23.68	18.31
Grade 11	2.22	15.00	21.82	82.22	56.67	60.00	15.56	28.33	18.18
All Grades	13.47	13.53	20.60	68.39	62.80	61.31	18.13	23.67	18.09

**Conclusions based on this data:**

1. Math scores were up a little in terms of percent met or exceeded in all grades except for 8th grade in 2018 when compared to 2017. The 2019 math scores are not out yet.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	*	*	*	*	*	*	*	5
Grade 8	*	*	*	*	*	*	*	*
Grade 9	*	*	*	*	*	*	*	*
Grade 10		*		*		*		*
All Grades							*	12

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	*	66.67	*	16.67	*	8.33		8.33	*	12

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	75.00	*	16.67		0.00		8.33	*	12

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*		*	*	*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	8.33	*	66.67	*	16.67		8.33	*	12



Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
All Grades	*	58.33	*	41.67	*	0.00	*	12

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	83.33	*	8.33		8.33	*	12

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	25.00		66.67	*	8.33	*	12

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	0.00	*	91.67		8.33	*	12

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>380</b>	<b>54.2%</b>	<b>3.4%</b>	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	3.4%
Socioeconomically Disadvantaged	206	54.2%
Students with Disabilities	9	2.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.1%
American Indian	5	1.3%
Asian	17	4.5%
Filipino	1	0.3%
Hispanic	138	36.3%
Two or More Races	36	9.5%
Pacific Islander	2	0.5%
White	172	45.3%








Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>32.9 points above standard</p> <p>Declined -14 points</p> <p>206 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>0.7 points above standard</p> <p>Increased 19.6 points</p> <p>22 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>23.2 points above standard</p> <p>Declined -11.9 points</p> <p>118 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 16.4 points above standard Declined -12.8 points 79 students	 No Performance Color 37 points above standard 21 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 39.1 points above standard Declined -20.7 points 85 students

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6 students	18.1 points above standard Increased 27.5 points 16 students	34.5 points above standard Declined -22.6 points 149 students

**Conclusions based on this data:**

- 1.

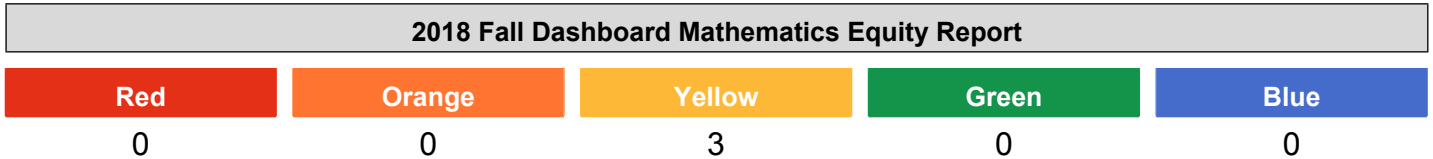
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>33.9 points below standard</p> <p>Declined -12.4 points</p> <p>206 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>70.6 points below standard</p> <p>Increased 4.9 points</p> <p>22 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>43.1 points below standard</p> <p>Declined -11.4 points</p> <p>118 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e6f2ff;">58.2 points below standard</span> Declined -18.4 points 79 students	 No Performance Color <span style="background-color: #e6f2ff;">45.4 points below standard</span> 21 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Yellow <span style="background-color: #e6f2ff;">18.6 points below standard</span> Declined -5.5 points 85 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6 students	<span style="background-color: #e6f2ff;">52.1 points below standard</span> Declined -10.4 points 16 students	<span style="background-color: #e6f2ff;">33.6 points below standard</span> Declined -17.3 points 149 students

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1.



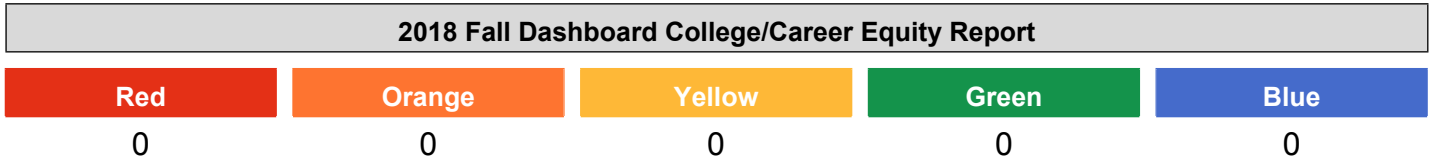
# School and Student Performance Data

## Academic Performance College/Career

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>58.3% prepared</p> <p>Declined -5.7%</p> <p>48 students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>55.6% prepared</p> <p>Declined -9.8%</p> <p>27 students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>

**2018 Fall Dashboard College/Career by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color 52.9% prepared Declined -34.6% 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 52.4% prepared Maintained -1.5% 21 students

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

**2018 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
42.5% <b>Prepared</b>	64 <b>Prepared</b>	58.3 <b>Prepared</b>
30% <b>Approaching Prepared</b>	16 <b>Approaching Prepared</b>	20.8 <b>Approaching Prepared</b>
27.5% <b>Not Prepared</b>	20 <b>Not Prepared</b>	20.8 <b>Not Prepared</b>

**Conclusions based on this data:**

- 1.

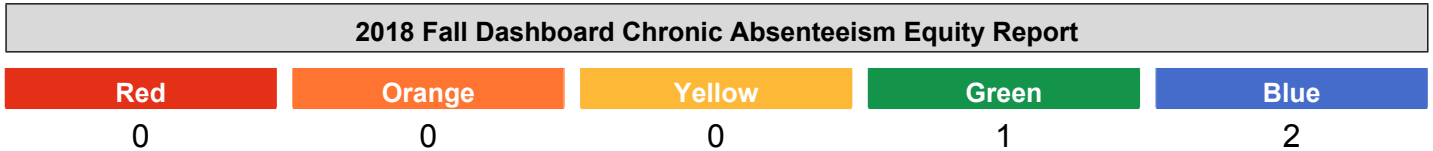
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Blue 0.6% chronically absent Maintained 0% 154 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 1.1% chronically absent Maintained 0.2% 94 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.6% chronically absent Increased 1.6% 61 students	 No Performance Color 0% chronically absent 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 0% chronically absent Declined 1.4% 64 students

**Conclusions based on this data:**

1.

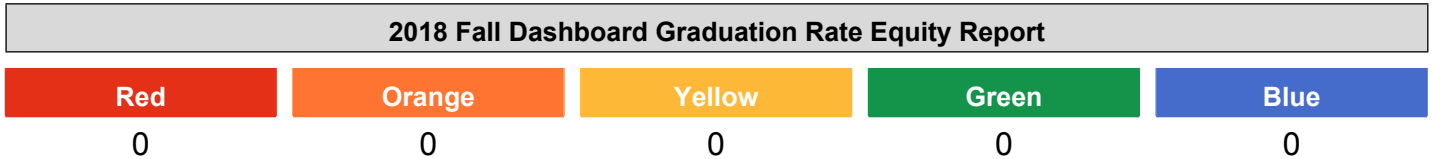
# School and Student Performance Data

## Academic Engagement Graduation Rate

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>93.8% graduated</p> <p>Increased +1.8%</p> <p>48 students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>96.3% graduated</p> <p>Maintained +0.1%</p> <p>27 students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>

**2018 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color 94.1% graduated Declined -5.9% 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 90.5% graduated Increased +2% 21 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2018 Fall Dashboard Graduation Rate by Year**

<b>2017</b>	<b>2018</b>
92% graduated	93.8% graduated

**Conclusions based on this data:**

- 1.

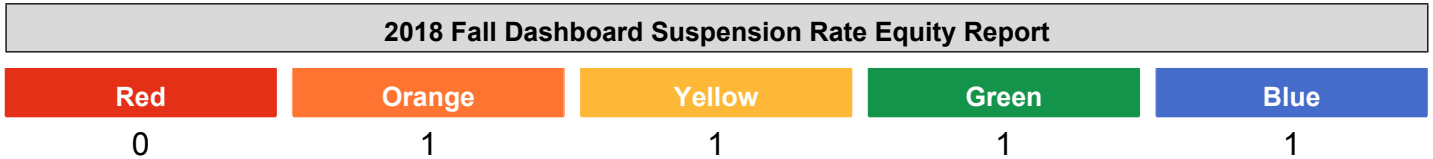
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1.5% suspended at least once</p> <p>Increased 0.8%</p> <p>389 students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>7.7% suspended at least once</p> <p>Increased 7.7%</p> <p>13 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 1 students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>1.4% suspended at least once</p> <p>Increased 0.4%</p> <p>213 students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>0% suspended at least once</p> <p>11 students</p>

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 5.6% suspended at least once Increased 5.6% 18 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.4% suspended at least once Maintained 0% 143 students	 Blue 0% suspended at least once Maintained 0% 37 students	 No Performance Color Less than 11 Students - Data 3 students	 Orange 1.7% suspended at least once Increased 1.2% 174 students

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

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
1% suspended at least once	0.8% suspended at least once	1.5% suspended at least once

**Conclusions based on this data:**

- 1.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted population.

## WASC Goal

Goal 1: Student achievement in mathematics will improve by 3% annually. Goal 3: Increased focus of resources on students needing extra help - both struggling (low achieving) and students In Honors and AP classes.

## Goal 1

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted population.

## Identified Need

MCAA's overall student achievement in math is lower than in other subjects. Our Hispanic subgroup's average distance from standard is -58.2. Our EL students average distance from standard is -70.6. Our overall average distance from standard is -33.9. The addition of math support classes at the 8th, 9th, and 10th grade levels would allow teachers to reteach struggling students at a slower pace in small group settings. An additional math teacher would allow three support intervention classes to be added to the master schedule and reduce class size in targeted math classes. In addition, the supplemental FTE would allow one period every other day of a current teacher's position to be redirected to a PLC teacher support capacity. The PLC time would be dedicated to reviewing student data, identifying student needs, sharing with teachers, and helping to develop interventions.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State assessments in math (overall)	42.5% of math students met or exceeded standard, overall distance from standard is -33.9	45.5% of students at met or exceed standard in math, closer to standard
All math classes will be Williams compliant by having a CCSS math book for all students.	100% compliant	Maintain 100% compliance
State assessments in math (Hispanic students)	Hispanic subgroup distance from standard in math is -58.2 in 2018	Closer to standard
A-G Requirements	68% of seniors met the A-G requirements in 2017-18, the latest available statistics (a big jump	Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	Graduation Rate of 93.8% according to the CDE dashboard	Maintain
AP Exam Passage Rate in Calculus	No students passed the AP Calculus exam in 2018.	AP passage rate of 20% or higher
EAP passage rate in math	40% passage rate in Math	Increase the math passage rate to 43%
Attendance rate	97.8% attendance rate in 2017-18	Maintain
State assessments in math (EL students)	EL students average distance from standard is -70.6 in 2018.	Closer to standard
Common Formative Chapter Assessments in all math subjects.	2018/19 school year scores	Improve overall, EL, and Hispanic subgroups by 3% over 2018/19 scores.

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 math students

#### Strategy/Activity

Hire an additional math teacher in order to reduce class size in some math classes and to add 3 support classes to the master schedule. This will also allow us to have one math teacher work as our site PLC coordinator, help with student academic data, share it with teachers, and provide support to other math teachers. He will oversee math interventions for struggling students. He will have one period every other day to determine intervention strategies and identify student 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)

88,494

Source(s)

Title I

# 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

Increase parent, family, and community involvement in the education of all students.

## WASC Goal

N/A

## Goal 2

Increase parent and stakeholder engagement in the education of their students.

## Identified Need

More parents need to become academic partners and more involved in their childrens' academic success and school life.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents fingerprinted	9 in 2018/19	Increase by at least 3 fingerprinted parents
Printing and mailing of parent newsletter	8 times per year	Maintain

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 will be served

### Strategy/Activity

Increase parent participation and involvement in the school by offering free fingerprinting for the first 10 parents.

### 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)

760

Title I Parent Involvement

**Strategy/Activity 2**

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

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

All parents impacting the entire educational program.

Strategy/Activity

Print and mail the parent newsletter with academic information, ways to be involved, and important dates and events.

**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)

345

Title I Parent Involvement

# 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	\$89,599.00

## Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	94,314	5,820.00
Title I Carryover	27,593	27,593.00
Title I Parent Involvement	1,177	72.00
Title I Parent Involvement Carryover		
CSI		
Targeted		
Targeted Carryover		
Discretionary		

## Expenditures by Goal

Budget Reference	Amount
Goal 1	88,494.00
Goal 2	1,105.00
Goal 3	
Goal 4	
Goal 5	
Goal 6	

# School Site Council Membership

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

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

Name of Members	Role
Tim Malone	Principal
Todd DeVlaming	Classroom Teacher
Vanessa Ramirez	Classroom Teacher
Valeri Mathews	Classroom Teacher
Kendra Barrera	Classroom Teacher
Cierra Maguire	Classroom Teacher
Linda Summers	Parent or Community Member
Nikki Kinner	Parent or Community Member
Nicole Tindall	Parent or Community Member
Petra Nabi	Secondary Student
Arlin Ordaz	Secondary Student
Natalie Kinner	Secondary Student
Constance Mathews	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 5/9/19.

Attested:

Principal, Tim Malone on

SSC Chairperson, Linda Summers on