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	8-27-20	9-8-20

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)

X 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.

MCAA is a charter school that has aligned the academic goals found in the LCAP, SPSA, and the WASC action plan so that all actions are working together to accomplish these goals.

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 8-28-20. 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.

Resource Inequities

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

MCAA students, overall, score lower in state testing in math than they do in English and science. When looking at math data, we see that "All Students" are -18.1 from standard and EL students are -65.5 from standard. Also, socio-economically disadvantaged students are -27.8 from standard while Hispanic students -36.3 from standard.
In English, EL students are -37.1 from standard while all other subgroups are above the standard.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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
			Total Enrollment	381	380	400

Table title: Student Enrollment by Subgroup

Student Enrollment
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
Total Enrollment	381	380	400

Table title: Student Enrollment by Grade Level

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	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 positve 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.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
400	**57.3**	**4.0**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	16	4.0
Socioeconomically Disadvantaged	229	57.3
Students with Disabilities	10	2.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.5
American Indian	3	0.8
Asian	17	4.3
Filipino	2	0.5
Hispanic	151	37.8
Two or More Races	41	10.3
Pacific Islander	3	0.8
White	175	43.8

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Green	**Chronic Absenteeism** Blue	
College/Career Green		

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
32.1 points above standard	37.1 points below standard	0 Students
Maintained -0.9 points	Declined Significantly -33.6 points	
197	30	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	16.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1	Declined -6.6 points	5
	122	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
		8	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
12.4 points above standard	34.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	49.3 points above standard
Declined -4 points	Maintained -2.5 points		Increased ++10.2 points
85	18	3	81

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	20 points below standard	42.3 points above standard
8	Declined Significantly -33.4 points	Increased ++7.8 points
	22	142

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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.
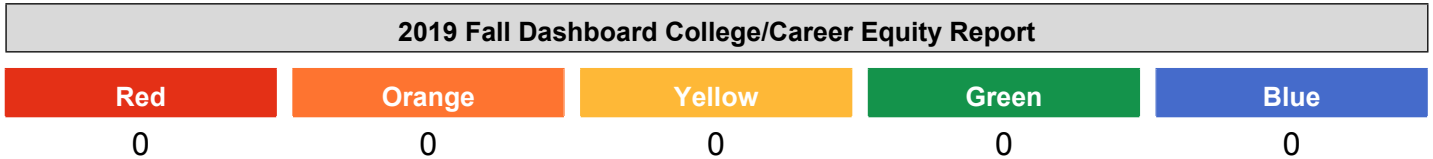
2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	
18.1 points below standard	65.5 points below standard	
Increased Significantly ++15.8 points	Increased ++8.8 points	
197	30	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	27.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1	Increased Significantly ++15.3 points	5
	122	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Color	No Performance Color
		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
		8	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
36.3 points below standard	34.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	1.3 points above standard
Increased Significantly ++21.9 points	Increased ++11 points	3	Increased Significantly ++19.9 points
85	18		81

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	58.9 points below standard	15.2 points below standard
8	Maintained -2.9 points	Increased Significantly ++18.4 points
	22	142

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
75 making progress towards English language proficiency
Number of EL Students: 12
Performance Level: Low
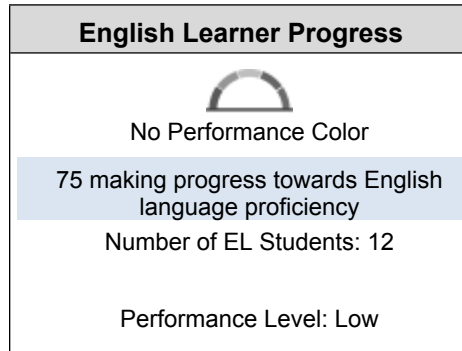
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	2	5	4

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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
65.1	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased +6.7	1	
63		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	65.6	Less than 11 Students - Data Not Displayed for Privacy
	Increased Significantly +10.1	2
	32	

2019 Fall Dashboard College/Career by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
5		2	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
52.2	Less than 11 Students - Data Not Displayed for Privacy	0 Students	68
Maintained -0.8			Increased Significantly +15.6
23	8		25

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

2019 Fall Dashboard College/Career 3-Year Performance		

Class of 2017	Class of 2018	Class of 2019
Prepared	58.3 **Prepared**	65.1 **Prepared**
Approaching Prepared	20.8 **Approaching Prepared**	17.5 **Approaching Prepared**
Not Prepared	20.8 **Not Prepared**	17.5 **Not Prepared**

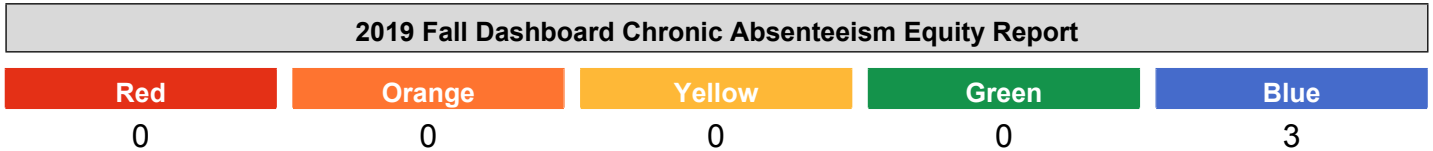**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	3

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
0.7	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	11	0
151		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	1	Less than 11 Students - Data Not Displayed for Privacy
0	Maintained 0	5
	96	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	0	8	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
1.6	0	Less than 11 Students - Data Not Displayed for Privacy	0
Maintained -0.1	Maintained 0	3	Maintained 0
64	13		61

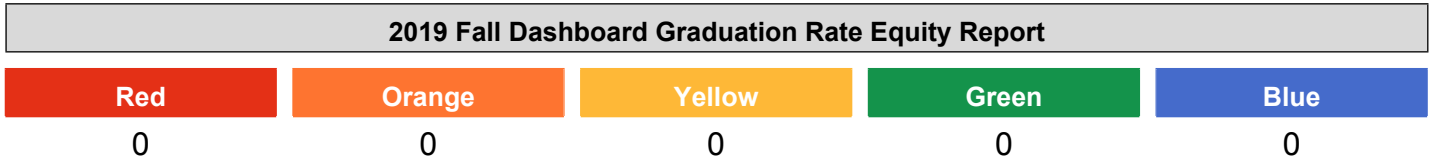**Conclusions based on this data:**

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
100	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased +6.3	1	
63		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	100	Less than 11 Students - Data Not Displayed for Privacy
	Increased +3.7	2
	32	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
5		2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
100	Less than 11 Students - Data Not Displayed for Privacy	0 Students	100
Increased +5.9			Increased +9.5
23	8		25

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.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
93.8	100

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:

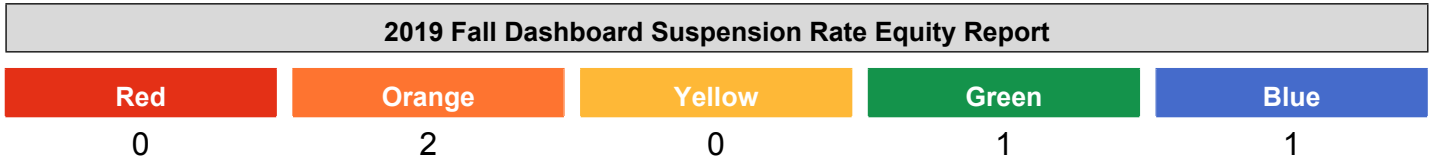| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	1	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	
1.5	6.3	
Maintained -0.1	Declined -1.4	
405	16	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	2.2	7.7
1	Increased +0.7	Increased +7.7
	232	13

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	0	Less than 11 Students - Data
6	3	Declined -5.6	2
		18	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Green
2.6	0	Less than 11 Students - Data	1.1
Increased +1.2	Maintained 0	3	Declined -0.6
154	43		176

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.5	1.5

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 -36.3. Our EL students average distance from standard is -65.5. Our overall average distance from standard is -18.1. 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 .85FTE would allow for more collaboration among math teachers during PLC time. The PLC time would be dedicated to reviewing student data, identifying student needs, and working to develop interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State assessments in math (overall)	43.72% of math students met or exceeded standard, overall distance from standard is -18.1, which is an improvement of +15.8 over the previous year.	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 -36.3. which is an improvement of +21.9.	Closer to standard
A-G Requirements	71.4% of seniors met the A-G requirements in 2018-19, the latest available statistics, which	Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	is an increase of 3% over the previous year.	
Graduation Rate	Graduation Rate of 100% according to the CDE dashboard	Maintain
AP Exam Passage Rate in Calculus	One out of 12 students passed the AP Calculus exam in 2020, which is an AP passage rate of 8.3%.	AP passage rate of 20% or higher
EAP passage rate in math	43.72% passage rate in Math	Increase the math passage rate to 43%
Attendance rate	98% attendance rate in 2019-20	Maintain
State assessments in math (EL students)	EL students average distance from standard is -65.5, which is an increase of +5.1.	Closer to standard
Common Formative Chapter Assessments in all math subjects.	2019/20 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

Keep an additional math teacher in order to reduce class size in some math classes and to keep 3 additional support classes on the master schedule.

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)
99363	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	26 in 2019/20 (baseline was 9 parents fingerprinted)	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 involvmenent 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)
684	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)
466	Title I Parent Involvement

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 the targeted population.

WASC Goal

Goal 3: Increased focus of resources on students needing extra help - both struggling (low achieving) and students in Honors and AP classes.

Goal 3

Provide designated ELD instruction to all English Learners and integrated ELD in other academic goal areas that are completed by the school.

Identified Need

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from ELPAC, both formative and summative assessments, CAASPP tests, and curricular assessments. In ELA, Language growth of all students will increase by 2% annually. In math, growth will increase by 3% or more annually. For 2020-21, English Language Learners at MCAA will make progress towards English proficiency as measured by the ELPAC. Going forward, in 2020-21 on the ELPAC seventy-five percent of EL students will either move one performance level, maintain their current level for only a second year, and/or meet reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners receiving designated ELD	100%	100%
Textbook availability	100%	100%
Adequate facilities	100%	100%
Correctly assigned teachers (subject areas and EL authorization)	100%	100%
Overall CAASPP (ELA) Grades 7-8 and 11	All students maintained- green (32.1 above standard)	All students maintained - Green
Overall CAASPP (math) Grades 7-8 and 11	All students improved (-18.1 below standard, which is an improvement of 15.8 over the previous year)	All students increase - Green
Overall English Learner progress	Too few EL students for a report. (N/A)	75% making progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification	Due to the CAASPP not being administered, we were no able to reclassify students.	25% reclassified
Chronic Absenteeism	All students maintained Blue (EL at 0%)	All students maintain or improve - (Blue)
Suspension Rate	All students - Yellow 1.5% (increased 0.8%) (Suspension rate for EL students improved by 1.4%)	All students improve - Green or Blue

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)

English Learners

Strategy/Activity

Effective classroom instruction: provide designated ELD instruction to all English Learners and instruction in integrated ELD in other academic goal areas that are completed by the school.

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)
1,500.00	Title I

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	$102,013.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	94,626	-6,237.00
Title I Carryover	34,312	34,312.00
Title I Parent Involvement	1,159	9.00
Title I Parent Involvement Carryover		
CSI	0	0.00
Targeted	0	0.00
Targeted Carryover	0	0.00
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	99,363.00
Goal 2	1,150.00
Goal 3	1,500.00
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

5 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

5 Secondary Students

Name of Members	Role
Tim Malone	Principal
Paul Vang	Other School Staff
Todd deVlaming	Classroom Teacher
Valeri Mathews	Classroom Teacher
Mat Fridrich	Classroom Teacher
Daniel Tejada	Classroom Teacher
Linda Summers	Parent or Community Member
Nicole Tindall	Parent or Community Member
Adam Cross	Secondary Student
Nikki Martin	Secondary Student
Cristina Barriga	Secondary Student
Carlota Day	Secondary Student
Karina Mendoza	

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 8-27-20.

Attested:

Principal, Tim Malone on 8-27-20

SSC Chairperson, Linda Summers on 8-27-20