

School Year: 2024-25



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		

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.

The MCAA Single Plan for Student Achievement aligns with the goals of the MCAA Local Control and Accountability Plan (LCAP), which is aligned with state and federal priorities and mandates, including those of the Every Student Succeeds Act (ESSA). The long-term goal of eliminating the learning gap and improving learning outcomes for all students with additional attention focused on all subgroups for the improvement of Mathematics. To meet our site LCAP goals and ESSA requirements and to support learning for all students, this year we will continue to focus on Mathematics and increasing parent involvement--this is essential as we are a performing arts charter school, as well as a college preparatory school and we need family help to meet our goals.

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

N/A

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	%	0.28%	1		1
African American	1.6%	0.87%	0.55%	6	3	2
Asian	7.2%	7.29%	7.73%	27	25	28
Filipino	1.6%	2.04%	1.93%	6	7	7
Hispanic/Latino	38.9%	38.48%	34.25%	145	132	124
Pacific Islander	0.8%	1.17%	1.38%	3	4	5
White	41.0%	37.03%	36.74%	153	127	133
Multiple/No Response	8.3%	7.58%	5.8%	31	26	21
	Total Enrollment			373	343	362

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	60	51	66
Grade 8	69	60	60
Grade 9	68	62	64
Grade 10	66	58	52
Grade 11	60	59	64
Grade 12	50	53	56
Total Enrollment	373	343	362

Conclusions based on this data:

1. Enrollment is on the rise again after a dip in 21-22.
2. Not shown here is that enrollment as of 4/9/24 reveals 7th grade with 69, 8th grade with 74, 9th grade with 63, 10th grade with 54, 11th grade with 50 and 12th grade with 58 for a total of 368.
3. Our hope is that the larger numbers listed in 7th and 8th in conclusion 2 hold close and our overall numbers continue to grow closer to our district limit of 400 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	20	23	20	5.40%	6.7%	5.5%
Fluent English Proficient (FEP)	1	2	7	0.3%	0.6%	1.9%
Reclassified Fluent English Proficient (RFEP)	88	86	80	23.6%	25.1%	22.1%

Conclusions based on this data:

1. Our number of EL students and FEP students remain pretty consistent.
2. The percentage of students FEP remain consistent within 1.8%
3. We reclassified a huge number of students in the 22-23 year and also 5 more students thus far in the 23-24 school year.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	60	48	67	59	47	66	58	47	66	98.3	97.9	98.5
Grade 8	66	60	59	60	60	57	59	60	57	90.9	100.0	96.6
Grade 11	59	57	59	56	57	59	56	57	59	94.9	100.0	100.0
All Grades	185	165	185	175	164	182	173	164	182	94.6	99.4	98.4

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2565.	2571.	2566.	17.24	25.53	13.64	46.55	27.66	51.52	20.69	29.79	24.24	15.52	17.02	10.61
Grade 8	2566.	2570.	2594.	15.25	16.67	31.58	33.90	38.33	33.33	33.90	28.33	21.05	16.95	16.67	14.04
Grade 11	2630.	2607.	2644.	37.50	26.32	38.98	41.07	35.09	32.20	5.36	21.05	23.73	16.07	17.54	5.08
All Grades	N/A	N/A	N/A	23.12	22.56	27.47	40.46	34.15	39.56	20.23	26.22	23.08	16.18	17.07	9.89

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7	24.14	27.66	24.24	62.07	61.70	68.18	13.79	10.64	7.58	
Grade 8	33.90	18.33	31.58	45.76	63.33	52.63	20.34	18.33	15.79	
Grade 11	33.93	31.58	37.29	57.14	54.39	59.32	8.93	14.04	3.39	
All Grades	30.64	25.61	30.77	54.91	59.76	60.44	14.45	14.63	8.79	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	22.41	34.04	16.67	62.07	42.55	65.15	15.52	23.40	18.18
Grade 8	11.86	16.67	24.56	61.02	60.00	50.88	27.12	23.33	24.56
Grade 11	35.71	24.56	32.20	50.00	54.39	55.93	14.29	21.05	11.86
All Grades	23.12	24.39	24.18	57.80	53.05	57.69	19.08	22.56	18.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	13.79	17.02	13.64	79.31	76.60	75.76	6.90	6.38	10.61
Grade 8	13.56	13.33	22.81	71.19	80.00	66.67	15.25	6.67	10.53
Grade 11	16.07	17.54	25.42	75.00	77.19	66.10	8.93	5.26	8.47
All Grades	14.45	15.85	20.33	75.14	78.05	69.78	10.40	6.10	9.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	24.14	17.02	19.70	56.90	76.60	69.70	18.97	6.38	10.61
Grade 8	16.95	23.33	36.84	72.88	65.00	52.63	10.17	11.67	10.53
Grade 11	37.50	26.32	37.29	55.36	63.16	54.24	7.14	10.53	8.47
All Grades	26.01	22.56	30.77	61.85	67.68	59.34	12.14	9.76	9.89

Conclusions based on this data:

1. We are on the right track with our reading scores.
2. Our writing scores are pretty consistent, although it looks like we need to target our current below standard 8th graders.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	60	48	67	57	47	65	55	47	65	95.0	97.9	97.0
Grade 8	66	60	59	62	60	57	62	60	57	93.9	100.0	96.6
Grade 11	59	57	59	55	56	59	54	56	59	93.2	98.2	100.0
All Grades	185	165	185	174	163	181	171	163	181	94.1	98.8	97.8

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2531.	2533.	2526.	18.18	12.77	16.92	18.18	25.53	10.77	30.91	29.79	36.92	32.73	31.91	35.38
Grade 8	2524.	2541.	2533.	16.13	10.00	14.04	16.13	26.67	19.30	20.97	23.33	29.82	46.77	40.00	36.84
Grade 11	2571.	2566.	2610.	14.81	5.36	22.03	12.96	25.00	18.64	33.33	30.36	28.81	38.89	39.29	30.51
All Grades	N/A	N/A	N/A	16.37	9.20	17.68	15.79	25.77	16.02	28.07	27.61	32.04	39.77	37.42	34.25

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7	16.67	12.77	18.46	55.56	55.32	44.62	27.78	31.91	36.92	
Grade 8	18.33	13.33	12.28	45.00	56.67	56.14	36.67	30.00	31.58	
Grade 11	14.81	14.29	23.73	40.74	44.64	47.46	44.44	41.07	28.81	
All Grades	16.67	13.50	18.23	47.02	52.15	49.17	36.31	34.36	32.60	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	16.36	14.89	16.92	63.64	59.57	66.15	20.00	25.53	16.92
Grade 8	14.52	13.33	15.79	50.00	51.67	45.61	35.48	35.00	38.60
Grade 11	12.96	12.50	22.03	72.22	64.29	57.63	14.81	23.21	20.34
All Grades	14.62	13.50	18.23	61.40	58.28	56.91	23.98	28.22	24.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	14.55	10.64	12.31	69.09	68.09	66.15	16.36	21.28	21.54
Grade 8	12.90	8.33	10.53	61.29	78.33	59.65	25.81	13.33	29.82
Grade 11	14.81	5.36	18.64	64.81	75.00	69.49	20.37	19.64	11.86
All Grades	14.04	7.98	13.81	64.91	74.23	65.19	21.05	17.79	20.99

Conclusions based on this data:

1. 1/3 of our students are below standard in Concepts & Procedures.
2. 1/4 of our students are below standard in Problem Solving & Modeling/Data Analysis
3. 1/5 of our students are below standard in Communicating Reasoning

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	*	*	*	*	*	*	*	4	7	4
8	*	*	*	*	*	*	*	*	*	8	*	5
9	*	*	*	*	*	*	*	*	*	5	5	*
10	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										20	16	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.00	50.00	16.67	40.00	25.00	75.00	5.00	25.00	0.00	0.00	0.00	8.33	20	16	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	70.00	56.25	50.00	30.00	37.50	41.67	0.00	6.25	8.33	0.00	0.00	0.00	20	16	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	25.00	0.00	45.00	25.00	50.00	25.00	50.00	41.67	0.00	0.00	8.33	20	16	12

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	25.00	6.25	8.33	75.00	93.75	83.33	0.00	0.00	8.33	20	16	12	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	85.00	87.50	91.67	15.00	12.50	8.33	0.00	0.00	0.00	20	16	12	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	50.00	31.25	16.67	35.00	43.75	66.67	15.00	25.00	16.67	20	16	12	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	12.50	8.33	80.00	81.25	83.33	0.00	6.25	8.33	20	16	12

Conclusions based on this data:

1. 16% of students tested in 22-23 were at the beginning level of Reading
2. 8% of students tested in 22-23 were at the beginning level in both Listening and Writing
3. 8% of students tested in 22-23 were in Level One for both Overall Language and Written Language

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
362	55.5	5.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Marysville Charter Academy for the Arts.	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	20	5.5
Foster Youth		
Homeless	1	0.3
Socioeconomically Disadvantaged	201	55.5
Students with Disabilities	13	3.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.6
American Indian	1	0.3
Asian	28	7.7
Filipino	7	1.9
Hispanic	124	34.3
Two or More Races	21	5.8
Pacific Islander	5	1.4
White	133	36.7

Conclusions based on this data:

1. We are at 55.5% SED

2. Our three largest subgroups by race/ethnicity are White, Hispanic (36.7 and 34.3) and then Asian (7.7)

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our Chronic Absenteeism continues to be a problem. We are in the Orange.
2. Our Suspension rate and Mathematics scores are in the Green. We'd like them to be in the blue.

School and Student Performance Data

Academic Performance English Language Arts

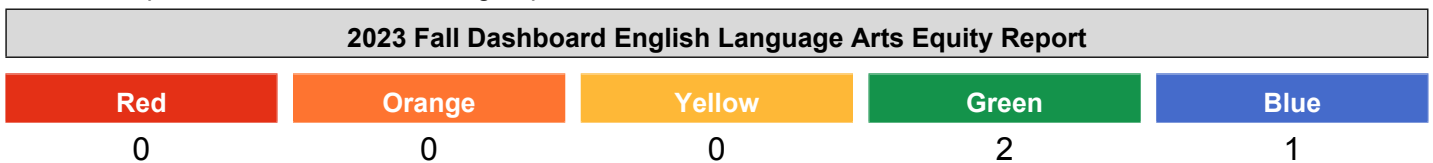
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 36.6 points above standard Increased Significantly +20 points 175 Students	English Learners 32.4 points below standard Maintained -2.3 points 23 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Green 22.6 points above standard Increased Significantly +17.6 points 97 Students	Students with Disabilities Less than 11 Students 6 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	39.1 points below standard Decreased Significantly - 87.7 points 14 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 27.3 points above standard Increased Significantly +32.6 points 63 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students	 Blue 50.8 points above standard Increased Significantly +29.3 points 57 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 8 Students	5.9 points above standard Maintained -1.7 points 15 Students	47 points above standard Increased Significantly +29.2 points 116 Students

Conclusions based on this data:

1. Our Hispanic subpopulation grew the most by 32.6 points, with our White subpopulation not far behind with a 29.3 point growth.
2. Our SED group grew by 17.6 points and over all we grew by 20 points.

School and Student Performance Data

Academic Performance Mathematics

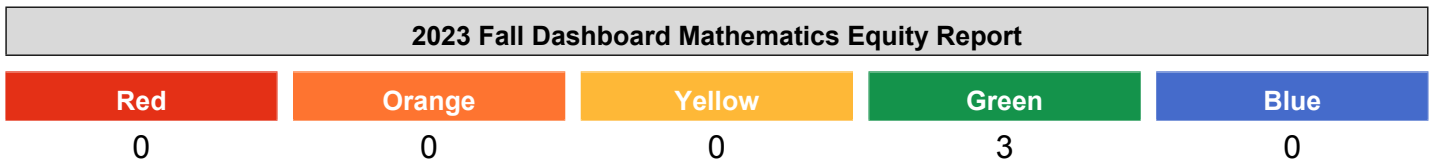
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 32.1 points below standard Increased +13.7 points 174 Students	English Learners 98.7 points below standard Decreased Significantly -17.9 points 23 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Green 53.7 points below standard Increased +12.1 points 96 Students	Students with Disabilities Less than 11 Students 6 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	62.1 points below standard Decreased Significantly - 24.9 points 14 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 53.6 points below standard Increased +14 points 62 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students	 Green 17.2 points below standard Increased Significantly +26.1 points 57 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 8 Students	60.9 points below standard Decreased -7.4 points 15 Students	20.6 points below standard Increased Significantly +21.9 points 115 Students

Conclusions based on this data:

1. Our English Learners and Reclassified English Learners are not growing at a similar rate to our other students, and are in fact decreasing. Why?

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
54.5% making progress towards English language proficiency
Number of EL Students: 11 Students
Performance Level: No Performance Level

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.

2023 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	4	0	6

Conclusions based on this data:

1. Almost an equal number of students decreased or maintained as progressed.

School and Student Performance Data

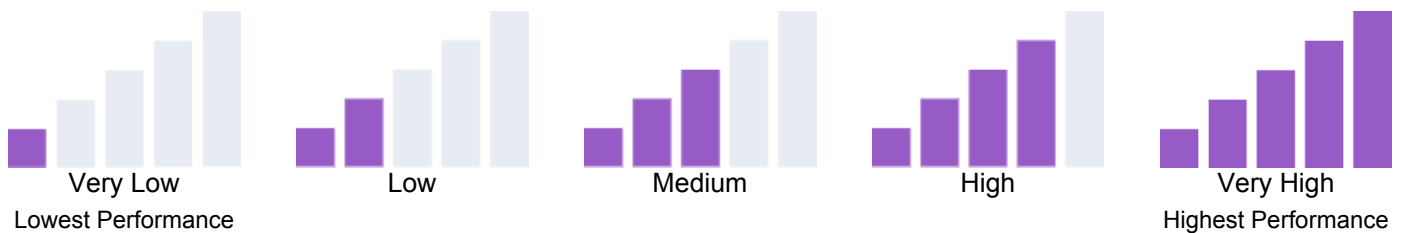
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

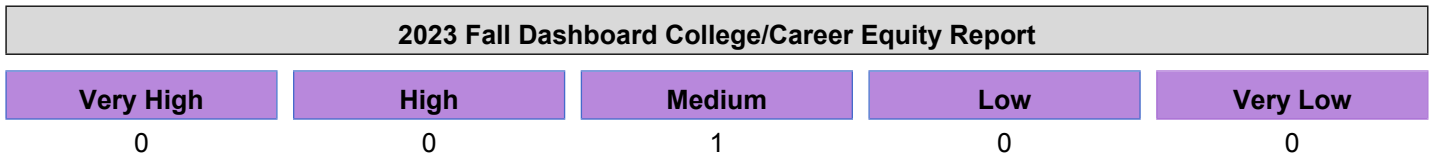
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

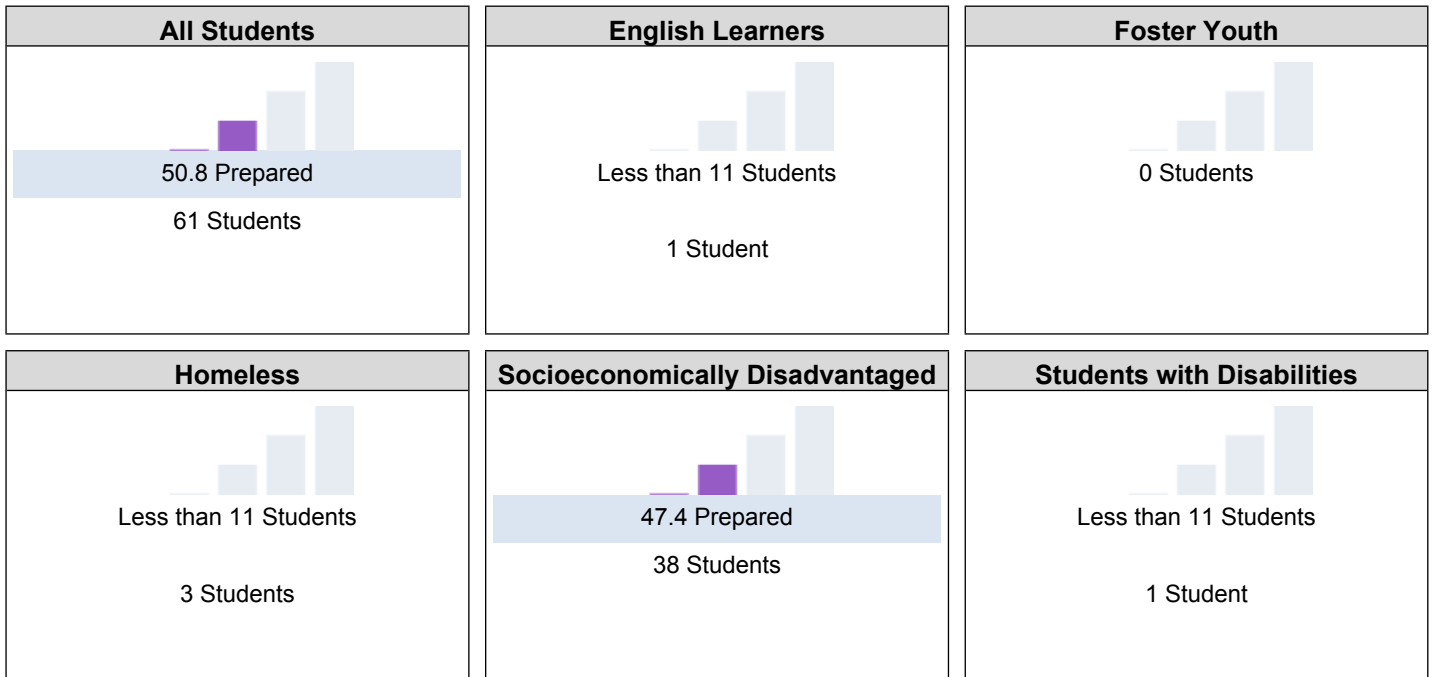


This section provides number of student groups in each level.

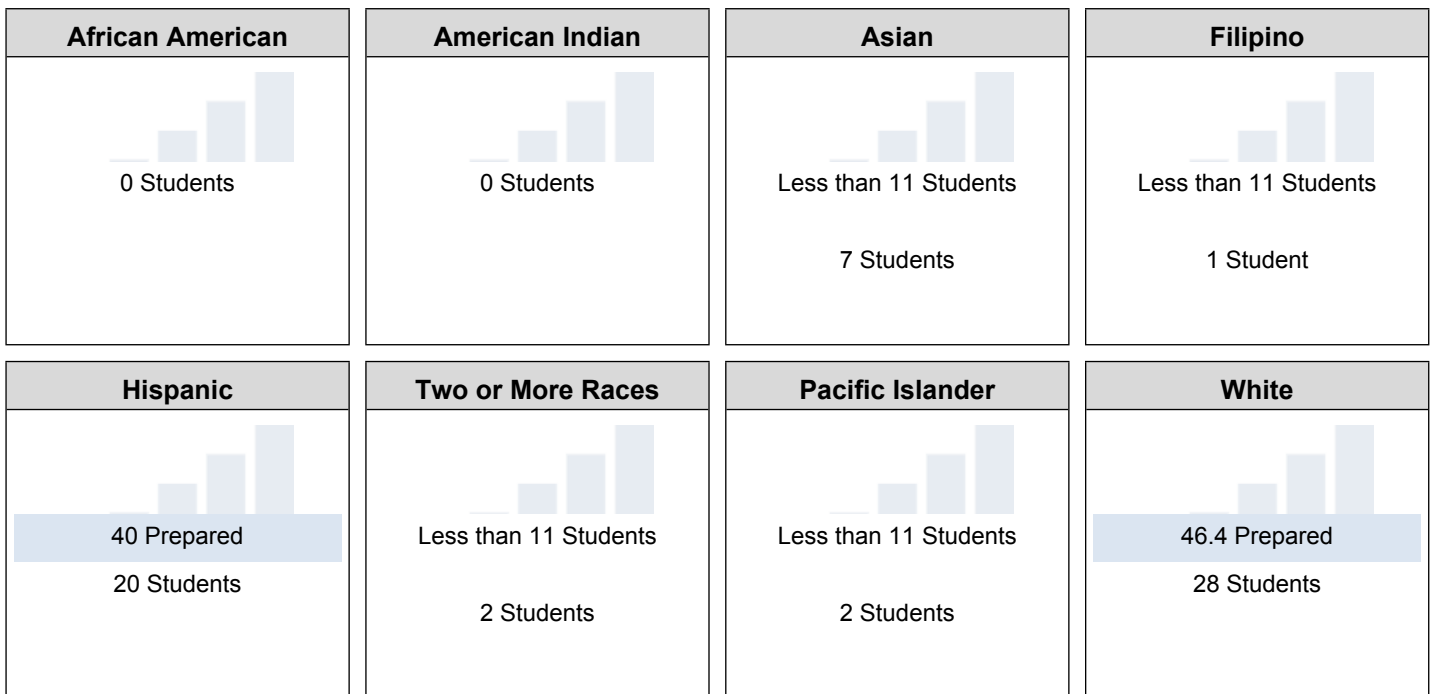


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- 50.8% of our graduating seniors were considered college or career ready at the end of the 2022-2023 school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

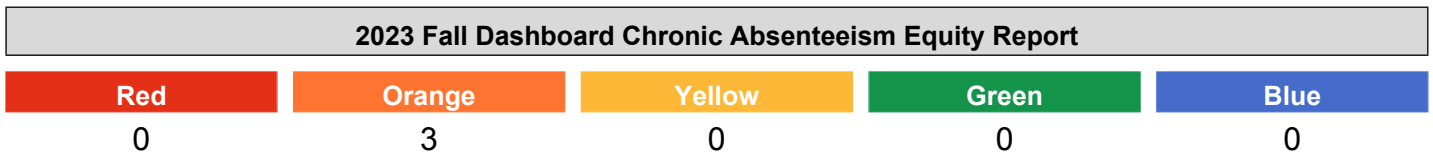
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>9.8% Chronically Absent</p> <p>Increased 0.8</p> <p>133 Students</p>	<p>English Learners</p> <p>15.4% Chronically Absent</p> <p>Increased 15.4</p> <p>13 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>14.5% Chronically Absent</p> <p>Increased 2</p> <p>76 Students</p>	<p>Students with Disabilities</p> <p>Less than 11 Students</p> <p>5 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	0% Chronically Absent 0 12 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.4% Chronically Absent Maintained 0.3 44 Students	12% Chronically Absent Increased 5.8 25 Students	Less than 11 Students 2 Students	 Orange 11.1% Chronically Absent Maintained 0.3 45 Students

Conclusions based on this data:

1. We have brought our percentage of chronically absent students down below 10%, but we need to continue bringing this number down.

School and Student Performance Data

Academic Engagement Graduation Rate

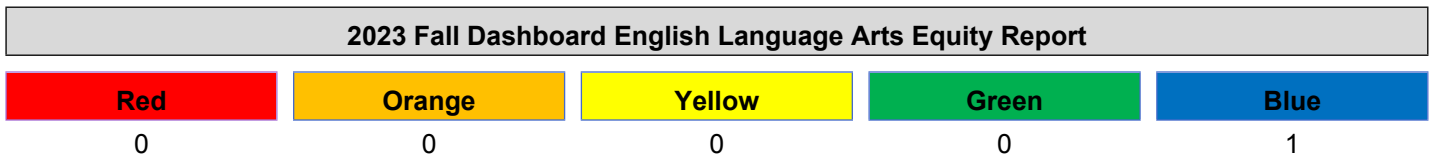
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 95.1% graduated Maintained 0.2 61 Students	English Learners Less than 11 Students 1 Student	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Blue 100% graduated Increased Significantly 5 38 Students	Students with Disabilities Less than 11 Students 1 Student

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
100% graduated Maintained 0 20 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	92.9% graduated Increased 1.2 28 Students

Conclusions based on this data:

1. We are very close to having 100% graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

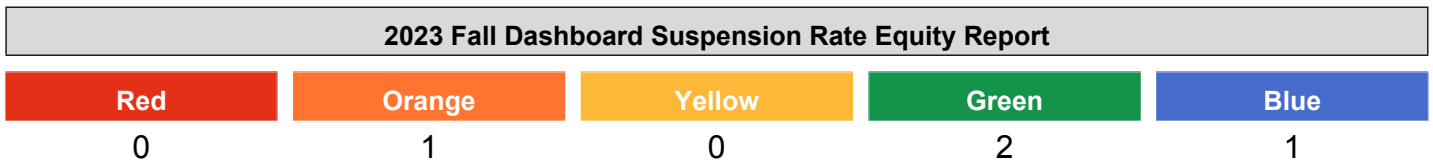
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1.1% suspended at least one day</p> <p>Maintained 0.2 379 Students</p>	<p>English Learners</p> <p>0% suspended at least one day</p> <p>Maintained 0 21 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students 4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.4% suspended at least one day</p> <p>Declined -0.4 215 Students</p>	<p>Students with Disabilities</p> <p>0% suspended at least one day</p> <p>Maintained 0 15 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 2 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>0% suspended at least one day</p> <p>Maintained 0 29 Students</p>	<p>Less than 11 Students 7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.7 132 Students</p>	<p align="center"> Orange</p> <p>3% suspended at least one day</p> <p>Increased 3 66 Students</p>	<p>Less than 11 Students 5 Students</p>	<p align="center"> Green</p> <p>1.5% suspended at least one day</p> <p>Maintained -0.1 137 Students</p>

Conclusions based on this data:

1. Our suspension rates are good.

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

Support engaging classroom instruction and rigorous curriculum through the purchase of classroom materials and equipment for underrepresented students.

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 populations.

Identified Need

Based on 2022-2023 CAASPP scores and the California Dashboard, 1/3 of our students are below standard in the mathematical area of Concepts and Procedures, 1/4 are below standard in Problem Solving & Modeling/Data Analysis, and 1/5 are below standard in Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessments in Math for Overall as well as subgroups	2023 Dashboard--Math *Overall students: 32.1 points below standard *Hispanic: 53.6 points below standard *White: 17.2 points below standard *Low SES: 53.7 points below standard Growth from the previous year: *Overall: increase 13.6 points *Hispanic: increase 14 points *White: increase 26.1 points *Low SES: increase 12.1 points	Overall and each subgroup is expected to improve by at least 10 points on the California Dashboard. This assumes an average 3.3 point improvement each year.
IXL pre/post test each semester for 7th and 8th grade students.	Baseline to be established during the 2024-2025 school year.	7th Grade: 65% of students at grade level 8th Grade: 68% of students at grade level
All students enrolled in a Math Support class will take a pre-test and a post-test in IXL each	The scores from Fall Semester 2024 will set our baseline.	All grade levels enrolled in Math Support: 55% of students at grade level.

semester (based on the math class in which they are enrolled).		
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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 #	Description	Students to be Served	Proposed Expenditures
1.1	Three math sections on the master schedule to focus on intervention and to support learning (Math Support).	Students in 7-12 whose CAASPP scores in Math are below standard, 7th and 8th grade students whose IXL pre diagnostic scores are low.	76,477.00 Title I 1000-1999: Certificated Personnel Salaries

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

Support students' health and well-being through social/emotional curriculum, personnel, and other actions.

WASC Goal

Goal 3: Create an environment that addresses the physical, emotional and safety needs of all students and staff.

Goal 2

Create an environment that addresses the physical, emotional and safety needs of all students and staff.

Identified Need

Since the COVID-19 pandemic, many of our students have struggled socio-emotionally and it has impacted students, parents, and staff. The students affected most, were, in many cases, our most needy, including our low-income, EL, and foster youth. The separation from normal human contact, the stress distance learning caused, and the learning loss resulting from this situation has elevated the need for SEL and support, even though school has been "back to normal" for two to three years. More of our students are seeking mental health support and parents are struggling with how to help them.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey/CoVitality Survey	82% of MCAA students scored the school in the high range for caring adults (school environment) in the 2020/21 Healthy Kids Survey.	Maintain or improve the percentage by 5% of MCAA students scoring our school in the high range for caring adults.
Student Attendance	95.5% was the overall attendance rate for MCAA students in 2022-2023.	96% attendance or higher for the 2024-2025 school year.
Parent Engagement with ORCs	Baseline to be established in the 2024-25 school year.	We expect to establish a baseline number of parent-ORC interactions (250 is our predicted outcome) and of parents/students checking out books from our ORC/Parent Library (25 is our predicted outcome).

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Outreach Consultants (ORCs) will serve at designated grade levels (7-9 and 10-12) as a resource for students' academic and social-emotional learning. These consultants will work directly with the counseling department to provide services and communicate to parents to assist with student education. The ORCs will work primarily with underrepresented students and their families, continuing to build the ORC/Parent Library with resources for parents and their students (Parent Involvement).	All, but with an emphasis on underrepresented students.	952.00 Title I Parent Involvement 4000-4999: Books And Supplies

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	\$77,429.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	76,477	0.00
Title I Carryover		
Title I Parent Involvement	952	0.00
Title I Parent Involvement Carryover		

Expenditures by Goal

Budget Reference	Amount
Goal 1	76,477.00
Goal 2	952.00
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
- 5 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Eric Preston	Principal
Mat Fridrich	Classroom Teacher
Todd DeVlaming	Classroom Teacher
Valeri Mathews	Classroom Teacher
Daniel Tejada	Classroom Teacher
Matt DeMeritt	Classroom Teacher
La Song	Other School Staff
Nesha Jones	Parent or Community Member
Maria Pinedo	Parent or Community Member
Elizabeth Preston	Parent or Community Member
Rachel Tirado	Parent or Community Member
Garrett Granger	Secondary Student
Saihej Grewal	Secondary Student
Miguel Silva	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

Other: PTCO

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, Eric Preston on