

# School Plan for Student Achievement (SPSA) and Annual Evaluation Template

[Addendum](#): Regulatory requirements and general instructions.

[Appendix D](#): Guiding Questions: Use as prompts (not limits).

[California School Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school’s full data set for Dashboard State Indicator

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Middle College High School Finy Prak fprak@wccusd.net	07617960730291	05/08/2024	

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# Purpose and Description

This school plan is aligned with the Local Education Agency’s (LEA) Local Control and Accountability Plan (LCAP) and was developed in collaboration with our educational partners. State and local data was utilized as part of a comprehensive needs assessment inclusive of the identification for resource inequities. Throughout this process, we developed goals, measurable outcomes, strategies, actions, and services that are aligned with those of the LEA while providing supplemental services that support improved performance for high-need students, and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals for the 2024-2025 school year.

School sites receiving Title 1, Comprehensive School Improvement (CSI),Equity Multiplier funding or sites identified as Additional Targeted Support and Improvements (ATSI), complete the appropriate boxes below.

☒ **Title I Schoolwide Program**  
**Not Applicable**

**Targeted/Additional Targeted Supports and Improvements (ATSI)**  
☒ **Not Applicable**

Focus Areas:

AA	AI	AS	EL	FI	FOS
HI	HOM	PI	SED	SWD	TOM

Describe the plans for additional targeted support for identified subgroups based on your needs assessment.

**Comprehensive School Improvement (CSI)**  
☒ **Not Applicable**

Focus Areas:

ELA	Chronic Absenteeism	College & Career
Math	Suspension Rate	Graduation Rate
English Learner Progress		

Describe how CSI funding will be utilized to enact substantive and sustainable change for student achievement.

### **Local Control Funding Formula Equity Multiplier**

X **Not Applicable**

Describe how the equity multiplier funding will be utilized.

### **Community Schools**

X **Not Applicable**

Describe how your site will use community schools funding to support the needs of the whole child by strengthening student, family, and community engagement with approaches that sustain mental and behavioral health through healing-centered practices, social–emotional learning, and restorative justice.

### **Prop 28- Arts and Music in School Schools Funding**

How will you provide “arts education programs” at your site?

We received some Prop 28 funds for the 2023-2024 school year, but was unable to fill the position or spend the money at MCHS.

# Annual Review

## Goal 1 Annual Review of 2023-2024 School Plan for Student Achievement Achieving Students

Describe the overall implementation and effectiveness of the strategies /activities to achieve the articulated goal

Amid some challenges with access to the STAR assessment platform, I believe our overall implementation of the STAR assessment was effective. As I reflect on the previous year's data, derived from the STAR assessment, we projected that our targeted STAR assessment scores would increase by 5% in reading and math. It is important to note that MCHS was not provided access to the STAR assessment platform until after the fall assessment window ended. Therefore, our students did not take the first assessment until the winter. In the realm of English Language Arts (ELA) and Mathematics, although we did not see the 5% projected growth we were hoping for, our students did not disappoint. Our students scored 86.67% in Reading (a 1% increase from the previous year) and 43% in Math (equivalent to last year's score). As our students prepare for the STAR assessment on May 10th, I strongly believe we will see more promising scores.

**Greatest Progress Areas-** Identify the school's areas of greatest progress based on the School's California Dashboard and local indicator (if applicable)

Middle College High School has been assigned a Blue rating on the 2023 California School Dashboard in all areas except Mathematics in which we were rated a Green based on CAASPP results. In addition, our site received TWO amazing recognitions this school year. The National Blue Ribbon award and the California Distinguished School award. I am proud to highlight that Middle College HS was in the only school in WCCUSD and Contra Costa County to receive these awards. We are so proud of our students, staff and community.

**Critical Needs Assessment-** Identify the school's areas of critical need based on the School's California Dashboard and local indicator (if applicable)

Although our site is doing well, the rating of our Math performance on the California Dashboard as green indicates our site's need to concentrate our efforts to Math support, intervention and remediation, especially among our most vulnerable student groups.

**Resource Inequities** -Describe any resource inequities identified in the needs assessment.

No resource inequity to be reported; just only that Title I funding restrictions has been challenging.

## Goal 2 Annual Review of 2023-2024 School Plan for Student Achievement Thriving Employees

Describe the overall implementation and effectiveness of the strategies /activities to achieve the articulated goal

Our goal to create a positive, supportive, and collaborative environment amongst staff through personalized professional learning and growth opportunities while also focusing on the social and emotional health of each staff member was a success. Through regular collaboration, teachers have been able to share best practices, analyze student data, and create instruction to meet the diverse needs of our students. This collaborative effort has led to a more cohesive and comprehensive approach to teaching and learning, resulting in academic gains across all grade levels.

**Greatest Progress Areas-** Identify the school's areas of greatest progress based on the School's California Dashboard and local indicator (if applicable)

N/A

**Critical Needs Assessment-** Identify the school's areas of critical need based on the School's California Dashboard and local indicator (if applicable)

N/A

**Resource Inequities** -Describe any resource inequities identified in the needs assessment.

I have no reports of any resource inequities this school year. For the first time in years, our site has been fully staffed.

### Goal 3 Annual Review of 2023-2024 School Plan for Student Achievement Caring Schools

Describe the overall implementation and effectiveness of the strategies /activities to achieve the articulated goal

Our believe our overall goal for caring schools was effective. We created an environment where every student and staff understands our program's expectations. Based on the CDE's chronic absenteeism data, our site only reported a rate of 1.4%.

**Greatest Progress Areas-** Identify the school's areas of greatest progress based on the School's California Dashboard and local indicator (if applicable)

Based on the 2023 California Dashboard, we received a Blue rating in the area of suspension.

**Critical Needs Assessment-** Identify the school's areas of critical need based on the School's California Dashboard and local indicator (if applicable)

N/A

**Resource Inequities** -Describe any resource inequities identified in the needs assessment.

N/A

# Goal 1 - Authentic Engagement

Continuously and systematically surface brave conversations that illuminate the lived experience of our students, staff, and families, in order to create unprecedented student outcomes that dismantle inequities and foster just learning communities.

## LEA/LCAP Strategic Plan Metrics of Success Aligned to Goal 1

If we are successful, we will:

- **Increase** percentage of **families who report active participation in their school communities**, as measured by parent and family responses on the CalSCHLS survey.
- **Increase positive ratings of schools' parent outreach and involvement efforts**, as measured by parent and family responses on the CalSCHLS survey.
- **Increase** the percentage of **students who report active participation in their school communities**, as measured by the California Healthy Kids survey.
- **Decrease chronic absenteeism.**

## School Site Identified Need

The success of our students is contingent upon parental involvement and support. Due to the nature of our program, parents understand that our program is unique and rigorous. To ensure every student succeeds, thrives and learn how to advocate for themselves, our site is committed to increasing parental involvement and attendance in school activities, and workshops offered throughout the school year.

## School Site Goal 1- Authentic Engagement

By June 2025, MCHS will seek to increase the percentage of families reporting parental involvement in school activities and events by 20%.

## Expected Annual Measurable Outcomes

Include the Annual metric/indicator for the goal selected above.

Where performance gaps are identified, outcomes should demonstrate gap closure.

Metric/Indicator	Baseline (2022-23)	2023-24	2024-25	2025-26
California Healthy Kids Survey	43% (parental involvement in school)	TBD	TBD	TBD
CDE DataQuest Chronic Absenteeism Rate	1.4%	TBD	TBD	TBD

## Progress Monitoring Measurable Outcomes



Include one or more additional metrics that support the progress monitoring of this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE DataQuest Chronic Absenteeism rate	1.4% (2022-2023 school year)	0%

## Authentic Engagement SMARTE Goals for Student Subgroups

Identify a student need and SMARTE goal for each student subgroup

Strategic, Measurable, Achievable, Relevant, Time-bound and Equitable (SMARTE) Goals		
Student Subgroups	Identified need based on school-wide goal	SMARTE goal for Student Subgroup.
<b>African American /Black students</b>	Middle College HS values student success and realizes the benefits of building and maintaining positive relationships with parents. To strengthen our students' success in the classroom, Middle College needs targeted outreach to provide extra support services that address the unique needs of African American students and ensure they have the necessary tools to thrive academically and socially.	By June 2025, we will increase the participation of African American students by 15% in activities and services focused on academic support, and extracurricular activities that cater to their needs and interests. This will be measured by attendance. Families will be invited to attend using Parent Square, and emails as forms of communication. Additional one-on-one appointments can be made with the counselor upon request to discuss individual student progress.
<b>English Language Learners</b>	N/A	N/A
<b>Hispanic</b>	Middle College HS values student success and realizes the benefits of building and maintaining positive relationships with parents. To strengthen our students' success in the classroom, Middle College needs targeted outreach so we can provide extra support services that address the unique needs of Hispanic students and ensure they have the necessary tools to thrive academically and socially.	By June 2025, we will increase the participation of Hispanic students by 15% in activities and services focused on academic support, and extracurricular activities that cater to their needs and interests. This will be measured by attendance. Families will be invited to attend using Parent Square, and emails as forms of communication. Additional one-on-one appointments can be made with the counselor upon request to discuss individual student progress. An interpreter is available if needed for translation.
<b>Students with Disabilities</b>	N/A	N/A
<b>Fit and Foster Youth</b>	N/A	N/a

<b>Socio-economically Disadvantaged (SED)</b>	Middle College HS values student success and realizes the benefits of building and maintaining positive relationships with parents. To strengthen our students' success in the classroom, Middle College needs targeted outreach can provide extra support services that address the unique needs of SED students and ensure they have the necessary tools to thrive academically and socially.	By June 2025, we will increase the participation of SED students by 15% in activities and services focused on academic support, and extracurricular activities that cater to their needs and interests. This will be measured by attendance. Families will be invited to attend using Parent Square, and emails as forms of communication. Additional one-on-one appointments can be made with the counselor upon request to discuss individual student progress.
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## Authentic Engagement - LCAP Aligned Improvement Strategies

### LCAP Aligned Improvement Strategies

Improvement Strategy	Description	Students to be Served	Proposed Expenditures	Expenditure Note	Funding Source(s)	Type
startcollapse						
Family Night	MCHS teacher and counselor hours to present at various family nights and workshops to cultivate community and engagement among families, students, and school staff.	All Students	1560	Title I	1000-1999: Certificated Personnel Salaries	
Academic/College Related Presentations	MCHS teachers and counselor hours to present academci/college info related presentations for specific subgroups that will give families the opportunity to have data based conversations around how to support their students to be successful in MCHS.	AA/Hispanic/SED	2080.00	Title I	1000-1999: Certificated Personnel Salaries	
Study Trips	Provide opportunity for students to enhance their learning outside of the classroom by providing them with academic related study trips.	All Students	3000.00	Title I	5000-5999: Services And Other Operating Expenditures	
Support from clerical staff with coordinating	Extra clerical hours to support student and parent events	All Students	3480.00	LCFF	2000-2999: Classified Personnel Salaries	

<b>Improvement Strategy</b>	<b>Description</b>	<b>Students to be Served</b>	<b>Proposed Expenditures</b>	<b>Expenditure Note</b>	<b>Funding Source(s)</b>	<b>Type</b>
student and family events						
Extra hours for Counselors	Pay counselor extra hours for holding meetings after school and for holding family workshops related to college and career and academic planning	All Students	See above for funding additional counselor hours			
Materials and Supplies	Instructional Materials and Supplies for Students	All Students	11,347.00		LCFF	4000-4999: Books And Supplies
Teacher & Counselor PD Conference	Provide teachers with opportunities to attend in-state PD conferences	All Students	6000.00		Title I	5000-5999: Services And Other Operating Expenditures
Additional Material and Supplies for family night/workshops	Purchase materials and supplies for family nights/workshops to support student academic achievement	All Students	3500.00		Title I	4000-4999: Books And Supplies
Snacks & Refreshments	Purchase snacks and food for family nights/workshops to support student academic achievement	All Students	3723.00		Title I	4000-4999: Books And Supplies

## Goal 2 - Universal & Accessible Systems

Model responsibility for our students, staff, and schools by implementing systems of governance, Operations, and accountability to ensure alignment with our core values.

### LEA/LCAP Strategic Plan Metrics of Success Aligned to Goal 2

If we are successful, we will:

- **Decrease the disproportionality of exclusionary disciplinary practices** such as suspensions, expulsions, and office referrals for African American students.
- **Increase the belonging and connectedness of African American students** as measured by the California Healthy Kids Survey.
- **Increase the academic achievement of African American students** as measured by scores on summative state assessments.
- Establish unified help ticket system **customer satisfaction** and ticket resolution metrics
- **Increase adoption of unified, multilingual communications** platforms

### School Site Identified Need

Our site attracts students from various schools and we value the diversity of our student body. It is our priority to ensure that our students feel connected and have a sense of belonging in and out of the classroom. Our program strives to create a collaborative learning environment, where students feel represented, challenged and encouraged to have a voice in order to enhance their learning.

### School Site Goal 2- Universal & Accessible Systems

By June 2025, Middle College HS will Implement a comprehensive professional development plan for teachers focused on inclusive teaching practices and collaborative strategies that embrace diverse perspectives within the classroom. This will be measured by classroom observations and student feedback surveys. In addition, we hope to see an increase of 5% in the area of school connected and caring adult relationships as measured by CHKS.

### Expected Annual Measurable Outcomes

Include the Annual metric/indicator for the goal selected above.

Where performance gaps are identified, outcomes should demonstrate gap closure.

Metric/Indicator	Baseline (2022-23)	2023-24	2024-25	2025-26
California Healthy Kids Survey	63% (School Connectedness - Average % students reporting "Agree" or "Strongly agree")	Not yet available	TBD	TBD
California Healthy Kids Survey	56% (Caring adult relationships - Average % students reporting "Pretty	Not yet available	TBD	TBD

	much true" or "Very much true.")			
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## Progress Monitoring Measurable Outcomes

Include one or more additional metrics that support the progress monitoring of this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MCHS Student Experience Survey: Spring 2024 (School Connectedness)	69% of students reported "Agree" or "Strongly agree" with talking to an adult at school about things that are important	74% (improve by 5%)
California Dashboard Suspension Data 2023	0%	0%

## Universal & Accessible Systems SMARTE Goals for Student Subgroups

Identify a student need and SMARTE goal for each student subgroup

Strategic, Measurable, Achievable, Relevant, Time-bound and Equitable (SMARTE) Goals		
Student Subgroups	Identified need based on school-wide goal	SMARTE goal for Student Subgroup.
<b>African American /Black students</b>	We must provide targeted outreach to our African American students. We value diversity and inclusion and our African American students must feel empowered to contribute in classrooms. When students' identities are represented, they will feel more comfortable participating and sharing their diverse perspectives with their classmates in and outside the classroom.	By June 2025, we will increase the participation and engagement of African American students in classroom discussions by 50% through targeted outreach and by also incorporating more textbooks, materials, and activities that relate to our AA student's culture and identity, as measured by classroom observations and student feedback.  AA students will be empowered to take on leadership roles that will expand their opportunity to coordinate cultural and identity-based events (i.e. BSU)
<b>English Language Learners</b>	N/A	N/A
<b>Hispanic</b>	We need to provide targeted outreach to our Hispanic students. We value diversity and inclusion and our Hispanic students must feel empowered to contribute in classrooms. When students' identities are represented, they will feel more comfortable participating and sharing their diverse perspectives with their classmates. We need to provide targeted outreach to our Hispanic students.	By June 2025, we will increase the participation and engagement of Hispanic students in classroom discussions by 50% through targeted outreach and by incorporating more textbooks, materials, and activities that relate to our Hispanic student's culture and identity, as measured by classroom observations and student feedback.

		Hispanic students will be empowered to take on leadership roles that will expand their opportunity to coordinate cultural and identity-based events (i.e. LSU)
<b>Students with Disabilities</b>	N/A	N/A
<b>Fit and Foster Youth</b>	N/A	N/a
<b>Socio-economically Disadvantaged (SED)</b>	We must provide targeted outreach to our SED students. We value diversity and inclusion and our SED students must feel empowered to contribute in classrooms. When students' identities are represented, they will feel more comfortable participating and sharing their diverse perspectives with their classmates.	By June 2025, we will increase the participation and engagement of SED students in classroom discussions by 50% through targeted outreach and by being more inclusive by incorporating more textbooks, materials, and activities that relate to our SED student's identity, as measured by classroom observations and student feedback.

## Universal & Accessible Systems - LCAP Aligned Improvement Strategies

### LCAP Aligned Improvement Strategies

Improvement Strategy	Description	Students to be Served	Proposed Expenditures	Expenditure Note	Funding Source(s)	Type
startcollapse						
Implement the Link Crew program to increase school connectedness and belongingness	Funds will be allocated to compensate for Link Crew training, coordination and implementation efforts for teachers	All students	1,560	Title I	1000-1999: Certificated Personnel Salaries	
Expand opportunities for students to coordinate cultural and identity based events	Funds will be allocated to purchase materials and supplies that will support students with the coordination of cultural and identity based events	All students				

<b>Improvement Strategy</b>	<b>Description</b>	<b>Students to be Served</b>	<b>Proposed Expenditures</b>	<b>Expenditure Note</b>	<b>Funding Source(s)</b>	<b>Type</b>
Classroom Observation	Teacher additional hours to observe other teachers for focuses on instructional practices and continuously improvement	All students	780		Title I	1000-1999: Certificated Personnel Salaries
Professional Development	Provide opportunities for teachers to participate in professional development and/or collaborate around data analysis, curriculum development, and instructional strategies, vertical/horizontal alignment that support student achievement. (during work day)	All students				
Additional Clerical Support	Pay an additional clerical support staff to assist our students, site, office manager and parents with Spanish translation	All students	12,730		LCFF	2000-2999: Classified Personnel Salaries
Providing snacks	Light snacks for professional development meetings with teachers	All students	2,000		LCFF	4000-4999: Books And Supplies
Link Crew Training	Additional teacher hours to train Link Crew leaders prior to the beginning of the school year	All students	1560		Title I	1000-1999: Certificated Personnel Salaries
Link Crew Conference	Funds will be allocated to train our counselor in Link Crew to support students with transition, SEL and school connectiveness	All students	2000		Title I	5000-5999: Services And Other Operating Expenditures

## Goal 3 - Relentless Attention to Achievement, Agency, and Access

Provide all students the foundational skills, opportunities, resources, and supports to achieve excellence and self-determination in a multilingual, technological, and increasingly global world.

### LEA/LCAP Strategic Plan Metrics of Success Aligned to Goal 3

If we are successful, we will:

- **Increase** the percentage of **all students in grades K-2 who are on track toward literacy** according to local assessments.
- **Increase** the percentage of **all students in grades 3-12 who are proficient in ELA and math** as measured on state summative assessments.
- **Increase** the percentage of **all 9th and 10th graders on track to graduate** based on credits earned.
- **Increase** the percentage of **graduates meeting the a-g readiness requirements**, with attention to accelerating outcomes for foster youth and students with IEPs.
- **Increase** the number of **graduates with early college credit or industry-recognized certificates**.

## 3A: English Language Arts (ELA)

### 3A: ELA School Site Identified Need

MCHS strives to continue providing our students with high quality and rigorous instruction. All 9th-12th graders will have the literacy skills to be proficient in critical and creative thinking, and skilled communicators and collaborators in all content areas.

### 3A: ELA School Site Goal

By June 2025, we will increase the percentage of students proficient and above by 5% for all students and specific subgroups (African American, Hispanic/Latino, SED) as measured by STAR and CAASPP.

### 3A: ELA Expected Annual Measurable Outcomes

Include the Annual metric/indicator for the goal selected above.

Where performance gaps are identified, outcomes should demonstrate gap closure.



Metric/Indicator	Baseline (2022-23)	2023-24	2024-25	2025-26
CAASPP ELA	91.67% met/exceeded standard	Not yet available	TBD	TBD

### 3A: ELA Progress Monitoring Measurable Outcomes

Include one or more additional metrics that support the progress monitoring of this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Winter STAR Reading Assessment	86.67% scored at/above standard	91.67% will score at/above standard (improve by 5%)

### 3A: ELA Relentless Attention to Achievement, Agency, & Access

#### SMARTe Goals for Student Subgroups

Identify a student need and SMARTe goal for each student subgroup

Strategic, Measurable, Achievable, Relevant, Time-bound and Equitable (SMARTe) Goals		
Student Subgroups	Identified need based on school-wide goal	SMARTe goal for Student Subgroup.
<b>African American /Black students</b>	Based on the winter STAR reading assessment, 90% of our AA students scored at/above benchmark; 3.33% higher than the school's overall score.	By June 2025, we would like to see a 10% gain of African American students score at proficient/above in ELA by STAR and CAASPP.
<b>English Language Learners</b>	N/A	N/A
<b>Long-term English learners</b>	N/A	N/A
<b>Hispanic</b>	Based on the winter STAR reading assessment, 83% of our Hispanic students scored at/above benchmark; 0.70% less than the school's overall score.	By June 2025, we would like to see a 10% gain of Hispanic students score at proficient/above in ELA by STAR and CAASPP.
<b>Students with Disabilities</b>	N/A	N/A
<b>Fit and Foster Youth</b>	N/A	N/A
<b>Socio-economically Disadvantaged (SED)</b>	Based on the winter STAR reading assessment, 86.67% of our student body in 9th-11th grade scored at/above benchmark.	By June 2025, we would like to see a 10% gain of SED students score at proficient/above in ELA by STAR and CAASPP.

Newcomers	N/A	
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## Relentless Attention to Achievement - LCAP Aligned Improvement Strategies

### 3A: English Language Arts LCAP Aligned Improvement Strategies

Improvement Strategy	Description	Students to be Served	Proposed Expenditures	Expenditure Note	Funding Source(s)	Type
startcollapse						
Extra Hours for Tutoring & Student Intervention	Provide teachers with extra hours to tutor targeted students based on data analysis of STAR/CAASPP/iReady scores	AA/Hispanic/SED	33,800		Title I	1000-1999: Certificated Personnel Salaries

## 3B: Mathematics

### 3B: Mathematics School Site Identified Need

MCCHS strives to continue providing our students with high quality and rigorous instruction. All students will have the math skills to be proficient in grade level math standards and equipped with a solid foundation to be successful in college level math courses.

### 3B: Mathematics School Site Goal

By June 2025, we will increase the percentage of students proficient and above by 8% for all students and specific subgroups (African American, Hispanic/Latino, SED) as measured by STAR and CAASPP.

### 3B: Mathematics Expected Annual Measurable Outcomes

Include the Annual metric/indicator for the goal selected above.

Where performance gaps are identified, outcomes should demonstrate gap closure.

Metric/Indicator	Baseline (2022-23)	2023-24	2024-25	2025-26
CAASPP Math	58.33% met/exceeded standard	Not yet available	TBD	TBD

### 3B: Mathematics Progress Monitoring Measurable Outcomes

Include one or more additional metrics that support the progress monitoring of this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Winter STAR Math	43% scored at/above standard	51% will score at/above standards (increase of 8%)

### 3B: Mathematics Relentless Attention to Achievement, Agency, & Access

#### SMARTe Goals for Student Subgroups

Identify a student need and SMARTe goal for each student subgroup

#### Strategic, Measurable, Achievable, Relevant, Time-bound and Equitable (SMARTe) Goals

Student Subgroups	Identified need based on school-wide goal	SMARTe goal for Student Subgroup.
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<b>African American /Black students</b>	Based on the winter STAR math assessment, 34.3% of our AA students scored at/above benchmark; 8.7% less than the school's overall score. We need to provide intensive supports to help our AA students show growth in Math.	By June 2025, we will increase the number of African American students who are proficient in Math by 15% as measured by STAR and CAASPP.
<b>English Language Learners</b>	N/A	N/A
<b>Hispanic</b>	Based on the winter STAR math assessment, 37% of our Hispanic students scored at/above benchmark; 6% less than the school's overall score. We need to provide intensive supports to help our Hispanic students show growth in Math.	By June 2025, we will increase the number of Hispanic students who are proficient in Math by 15% as measured by STAR and CAASPP.
<b>Students with Disabilities</b>	N/A	N/A
<b>Fit and Foster Youth</b>	N/A	N/A
<b>Socio-economically Disadvantaged (SED)</b>	Based on the winter STAR math assessment, 43% of our 9-11 graders scored at/above benchmark. We need to provide intensive supports to help our SED students show growth in Math.	By June 2025, we will increase the number of SED students who are proficient in Math by 15% as measured by STAR and CAASPP.

## Relentless Attention to Achievement, Agency, and Access

### 3B: Mathematics LCAP Aligned Improvement Strategies

Improvement Strategy	Description	Students to be Served	Proposed Expenditures	Expenditure Note	Funding Source(s)	Type
startcollapse						
Extra Hours for Tutoring & Student Intervention	Provide teachers with extra hours to tutor targeted students who scored below proficient in Math before and after school	AA/Hispanic/SED		See 3A for funding source	Title I	1000-1999: Certificated Personnel Salaries

## 3C: Social Emotional Learning (SEL)

### 3C: SEL School Site Identified Need

MCCHS believes that providing students with self-efficacy support, and social-emotional learning will increase academic achievement and foster healthy habits to manage their emotions.

### 3C: SEL School Site Goal

By June 2025, MCCHS will continue to implement WayFinder in the classrooms with the aim to strengthen our student's ability to regulate their emotions by 5% as measured by CHKS.

### 3C: SEL Expected Annual Measurable Outcomes

Include the Annual metric/indicator for the goal selected above.

Where performance gaps are identified, outcomes should demonstrate gap closure.

Metric/Indicator	Baseline (2022-23)	2023-24	2024-25	2025-26
California Healthy Kids Survey (Emotional Regulation)	Average of 82% reported "pretty much true" or "very much true"	TBD	TBD	TBD

### 3C: SEL Progress Monitoring Measurable Outcomes

Include one or more additional metrics that support the progress monitoring of this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MCCHS Student Experience Survey (Belongness & Support % Agree and Strongly Agree)	93% Agree and Strongly Agree "Students at my school help each other" 83% Agree and Strongly Agree "I feel like I fit in with the other students at my school"	Increase by 5%

### 3C: SEL Relentless Attention to Achievement, Agency, & Access SMARTER Goals for Student Subgroups

Identify a student need and SMARTER goal for each student subgroup

## Strategic, Measurable, Achievable, Relevant, Time-bound and Equitable (SMARTER) Goals

Student Subgroups	Identified need based on school-wide goal	SMARTER goal for Student Subgroup.
<b>African American /Black students</b>	We have zero suspensions for African American students on the California Dashboard.	By June 2025, continue to support to AA students in order to retain students in school.
<b>English Language Learners</b>	N/A	N/A
<b>Hispanic</b>	We have zero suspensions for Hispanic students on the California Dashboard.	By June 2025, continue to support to Hispanic students in order to retain students in school.
<b>Students with Disabilities</b>	N/A	N/A
<b>Fit and Foster Youth</b>	N/A	N/A
<b>Socio-economically Disadvantaged (SED)</b>	We have zero suspensions for SED students on the California Dashboard.	By June 2025, continue to support to SED students in order to retain students in school.

## Relentless Attention to Achievement, Agency, and Access

### 3C: SEL LCAP Aligned Improvement Strategies

Improvement Strategy	Description	Students to be Served	Proposed Expenditures	Expenditure Note	Funding Source(s)	Type
startcollapse						

## 3D: College and Career (K8 & Secondary Only)

### 3D: College and Career School Site Identified Need

MCCHS is designed to provide students with a challenging and rigorous academic program that prepares students to be college and career-ready. The success of our program is dependent on the implementation of the early college model that allows students to take both high school and college-level courses simultaneously. With a clear pathway, adequate support, and ample resources provided to students; students leave MCCHS with a solid foundation for “life as a college student.”

### 3D: College and Career School Site Goal

By June 2025, 100% of students will graduate college and career ready and there will be a 2% increase of students who graduate earning an Associates of Arts degree.

### 3D: College and Career Expected Annual Measurable Outcomes

Include the Annual metric/indicator for the goal selected above.

Where performance gaps are identified, outcomes should demonstrate gap closure.

Metric/Indicator	Baseline (2022-23)	2023-24	2024-25	2025-26
California Dashboard Graduation Rate	98.6%	TBD	TBD	TBD
Contra Costa College Associate of Arts Degree List	88%	90%	TBD	TBD

### 3D: College and Career Progress Monitoring Measurable Outcomes

Include one or more additional metrics that support the progress monitoring of this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard College & Career Preparedness	98.6% prepared in 2023	100% (increase in 1.4%)

### 3D: College Career Relentless Attention to Achievement, Agency, & Access SMARTER Goals for Student Subgroups

Identify a student need and SMARTER goal for each student subgroup

## Strategic, Measurable, Achievable, Relevant, Time-bound and Equitable (SMARTER) Goals

Student Subgroups	Identified need based on school-wide goal	SMARTER goal for Student Subgroup.
<b>African American /Black students</b>	<p>Based on the 2023 California Dashboard there were not enough African American students to display data, however, based on our graduation list, 100% of our AA students graduated.</p> <p>Our site's goal is to also see all African American students earn an Associate of Arts degree from our program.</p>	By June 2025, we would like to continue to see 100% of our African American students graduate college and career ready and graduate earning an Associates of Arts degree.
<b>English Language Learners</b>	N/A	N/A
<b>Hispanic</b>	<p>Based on the 2023 California Dashboard, 96.7% of our Hispanic students graduated.</p> <p>Our site's goal is to also see all Hispanic students earn an Associate of Arts degree from our program.</p>	By June 2025, we would like to see 100% of our Hispanic students graduate college and career ready and graduate earning an Associates of Arts degree. .
<b>Students with Disabilities</b>	N/A	N/A
<b>Fit and Foster Youth</b>	N/A	N/A
<b>Socio-economically Disadvantaged (SED)</b>	<p>Based on the 2023 California Dashboard, 97.9% of our SED students graduated.</p> <p>Our site's goal is to also see all SED students earn an Associate of Arts degree from our program.</p>	By June 2025, we would like to see 100% of our SED students graduate college and career ready and graduate earning an Associates of Arts degree. .

## Relentless Attention to Achievement, Agency, and Access

### 3D: College and Career LCAP Aligned Improvement Strategies



Improvement Strategy	Description	Students to be Served	Proposed Expenditures	Expenditure Note	Funding Source(s)	Type
startcollapse						
Extra Hours For Counselors	Pay counselor extra hours to host workshops for targeted students and their families related to college, career and financial aid.	All		See Goal 1 for funding	Title I	1000-1999: Certificated Personnel Salaries

# Budget Summary

DESCRIPTION	AMOUNT
State Funds Allocated to the School (LCFF)	\$29,557
Federal Funds Allocated to the School Through the Con App (Title 1)	\$59,563
Federal Funds Allocated to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$89,120.00

## Expenditures by Funding Source

Funding Source	Amount	Balance
LCFF	29,557	0.00
Title I	59,563	0.00

# **Title I Schools: Centralized Services for Planned Improvements in Student Performance**

## **What is a Title I School?**

Title I is a federal grant that provides funding based on the percentage of students who qualify as socio-economic disadvantaged as measured through the Educational Benefits Form.

## **Title I Purpose:**

"Title I, Part A federal funds help to meet the educational needs of “high needs” students. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards." More specifically the activities identified are to directly improve academic performance in areas identified as below or not meeting state standards of “high needs” students. Title I is intended to supplement, not replace, state and district funds. Selection is based on the free and reduced-price meal count.

## **Evidence-Based Interventions: Annual Measurable Outcomes**

Evidence-based interventions are practices, strategies, programs, and/or activities that utilize a metric (data) to show that they are effective at improving academic outcomes when implemented.

For 2024-2025 WCCUSD has designed a plan to provide centralized and coordinated support to Title I schools in areas of identified need based on three factors:

1. Data from the California School Dashboard and WCCUSD local measures
2. Data from California Healthy Kids Survey and other local measures.
3. Suspension and absenteeism data as reported in the district student information system.

The AMOs for the use of these funds will be included in the schools' SPSAs and will be aligned with the other Actions and Services included in the school plans.

Based on an awareness of the wide variety of needs at for Title I schools as well as the differences in school programs and approaches to instruction, the centralized support program offers school sites to opportunity to select from a coherent list of evidence-based programs to address both of the identified areas: improving academics and support students with SEL.

The options provided to schools include:

1. Mental Health
2. Targeted Tutoring
3. Reading Acceleration
4. Math Acceleration
5. Family and Community Engagement

6. Parent & Teacher Home Visits
7. Professional Development in the areas of Math, Reading, Restorative Justice and SEL

Content Area experts from WCCUSD's Educational Services and State and Federal Program Office will provide support and collaboration with school instructional leaders on data analysis and interpretation as well as with alignment of programs to meet identified needs.

Allocation of these carryover funds are determined on a per school basis and follow the same formula and percentages used to calculate the original site based Title I allocation for 2024-25.

In addition to the plans that sites create to use the Carryover funds, WCCUSD also retains and utilizes Title I funds to support other critical initiatives for students and families at Title I sites:

1. Staff to support coaching to improve teacher efficacy
2. Staff to support parent outreach initiatives
3. Grad tutors to provide additional instructional support for students
4. Initiatives specifically to support African American students at Title I sites
5. Summer Extended Learning programs for students at Title I sites

# Comprehensive School Improvement Grant (CSI) Purpose- Centralized Services for Planned Student Performance

## What is CSI funding?

CSI funding is a federal grant. Based on the California School Dashboard, schools can meet the criteria in one of two ways.

- Graduation Rate- Graduation rate is less than 68% on average for 2021,2022,2023 combined.

Or

- Low performing Title 1 school
  - All indicators on the CA Dashboard are red
  - All indicators except for one indicator of another performance color
  - Five or more indicators are red

## Evidence-Based Interventions: Annual Measurable Outcomes

Evidence-based interventions are practices, strategies, programs, and/or activities that utilize a metric (data) to show that they effectively improve academic outcomes when implemented.

For 2024-2025, WCCUSD has designed a plan to provide centralized and coordinated support to identified CSI schools in areas of identified need based on three factors:

1. Data from the California School Dashboard and WCCUSD local measures and the SPSA Needs Assessment
2. Data from California Healthy Kids Survey and other local measures.
3. Suspension and absenteeism data as reported in the district student information system.

The CSI Team will provide the following

1. Professional development for site administrative teams through a community of practice, conferences, contracts with outside support providers and supplies needed to support continuous improvement.
2. Professional development for administrative teams on the CSI school improvement anchors ( Needs Assessment, Root Cause Analysis, Evidence-based intervention, and Monitor and adjust) as part of the instructional mitigations needed at the sites
3. Professional development support to the principals, Instructional Specialists, and CSI-funded staff focusing on effective use of instructional time, curriculum, assessment, and intervention structures
4. Provide evidence-based supplemental curriculum to improve student outcomes

# 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:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. 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.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Committee or Advisor Group Name	Name	Signature	Date
English Learner Advisory Committee (ELAC)	_____	_____	_____
Instructional Leadership Team (ILT)	_____	_____	_____
African American Parent Advisory Committee (AAPAC)	_____	_____	_____

- 4. 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.
- 5. 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.
- 6. This SPSA was adopted by the SSC at a public meeting on 5/8/2024.

Attested:

Principal/SSC Chairperson	Name	Signature	Date
	_____	_____	_____
	_____	_____	_____

# School Site Council Membership

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

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

Name of Members	Role
Finy Prak	Principal
Mary Bhambra	Classroom Teacher
Rachelle Buckner	Other School Staff
Eva Narego	Parent or Community Member
Rolando Rubio	Parent or Community Member
Gwen Lacebal	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.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	8.84%	9.61%	10.25%	26	27	29
Asian	25.51%	24.91%	21.91%	75	70	62
Filipino	10.88%	9.61%	7.77%	32	27	22
Hispanic/Latino	46.26%	46.98%	49.12%	136	132	139
Pacific Islander	0.34%	0.36%	0.35%	1	1	1
White	4.42%	4.63%	6.71%	13	13	19
Multiple/No Response	3.74%	3.91%	3.89%	11	11	11
Total Enrollment				294	281	283

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	78	69	78
Grade 10	73	79	72
Grade 11	77	61	73
Grade 12	66	72	60
Total Enrollment	294	281	283

### Conclusions based on this data:

1. Data too old- not reviewed



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	6	3	5	1.70%	2.0%	1.8%
Fluent English Proficient (FEP)	196	186	177	69.40%	66.7%	62.5%
Reclassified Fluent English Proficient (RFEP)				20.0%		

### Conclusions based on this data:

1. Data too old- not reviewed

# 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 11	67	74	60	64	74	60	64	74	60	95.5	100.0	100.0
All Grades	67	74	60	64	74	60	64	74	60	95.5	100.0	100.0

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 11	2675.	2655.	2688.	53.13	37.84	55.00	34.38	45.95	36.67	10.94	9.46	8.33	1.56	6.76	0.00
All Grades	N/A	N/A	N/A	53.13	37.84	55.00	34.38	45.95	36.67	10.94	9.46	8.33	1.56	6.76	0.00

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 11	46.88	43.24	38.33	48.44	52.70	58.33	4.69	4.05	3.33
All Grades	46.88	43.24	38.33	48.44	52.70	58.33	4.69	4.05	3.33

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 11	57.81	43.24	61.67	37.50	48.65	38.33	4.69	8.11	0.00
All Grades	57.81	43.24	61.67	37.50	48.65	38.33	4.69	8.11	0.00

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 11	21.88	16.22	25.00	70.31	75.68	75.00	7.81	8.11	0.00
All Grades	21.88	16.22	25.00	70.31	75.68	75.00	7.81	8.11	0.00

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 11	42.19	33.78	48.33	56.25	59.46	50.00	1.56	6.76	1.67
All Grades	42.19	33.78	48.33	56.25	59.46	50.00	1.56	6.76	1.67

**Conclusions based on this data:**

1. Data too old- not reviewed

# 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 11	67	74	60	65	74	60	65	74	60	97.0	100.0	100.0
All Grades	67	74	60	65	74	60	65	74	60	97.0	100.0	100.0

\* 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 11	2654.	2656.	2643.	21.54	31.08	18.33	46.15	32.43	40.00	24.62	22.97	28.33	7.69	13.51	13.33
All Grades	N/A	N/A	N/A	21.54	31.08	18.33	46.15	32.43	40.00	24.62	22.97	28.33	7.69	13.51	13.33

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 11	43.08	48.65	25.00	46.15	43.24	55.00	10.77	8.11	20.00
All Grades	43.08	48.65	25.00	46.15	43.24	55.00	10.77	8.11	20.00

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 11	20.00	25.68	28.33	72.31	66.22	63.33	7.69	8.11	8.33
All Grades	20.00	25.68	28.33	72.31	66.22	63.33	7.69	8.11	8.33

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 11	33.85	24.32	23.33	60.00	63.51	68.33	6.15	12.16	8.33
All Grades	33.85	24.32	23.33	60.00	63.51	68.33	6.15	12.16	8.33

### Conclusions based on this data:

1. Data too old- not reviewed



# 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
9	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*	
All Grades										5	4	*

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
9	*		*	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
9	*		*	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
All Grades		*	*		*	*		*	*		*	*		*	*

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
9	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
9	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
9	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
9	*		*	*		*	*		*	*		*
11	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

#### Conclusions based on this data:

1. Data too old- not reviewed

# 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
281	65.8	1.1	0.4
Total Number of Students enrolled in Middle College High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	1.1
Foster Youth	1	0.4
Homeless	1	0.4
Socioeconomically Disadvantaged	185	65.8
Students with Disabilities	2	0.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	9.6
Asian	70	24.9
Filipino	27	9.6
Hispanic	132	47
Two or More Races	11	3.9
Pacific Islander	1	0.4
White	13	4.6

Conclusions based on this data:

1.



# School and Student Performance Data

## Overall Performance






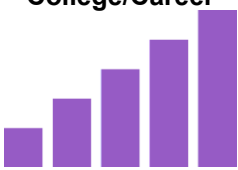
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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.”



<b>2023 Fall Dashboard Overall Performance for All Students</b>
---

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>No Performance Color</div>	
<div>College/Career</div> <div></div> <div>Very High</div>		

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance English Language Arts

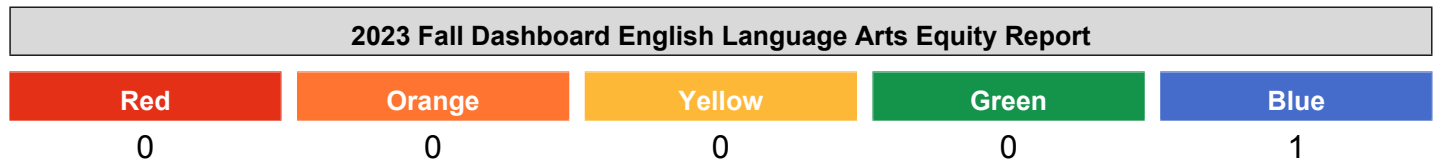
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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	English Learners	Foster Youth
 Blue 105.3 points above standard Increased Significantly +32.6 points 60 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Blue 99.8 points above standard Increased Significantly +18.2 points 42 Students	 No Performance Color 0 Students

## 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	141 points above standard Increased Significantly +110.6 points 21 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
72.6 points above standard Decreased Significantly -17 points 26 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 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
0 Students	Less than 11 Students	115.5 points above standard
	4 Students	Increased Significantly +40.5 points
		15 Students

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance Mathematics

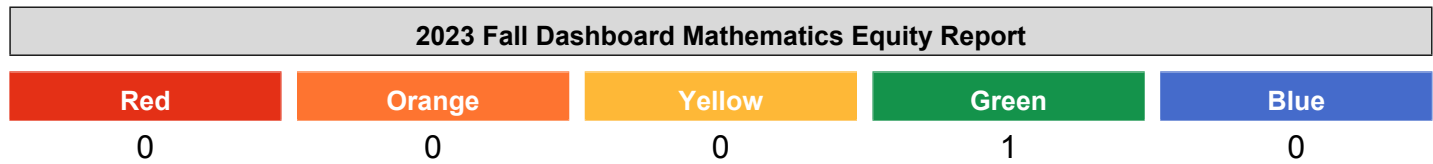
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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	English Learners	Foster Youth
 Green 15.9 points above standard Decreased -12.3 points 60 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Green 6.3 points above standard Decreased Significantly -17.6 points 42 Students	 No Performance Color 0 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	61.9 points above standard Increased Significantly +60 points 21 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
29.6 points below standard Decreased Significantly -71 points 26 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 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
0 Students	Less than 11 Students	23.1 points above standard
	4 Students	Maintained -0.5 points
		15 Students

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

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 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					
	<table><tr><th>English Learner Progress</th></tr><tr><td>making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 1 Student</td></tr><tr><td>Performance Level: No Performance Level</td></tr></table>	English Learner Progress	making progress towards English language proficiency	Number of EL Students: 1 Student	Performance Level: No Performance Level
English Learner Progress					
making progress towards English language proficiency					
Number of EL Students: 1 Student					
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

Conclusions based on this data:

1.



# School and Student Performance Data

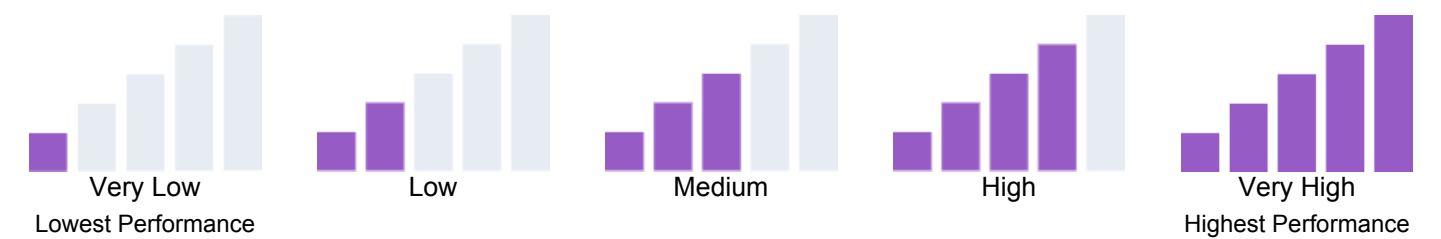
## Academic Performance College/Career Report

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.

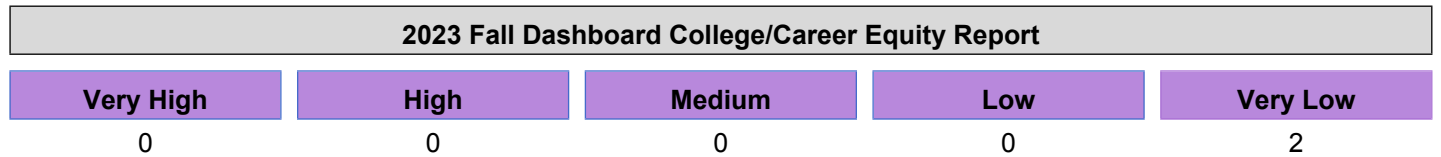
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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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.

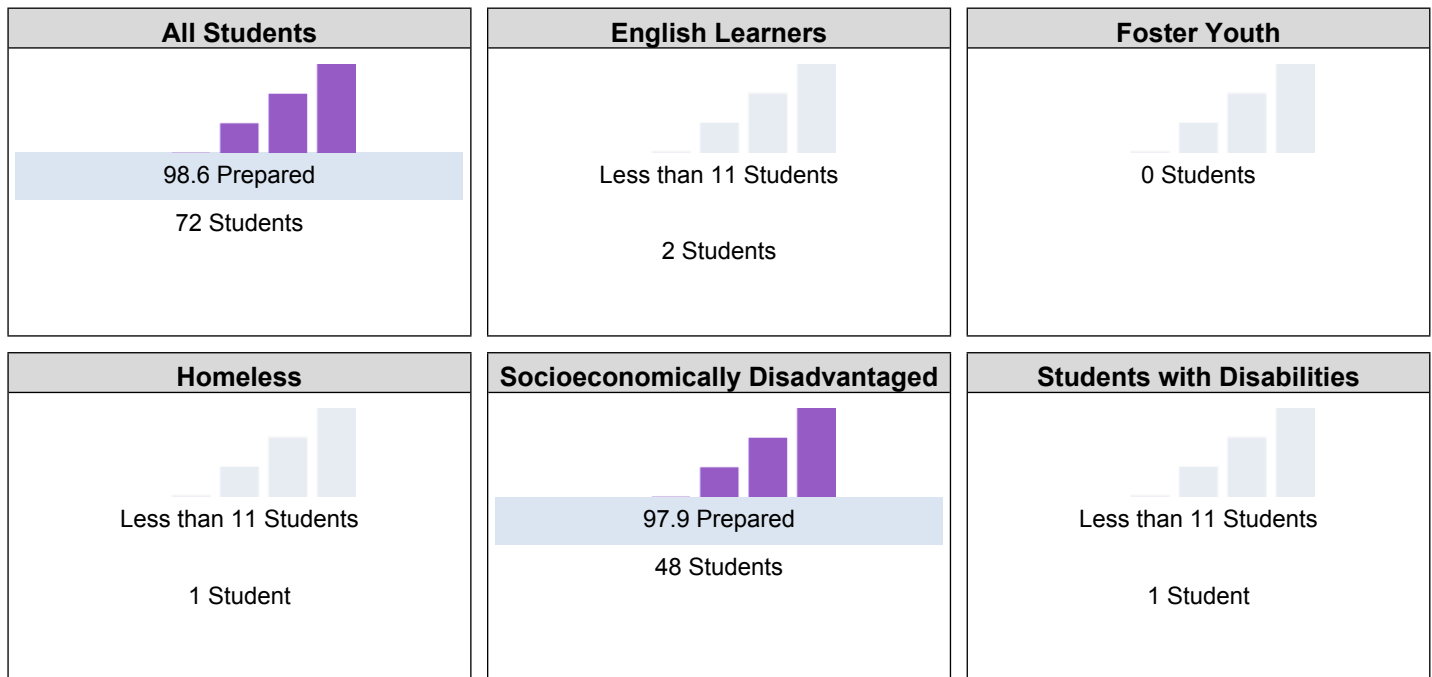


This section provides number of student groups in each level.

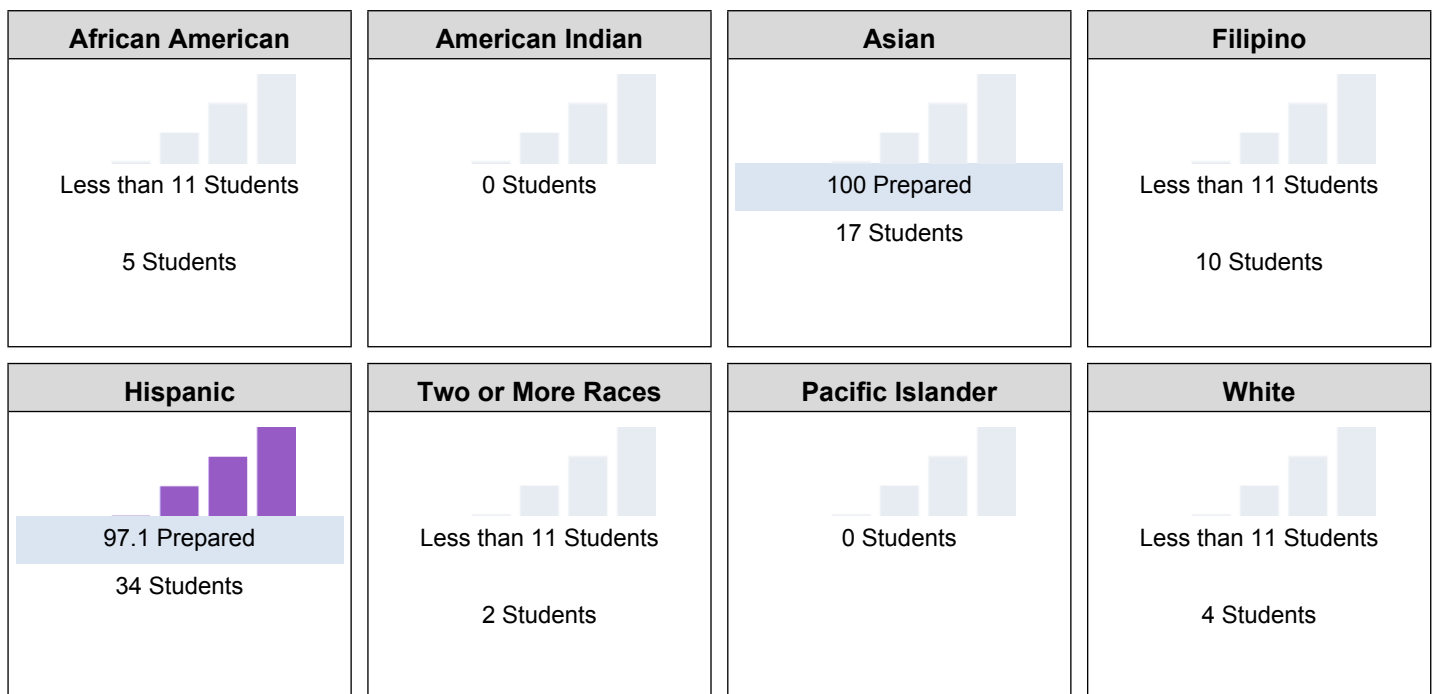


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

## 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:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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.

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.

### 2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow


Green

Blue


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

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group


#### All Students

  
No Performance Color  
0 Students


#### English Learners

  
No Performance Color  
0 Students

#### Foster Youth

  
No Performance Color  
0 Students


#### Homeless

  
No Performance Color  
0 Students









#### Socioeconomically Disadvantaged

  
No Performance Color  
0 Students

#### Students with Disabilities

  
No Performance Color  
0 Students

## 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  No Performance Color 0 Students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 0 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

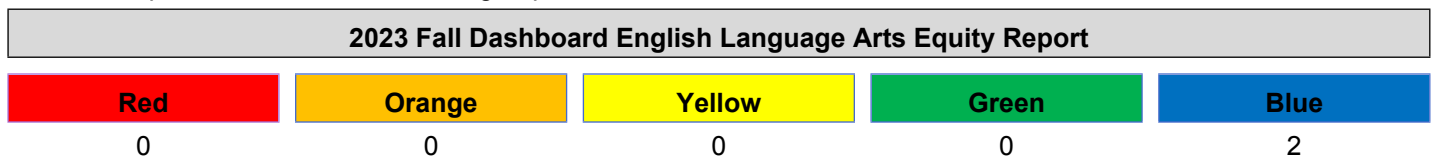
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<b>All Students</b>  <p>Blue</p> <p>98.6% graduated</p> <p>Decreased -1.4</p> <p>72 Students</p>	<b>English Learners</b> <p>Less than 11 Students</p> <p>2 Students</p>	<b>Foster Youth</b>  <p>No Performance Color</p> <p>0 Students</p>
<b>Homeless</b> <p>Less than 11 Students</p> <p>1 Student</p>	<b>Socioeconomically Disadvantaged</b>  <p>Blue</p> <p>97.9% graduated</p> <p>Decreased -2.1</p> <p>48 Students</p>	<b>Students with Disabilities</b> <p>Less than 11 Students</p> <p>1 Student</p>

### 2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>5 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	<p>100% graduated</p> <p>Maintained 0</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Blue</p> <p>97.1% graduated</p> <p>Decreased -2.9</p> <p>34 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>

Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

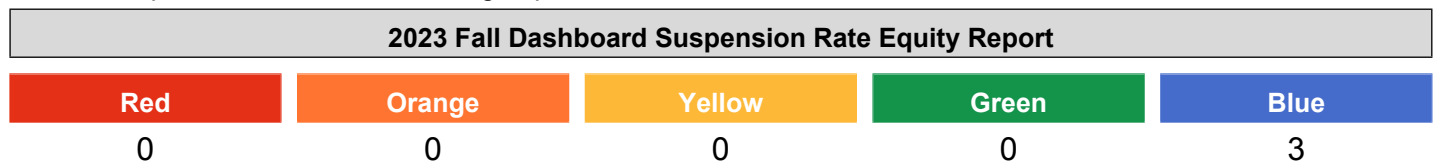
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.



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		
<b>All Students</b>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 283 Students</p>	<b>English Learners</b> <p>Less than 11 Students 3 Students</p>	<b>Foster Youth</b> <p>Less than 11 Students 1 Student</p>
<b>Homeless</b> <p>Less than 11 Students 1 Student</p>	<b>Socioeconomically Disadvantaged</b>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 186 Students</p>	<b>Students with Disabilities</b> <p>Less than 11 Students 3 Students</p>

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b> 0% suspended at least one day Maintained 0 28 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Blue 0% suspended at least one day Maintained 0 70 Students	<b>Filipino</b> 0% suspended at least one day Maintained 0 27 Students
<b>Hispanic</b>  Blue 0% suspended at least one day Maintained 0 133 Students	<b>Two or More Races</b> 0% suspended at least one day Maintained 0 11 Students	<b>Pacific Islander</b> Less than 11 Students 1 Student	<b>White</b> 0% suspended at least one day Maintained 0 13 Students

**Conclusions based on this data:**

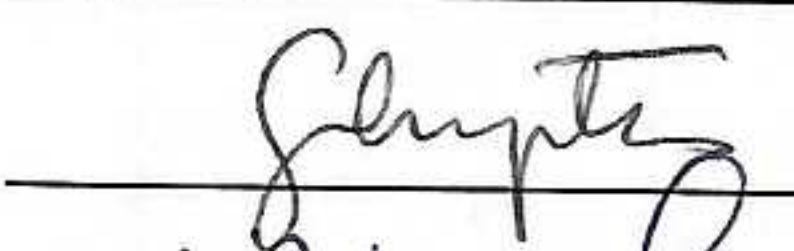

1.



# Recommendations and Assurances

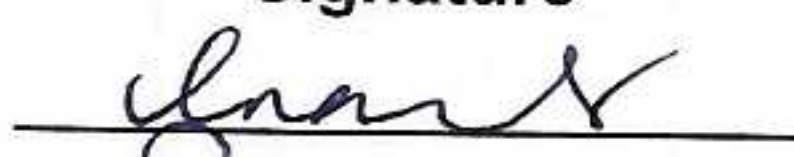

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Committee or Advisor Group Name	Name	Signature	Date
Instructional Leadership Team (ILT)	SANET HIPOLITO		May 8, 2024
African American Parent Advisory Committee (AAPAC)	YOLANDA S. VIERRA ALLEN		8 May 2024

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 5/8/2024.

Attested:

Principal/SSC Chairperson	Name	Signature	Date
	EVANGELINA NAREDO		5/8/2024
	Fing Prak		5/8/2024