West Contra Costa Unified School District
School Plan for Student Achievement

2021-22

Middle College High School

Approval Date:

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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)

<u>X</u>   **Schoolwide Program**

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

Our staff is dedicated to working collaboratively with the vision of continually enhancing the school program as a challenging, stimulating, caring, and supportive learning environment with high expectations for students who are able to meet the evolving demands of a global society. Our objective is to align our vision and mission with LCAP goals, in addition to identifying strategies that will best meet all of our student's academic needs.

CSI

X   **Not Applicable**

Focus Areas:

| ELA | Chronic Absenteeism | College and Career |
| Math | Suspensions | Graduation Rate |

Briefly describe the plans for Comprehensive Support and Improvement

ATSI

X   **Not Applicable**

Focus Areas:

| AA | AS | HI | WH | EL | HOM |
| AL | FI | PI | TOM | FOS | SED |

Briefly describe the plans for Additional Targeted Support and Improvement

Theory of Action

If we intentionally create a universal support system for our students that embeds strategic tools and practices in our classrooms, then we will see an increase in achievement for all students in both their high school and college classes.

If we build a culture of professional growth and constant adaptation, then we will have structures and processes in place that will promote collaborative inquiry and problem solving.

If we build a culture of support, acknowledgement and celebration of students, then we will see an increase of students having a sense of belonging, self-worth and dignity.

School-Wide Components

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MCHS is committed to enabling all students to attain high standards. This model is a combination of challenge and support that fosters growth in every student. Students receive academic assistance along with social and emotional reinforcement. Furthermore, students receive college organizational skills and college and career readiness aid.

To help students succeed in their coursework and the transition to college, MCHS provides a variety of support, including early college seminars, tutoring, and academic support classes. Before and after-school tutoring is available for students who are struggling. The tutoring program includes one-on-one assistance before and after school for students struggling in high school and college courses. Early College (EC) Seminars are included in our bell schedule and provides additional discipline-specific support for students enrolled in more challenging college courses, particularly in math and science.

College and career readiness is a major emphasis at MCHS. Students follow an Education Plan that maps out what classes they will be taking all four years at MCHS. For example, in 9th grade, students are enrolled in four high school classes and two college courses. Students also have the opportunity to meet with a college counselor to go over their post-secondary plan. Our counselor also monitors each student's progress closely and will hold multiple classroom workshops and one-to-one counseling sessions with each student.

Evidence-based educational practices to raise student achievement

- Transition into Springboard Curriculum in our 9th & 10th grade ELA classes
- Integration of technology throughout the curriculum is used by teachers to ensure engagement and understanding of content material. MCHS has utilized a one-to-one tablet program where students use tablets for research, to access textbooks and to navigate online coursework in Canvas, Blackboard, and other LMSs for both college and high school classes.
- Local Review Board data provides the opportunity for teachers, parents and students to monitor individual student success and challenges. This process allows us to monitor each student's grades and create individualized interventions and facilitates communication between students, families and teachers on an as needed basis.
- Before and after school tutoring along with one-on-one tutoring is offered to struggling students
- Transcript analysis is an ongoing process used by the counselor to monitor and track student and program success. The counselor meets with the student and evaluates their progress to make sure they are meeting A-G requirements. This tool is also used as an informative measure to assist with creating the master schedule and choosing appropriate college courses for a student's abilities.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At our site, the School Site Council meets once a month and SSC members along with the Africa American Parent Advisory Committee review the SPSA goals, budget expenditures, data and provide input. We also hold several evening events in the fall and spring to provide families the opportunity to support and celebrate their students. Those events include Freshman orientation, College Night, Culture Night and Senior Celebration Night.

Resource Inequities

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

Staffing: We have a new counselor this school year. Existing staff, especially office manager and principal will absorb some of the responsibilities of the counselor as we train the counselor
Facilities maintenance: Lack of control or authority due to the fact that we are guests on a college campus. Maintain good relationship with CCC facilities staff
Facility capacity (space for classrooms/programs): No control over classrooms
Be flexible with scheduling

Goals, Strategies, & Proposed Expenditures 1 (All Students)

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

LEA/LCAP Goal

Achieving Students: Deepen the implementation of quality learning, teaching, and leadership practices in our classrooms and schools for all students.

Goals

Current Academic data is unavailable due to COVID related delays

Identified Need

ELA:	We noticed that above 80% percentage of our students were scoring at/above reading level after taking the reading inventory but I would like to see an increase of 4% for the following year.
Math:	We noticed that 90% of our students were earning a letter grade of a C- or higher in their math courses, but I would like to see an increase of 5% for the following year.
Other content area:	

Annual Measurable Outcomes/Local Measures

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA: Fall Reading Inventory	86% (129/150) of our 9th & 10th grade students scored at/above grade level	90% of our 9th & 10th grade students will score at/above grade level
Math: Math Grades (high school and college math courses)	90% (243/271) of all students earned a C- or above in their high school or college math course in semester 1 and 98% (266/271) of all students earned a P in semester 2	95% of all students will earn a C- or above in their high school or college math course
Other Content Area 1:		

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Teachers will be compensated for before and after school tutoring to support students with increasing their literacy skills across all content areas.	August-May	All Students	Principal	Teacher hours	1000-1999: Certificated Personnel Salaries	LCFF	12500

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
ELA: Cover the costs of extra materials, supplies, and online subscriptions/research bases, novels, and nonfiction texts in order to support learning in ELA.	August-May	All Students	Principal/Teachers	Materials and supplies/books	4000-4999: Books And Supplies	LCFF	6000
				Materials and supplies	4000-4999: Books And Supplies	Title I	1998
Math: Cover the cost of supplemental hands-on materials and online math programs (i.e. Desmos) to support students in their classrooms	August-May	All Students	Principal/Teachers	Online licenses	5000-5999: Services And Other Operating Expenditures	Title I	2000
				Materials and supplies (see above)	4000-4999: Books And Supplies	Title I	
				Materials and supplies (see above)	4000-4999: Books And Supplies	LCFF	
Teachers will be compensated for collaboration hours around data analysis, curriculum development, and instructional strategies and extra hours to work with students	August-May	All Students	Principal/Teachers	Teacher hours	1000-1999: Certificated Personnel Salaries	Title I	4093
				Teacher hours	1000-1999: Certificated Personnel Salaries	LCFF	5000
Teachers will provide students with SEL support, and career exploration	August-May	All Students	Teachers/Counselor				

Goals, Strategies, & Proposed Expenditures 1 (Black/African American Students)

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

LEA/LCAP Goal

Achieving Students: Deepen the implementation of quality learning, teaching, and leadership practices in our classrooms and schools for Black/African American students.

Goals

Current Academic data is unavailable due to COVID related delays

Identified Need

ELA:	We noticed that all of our AA students are scoring at/above grade level and we would like to celebrate and cultivate their success so that it continues.
Math:	We noticed that 97% of our AA students earned a C- or higher in their math course, we would like to see 99% AA students passing their math courses.
Other content area:	

Annual Measurable Outcomes/Local Measures

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA: Fall Inventory	100% (12/12) of AA 9th & 10th grade students scored at/above grade level	100% of AA 9th & 10th grade students will continue to score at/above grade level
Math: Math Grades (high school and college math courses)	97% (32/33) of all AA students earned a C- or above in a high school or college math course for semester 1 and all passed in semester 2.	99% of all AA students will earn a C- or above in a high school or college math course in both semesters
Other Content Area 1:		

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
We will purchase supplemental non-fiction books and materials that is culturally relevant to our students for ELA	August-May	AA	Principal/Teachers	Funds in All Goal 1	4000-4999: Books And Supplies	LCFF	
				Funds in All Goal 1	4000-4999: Books And Supplies	Title I	

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
We will provide extra tutoring to support students in math classes and work with CCC math instructors to monitor each AA student's progress in college math	August-May	AA	Principal/Teachers	Funds in All Goal 1	1000-1999: Certificated Personnel Salaries	LCFF	
We will pay for study trips that will expose students to culturally relevant experiences that can be discussed in the classroom.	October-April	AA	Principal/Teachers	Study Trips	5000-5999: Services And Other Operating Expenditures	LCFF	6000
We will pay teachers and counselor extra hours to do outreach and/or hold conferences with students and parents several times each semester to monitor the progress of every student	September-April	AA	Counselor	Teacher hours	1000-1999: Certificated Personnel Salaries	Title I	4186
We will pay for a SCOW to support with student and parent outreach, including extra hours	August-May	AA	Principal	SCOW hours	2000-2999: Classified Personnel Salaries	Title I	79

Goals, Strategies, & Proposed Expenditures 1 (English Learners)

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

LEA/LCAP Goal

Achieving Students: Deepen the implementation of quality learning, teaching, and leadership practices in our classrooms and schools for English Learners.

Goals

Current Academic data is unavailable due to COVID related delays

Identified Need

ELA:	We noticed that although we have a small number EL students, only 40% scored at/above reading level. We would like to see a 10% increase with additional support and monitoring.
Math:	We noticed that 60% of our EL students are passing their math courses with a C- or higher, we would like to see an increase of 10% with tutoring, support and monitoring.
ELD:	Our ELD students who perform well in their MCHS english classes and/or college english classes exhibit growth in their ELD levels. Our EL students who earn less than a C in their high school english classes will need extra support to improve their EL skills.
Other content area:	

Annual Measurable Outcomes/Local Measures

Metric/Indicator		Baseline/Actual Outcome	Expected Outcome
ELA:	Reading Inventory	40% (2/5) of EL students scored at/above reading level	50% of EL students will score at/above reading level
Math:	Math Grades (high school and college math courses)	60% (3/5) of EL students earned a C- or higher in their high school or college math course	65% of EL students will earn a C- or higher in their high school or college math course
ELD:	R-FEP	70% of ELD students exhibit growth in their ELD levels	80% of ELD students will exhibit growth in their ELD levels
Other Content Area 1:			

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
We will purchase supplemental hands-on and online materials in order to support student in math classroom	August-May	EL	Principal/Teachers	Funds in All Goal 1	4000-4999: Books And Supplies	LCFF	
				Funds in All Goal 1	4000-4999: Books And Supplies	Title I	
We will purchase non-fiction books and online materials to support all EL and ELD students in the ELA classrooms	August-May	EL	Principal/Teachers	Funds in All Goal 1	4000-4999: Books And Supplies	LCFF	
				Funds in All Goal 1	4000-4999: Books And Supplies	Title I	
We will pay teachers and counselor to hold conferences with students several times a semester to monitor progress in all classes, virtually and in-person when safe	September-May	EL/AA	Counselor	Funds in All Goal 1	1000-1999: Certificated Personnel Salaries	LCFF	
We will compensate teachers to provide tutoring and support to all students virtually and in person when safe	August-May	ALL	Teachers	Funds in All Goal 1	1000-1999: Certificated Personnel Salaries	LCFF	
We will pay for a SCOW to support with student and parent outreach	August-May	EL	Principal	Funds in AA Goal 1	2000-2999: Classified Personnel Salaries	Title I	

Goals, Strategies, & Proposed Expenditures 2

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

LEA/LCAP Goal

Thriving employees: Maintain talented staff through compensation, supportive conditions and quality and personalized professional learning.

Goals

Thriving Employee data is unavailable due to COVID related delays

Identified Need

Building content and culture with staff and opportunities for professional growth

Annual Measurable Outcomes/Local Measures

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Climate Survey	MCHS measured above WCCUSD average	Increase and/or maintain our average rating in the areas of culture, engagement, relationships and PD by 5%

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Description	Type	Funding	Amount
Teachers will be paid extra hours for collaboration around data analysis, curriculum development, and instructional strategies, virtual collaboration that support student achievement	August-May	Hispanic and African American Students	Principal	Funds in All Goal 1	1000-1999: Certificated Personnel Salaries	LCFF	
				Funds in All Goal 1	1000-1999: Certificated Personnel Salaries	Title I	

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Teachers will have the opportunity to attend PD related to cultural and racial relevant training that will enhance their relationship with students in the classroom, virtual training included	August-May	Hispanic and African American Students	Principal	Funds in All Goal 1	1000-1999: Certificate d Personnel Salaries	LCFF	
				Funds in All Goal 1	1000-1999: Certificate d Personnel Salaries	Title I	
Cover the cost of supplemental materials and supplies so teachers have adequate materials to support students in SEL and creativity	August-May	All Students	Principal/Teac hers	Funds in All Goal 1	4000-4999: Books And Supplies	LCFF	
				Funds in All Goal 1	4000-4999: Books And Supplies	Title I	

Goals, Strategies, & Proposed Expenditures 3

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

LEA/LCAP Goal

Caring Schools: Create powerful school and district cultures predicated on positivity, trust, inclusion, safety and communication.

Goals

Suspension & Attendance data is unavailable due to COVID related delays

Identified Need

Build a community of inclusiveness, trust and positive relationships with our students, families and community members

Annual Measurable Outcomes/Local Measures

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey-2020	MCHS measured in the 56th percentile in the summary that describes the positive relationship between students and teachers.	Increase the percentile in the summary that describes the positive relationship between students and teachers from the 58th percentile to the 63rd percentile

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
We will cover the expense to send 1-2 teachers to the Link Crew Training that can be infused into our program	August-May	ALL	Principal/Teachers	Funds in All Goal 1	1000-1999: Certificated Personnel Salaries	LCFF	
				Funds in All Goal 1	1000-1999: Certificated Personnel Salaries	Title I	
We will host multiple student and family events and cover the cost of food in order to build community and positive experience on campus	August-May	ALL	Principal/Teachers				

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
We will cover the cost for students and teachers to attend study trips and MCNC conferences in the state and out of state to expose our students to leadership opportunities and support student achievement, furthermore build positive relationships	September-May	ALL	Principal/Teachers	Student Study trip	5000-5999: Services And Other Operating Expenditures	Title I	10000
				Conferences	5000-5999: Services And Other Operating Expenditures	Title I	5000
We will provide snacks to host student-led club events throughout the school year as opportunities for all students to connect and establish relationships with one another	August-May	ALL	Principal/Teachers	Materials and supplies	4000-4999: Books And Supplies	LCFF	4000
We will cover the cost of a Link Crew Virtual Curriculum that will be used as a supplemental resource to train Leadership students to lead student orientation and mentor incoming 9th and 10th graders.	August-May	ALL	Teachers	Funds in All Goal 1	4000-4999: Books And Supplies	LCFF	
				Funds in All Goal 1	4000-4999: Books And Supplies	Title I	
Counselor will hold presentations with students on how to obtain their AA degree	August-May	ALL	Counselor				
Students will have opportunity with their teachers to explore their career path and plan	August-May	ALL	Teachers/Counselor				
Extra clerical hours to support on going student and parent events	August-May	ALL	Principal	Clerical hours	2000-2999: Classified Personnel Salaries	LCFF	3000

Annual Review

Goal 1 (All Students) - Annual Review
SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

> We are continuing to see success in the reading inventory scores amongst our 9th and 10th grade students. We will continue to provide ongoing tutoring support to our students and resources to support our teachers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

> We had more than enough money to implement our strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

> We had to add funding to additional online tech tools to support teachers using digital platforms to make their virtual class more engaging due to distance learning.

Goal 1 (Black/African American Students) - Annual Review
SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

> Our AA students continue to perform and score at/above grade level and 99% of our AA students earned a C- or higher in their math course, an increase of 9% from the previous year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

> We had enough funds in our budget to support our students and implement our action plans and will continue to provide the same support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

> One of the major challenges we faced was having to provide instruction and services to students remotely online. This restricted students from receiving in-person tutoring and support. With COVID

restsrictions being lifted and in-person instruction opening up next year, we hope to provide more in person tutoring.

Goal 1 (English Learners) - Annual Review
SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

Our EL students are exhibiting success in passing their ELA classes; 100% earned a C or higher in their ELA course. We also saw a 12% increase in EL students passing their high school and college math classes with a C- or higher, meeting our goal outcome.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will keep the action steps the same and hope to implement more in person support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As mentioned previously, remote learning made it challenging to reach all student. Virtual tutoring is not the same as in-person tutoring and support. With COVID restrictions being lifted and in-person instruction opening up next year, we hope to provide more in person tutoring.

Goal 2 - Annual Review
SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

Our budget is dedicated to professional learning and collaboration opportunities for teachers in order to more effectively support students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The only major difference is having to collaborate virtually and finding online PD's.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goals will remain the same.

Goal 3 - Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our plan was to build inclusiveness and positive relationships by providing our MCHS students with the opportunity to attend the MCNC conference and teacher led study trips and pay for evening events like Culture Night, Decision Day, Senior Celebration Night and more.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although our students were not able to attend the MCNC conferences, we were able to provide our seniors with an outdoor prom and online celebration for Decision Day and Senior Celebration Night. We had enough funds to cover the cost of these events.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The pandemic and year long implementation of remote learning due to COVID made it challenging to provide students with in-person opportunities to establish relationships and feel connected. We hope to make up for that when school resumes back to in person instruction.

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	$27,356
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$63,856.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	36,500	0.00
Title I	27,356	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$27,356.00

Subtotal of additional federal funds included for this school: $27,356.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$36,500.00

Subtotal of state or local funds included for this school: $36,500.00

Total of federal, state, and/or local funds for this school: $63,856.00

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

3 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Jhaydine Bandola	Secondary Student
Tiffany Harris	Parent or Community Member
Yvonne Tan	Parent or Community Member
Daniella Benigno	Secondary Student
Karol Olivia Perez	Secondary Student
Sanet Hipolito	Classroom Teacher
Katherine Williams	Classroom Teacher
Sandra Holloway	Classroom Teacher
Emily Mendoza	Parent or Community Member
Raechelle Buckner	Other School Staff
Kristina Moore	Other School Staff
Finy Prak	Principal

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.

Title I Schools Only

Title I Central Initiatives and Support
2021-2022

For 2021-2022 WCCUSD has designed a plan to provide centralized and coordinated support to Title I schools in areas of identified need based on two factors:

1. Data from WCCUSD local assessments from 2020-21 (STAR Reading Math) other site-based academic assessments
2. Awareness of the impact of state-wide stay-at-home orders for the 2020-21 and the need to provide social-emotional learning (SEL) support to students as they re-enter the in-class learning programs

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 2021-22.

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

CSI Schools Only

CSI Math/ELA Central Initiatives and Support
2021-2022

In 2020-2021, WCCUSD began an initiative to support CSI schools to identify areas of support needed centrally. During the last administration of the Smarter Balanced Assessments, all CSI schools in WCCUSD were in the Red and/or Orange categories on the California Dashboard in Math and ELA. As the CSI central support work evolved, the CSI team noticed similarities across the schools and focused efforts on consultation with principals at the monthly meetings to review, reflect and refine instructional practices to genuinely meet students' needs. Based on those meetings, the CSI team identified supplemental curriculum at use in CSI sites in a variety of ways.

The CSI team will support more coherent and strategic use of supplemental curriculum in the 2021-2022 school year.

In the areas of Math and ELA the team will support the programs listed below. These identified supplemental programs provide additional opportunities for students to have learning opportunities in their identified areas of need as well as skill remediation support.

The CSI team will provide the following:
1.   Professional development support to the principals, IS/VP and CSI funded staff with the focus on effective use of instruction and time, curriculum, assessment and intervention structures
2.   Work with the administration to analyze and use data as part of the instructional mitigations needed at the sites
3.   Work with the administrative team to commit to 1 area of focus, 1 strategy and 1 systems review prior to on an ongoing basis
4.   Use the Six Turnaround Practices as a reflective tool to improve student outcomes

Math initiatives: Eureka, Zearn, STAR Math, Desmos IM(Illustrative Mathematics) , LearnZillion (Illustrative Mathematics)

ELA initiatives: Accelerated Reader, Freckle, STAREarly Literacy, STAR Reading, Newsela, additional guided reading and book club collections

5.   Provide supplemental curriculum to provide differentiated instruction, skill deficit and multiple opportunities for independent practice

6.   On-going site support, inter-site collaboration with other school using the same platforms

Acknowledging that Chronic Absenteeism and Suspensions play a role in students' academic performance sites will evaluate their systems and apply modifications as needed to show growth on the 5x5 chart.

The goal of the site and central partnership is for schools to exit CSI status by improving outcomes for students.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/17/2021.

Attested:

	Principal, Finy Prak on 11/17/2021
	SSC Chairperson, Daniella Benigno on 11/17/2021

Smarter Balanced Assessments
Dashboard Data

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
Black/African American	13.19%	10.75%	9.1%	38	30	27
Asian	17.01%	20.43%	24.2%	49	57	72
Filipino	7.99%	10.75%	10.8%	23	30	32
Hispanic/Latino	52.08%	49.46%	48.5%	150	138	144
Pacific Islander	0.69%	0.36%	%	2	1	
White	7.64%	6.45%	5.1%	22	18	15
Multiple/No Response	%	0%	%		0	
			Total Enrollment	288	279	297

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	72	72	76
Grade 10	74	70	83
Grade 11	70	69	69
Grade 12	72	68	69
Total Enrollment	288	279	297

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	7	7	5	2.4%	2.5%	1.7%
Fluent English Proficient (FEP)	190	183	206	66.0%	65.6%	69.4%
Reclassified Fluent English Proficient	3	1	2	37.5%	14.3%	28.6%

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	74	68	67	74	68	64	74	68	64	100	100	95.5
All Grades	74	68	67	74	68	64	74	68	64	100	100	95.5

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students																
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2660.	2646.	2675.	39.19	41.18	53.13	44.59	33.82	34.38	13.51	17.65	10.94	2.70	7.35	1.56
All Grades	N/A	N/A	N/A	39.19	41.18	53.13	44.59	33.82	34.38	13.51	17.65	10.94	2.70	7.35	1.56

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading **Demonstrating understanding of literary and non-fictional texts**									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	44.59	41.18	46.88	50.00	47.06	48.44	5.41	11.76	4.69
All Grades	44.59	41.18	46.88	50.00	47.06	48.44	5.41	11.76	4.69

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing **Producing clear and purposeful writing**									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	52.70	48.53	57.81	43.24	45.59	37.50	4.05	5.88	4.69
All Grades	52.70	48.53	57.81	43.24	45.59	37.50	4.05	5.88	4.69

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	32.43	33.82	21.88	62.16	57.35	70.31	5.41	8.82	7.81
All Grades	32.43	33.82	21.88	62.16	57.35	70.31	5.41	8.82	7.81

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	63.51	54.41	42.19	35.14	35.29	56.25	1.35	10.29	1.56
All Grades	63.51	54.41	42.19	35.14	35.29	56.25	1.35	10.29	1.56

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	74	68	67	74	68	65	74	68	65	100	100	97.0
All Grades	74	68	67	74	68	65	74	68	65	100	100	97.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2635.	2644.	2654.	14.86	19.12	21.54	40.54	38.24	46.15	31.08	30.88	24.62	13.51	11.76	7.69
All Grades	N/A	N/A	N/A	14.86	19.12	21.54	40.54	38.24	46.15	31.08	30.88	24.62	13.51	11.76	7.69

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	36.49	41.18	43.08	47.30	39.71	46.15	16.22	19.12	10.77
All Grades	36.49	41.18	43.08	47.30	39.71	46.15	16.22	19.12	10.77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.92	19.12	20.00	62.16	57.35	72.31	18.92	23.53	7.69
All Grades	18.92	19.12	20.00	62.16	57.35	72.31	18.92	23.53	7.69

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	27.03	27.94	33.85	62.16	64.71	60.00	10.81	7.35	6.15
All Grades	27.03	27.94	33.85	62.16	64.71	60.00	10.81	7.35	6.15

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*	*	*	*	*	*	*	*	4	*
10	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*
All Grades										*	6	5

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*		*	*	*	*	*
11		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*		*	*	*	*	*
10	*		*			*	*		*			*	*		*
11		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*		*	*	*	*	*		*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Written Language Number and Percentage of Students at Each Performance Level for All Students								
	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*					*
Grade 10			*	*	*	*			*
Grade 12							*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*	*	*	*		*	*	*	*	*
11		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*		*	*		*	*	*	*	*
11		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*	*	*	*		*	*	*	*	*
11		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*	*	*	*		*	*	*	*	*
11		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*

Writing Domain
Percentage of Students by Domain Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.   Data too old- not reviewed

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
288	**58.3**	**2.4**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	7	2.4
Homeless	3	1.0
Socioeconomically Disadvantaged	168	58.3
Students with Disabilities	1	0.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Black/African American	38	13.2
Asian	49	17.0
Filipino	23	8.0
Hispanic	150	52.1
Two or More Races	4	1.4
Pacific Islander	2	0.7
White	22	7.6

Conclusions based on this data:

1. Data too old- not reviewed

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
63.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined -14.1 points		
68	6	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
0 Students	48.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
	Declined Significantly -30.5 points	
	46	1

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
10		6	6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
55.9 points above standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -24.5 points		1	10
35			

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	60 points above standard
		Maintained ++0.9 points
2	4	27

Conclusions based on this data:

1.

School and Student Performance Data
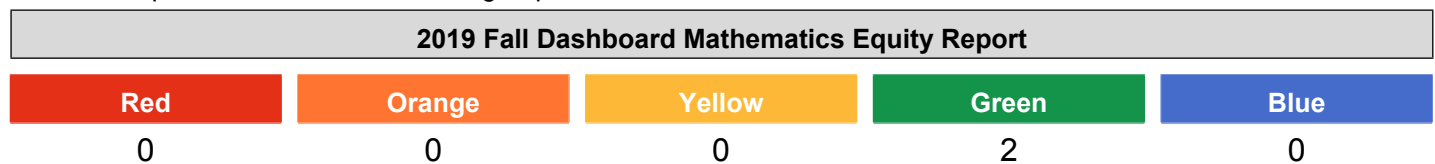
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	
16.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased ++8.9 points		
68	6	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Green	No Performance Color
	14.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
	Increased ++7.7 points	
	46	1

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
10		6	6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green		No Performance Color	No Performance Color
5.3 points above standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.6 points		1	10
35			

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.2 points below standard
2	4	Increased ++4.1 points
		27

Conclusions based on this data:
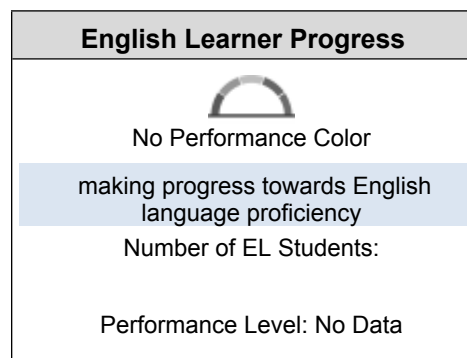
1.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	69	100
African American	11	15.9
American Indian or Alaska Native		
Asian	15	21.7
Filipino	6	8.7
Hispanic	33	47.8
Native Hawaiian or Pacific Islander		
White	2	2.9
Two or More Races	2	2.9
English Learners	4	5.8
Socioeconomically Disadvantaged	48	69.6
Students with Disabilities		
Foster Youth		
Homeless	1	1.4

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	67	97.1
African American	11	100
American Indian or Alaska Native		
Asian	15	100
Filipino		
Hispanic	31	93.9
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	46	95.8
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	69	100
African American	11	100
American Indian or Alaska Native		
Asian	15	100
Filipino		
Hispanic	33	100
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	48	100
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	69	100
African American	11	100
American Indian or Alaska Native		
Asian	15	100
Filipino		
Hispanic	33	100
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	48	100
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	46	66.7
African American	7	63.6
American Indian or Alaska Native		
Asian	10	66.7
Filipino		
Hispanic	22	66.7
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	33	68.8
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	69	69	0	100
English Learners	4		0	
Foster Youth				
Homeless	1		0	
Socioeconomically Disadvantaged	48	48	0	100
Students with Disabilities				
African American	11	11	0	100
American Indian or Alaska Native				
Asian	15	15	0	100
Filipino	6		0	
Hispanic	33	33	0	100
Native Hawaiian or Pacific Islander				
White	2		0	
Two or More Races	2		0	

Conclusions based on this data:

1.

School and Student Performance Data

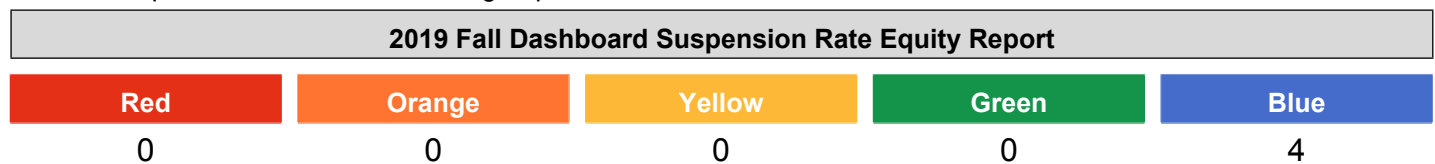## Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.
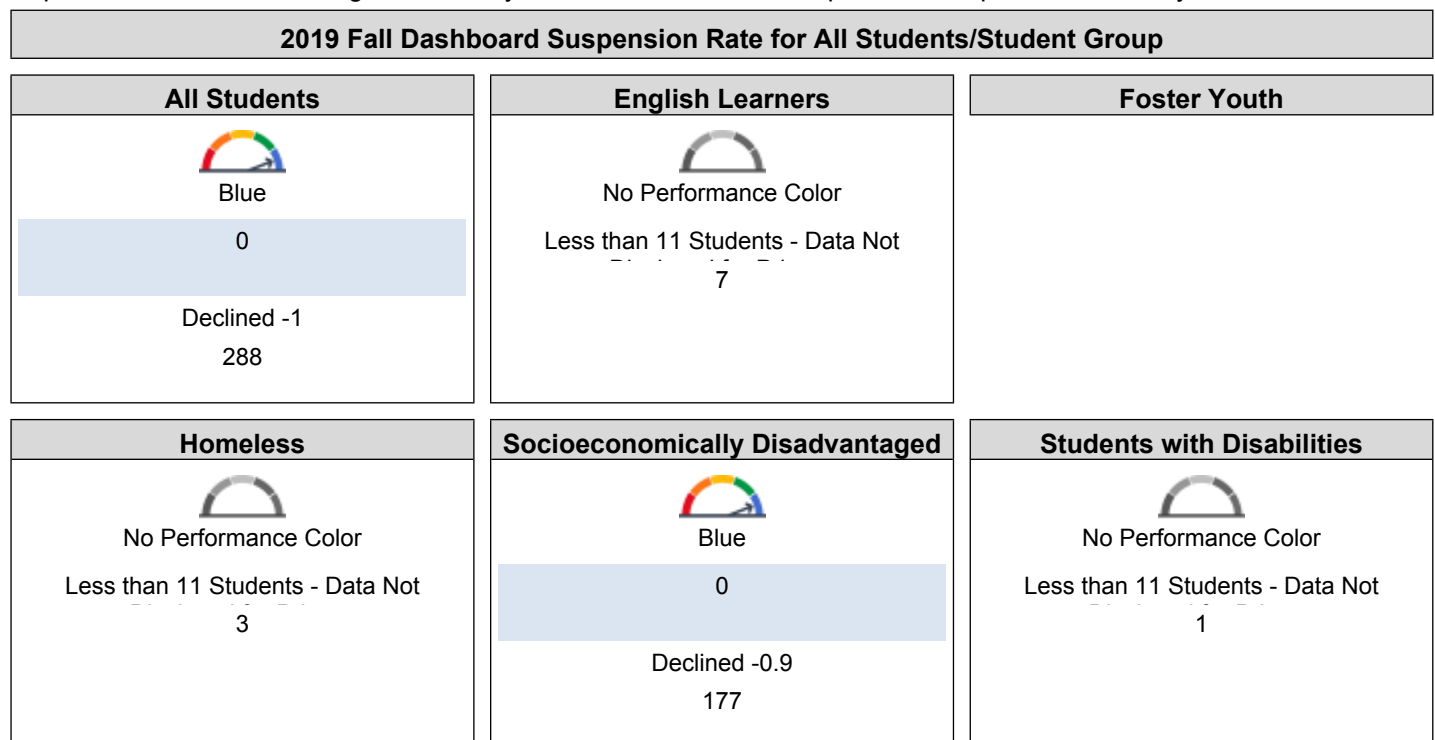
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	4

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	
0	Less than 11 Students - Data Not Displayed for Privacy	
Declined -1	7	
288		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
3	Declined -0.9	1
	177	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue		Blue	No Performance Color
0		0	0
Declined -1.8		Maintained 0	Maintained 0
38		49	23
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data	Less than 11 Students - Data	0
	4	2	
Declined -0.6			Declined -4.2
150			22

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1	0

Conclusions based on this data:

1.

Local Measures
Local Assessment Data