



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Maple High School	42-69229-4233029	September 19, 2022	October 25, 2022

School Profile

Maple High School is a model continuation high school and is the only alternative high school in Lompoc Unified School District. MHS serves approximately 12% of all high school students in Lompoc each year. Maple operates on a traditional calendar, awarding credit to students at each six-week session. Maple High School is committed to providing a strong instructional program in addition to hands-on career technical education for all students to ensure college and career awareness/readiness and overall excellence in education.

MHS serves students who are credit deficient, who need an alternate learning environment with smaller class sizes, or who need a shorter day in order to provide income for their family/self. MHS also offers students the opportunity to enroll in the local community college and take introductory college classes while they are attaining their high school diploma. Students are encouraged to enroll in at least one college course while enrolled to get a head start.

Maple High School is proud of its academic achievements. The school follows the district calendar and functions in six (6) 6-week sessions. Students who are wishing to enroll from either of the local traditional high schools, do so at the start of a session. MHS enrolls alt ed to alt ed students at any time and enrolls foster or homeless youth at the time they inquire.

Maple High School is committed to providing a strong instructional program for all students to ensure excellence in education. All core subjects are offered to students and students are assigned a homeroom teacher as soon as they enroll.

Maple High School staff consists of the following:

- (1) Principal
- (1) Education Specialist
- (.25) School Psychologist
- (1) Guidance Counselor
- (1) Social-Emotional Learning Counselor
- (1) Mathematics Teacher
- (1) Science /CTE Ag Teacher
- (4) English Teachers
- (1) Social Studies Teachers
- (1) PE Teacher /AVID Coordinator / Work Education Teacher

Discipline and Climate for Learning:

At Maple, we expect each student to show self-discipline in three areas during each six-week session: academics, behavior, and attendance. Maple focus areas include raising the basic reading and math scores, improving student attendance, increasing the number of students who enroll in college classes, and increasing the number of opportunities students have to participate in college and career readiness activities. We strive to ensure every student is receiving a quality education while attending Maple.

Maple High School has many opportunities to support social-emotional development. Students will participate in social-emotional learning lessons weekly in their homeroom class. Students who need the support can also sign up for weekly counseling sessions with our school therapist. We also have two school counselors on staff who are available as needed. We began a partnership with a local yoga studio in 2016-17. Students who went regularly increased their attendance by 30 to 40 percent. Finding great benefit in this, MHS will continue to offer this program three days each week to students during the 2021-22 school year. This year Maple will begin a partnership with Girls Inc. Girls will be able to participate in 10 sessions throughout the year that focuses on the development of the whole girl. A combination of long-lasting mentoring relationships, a pro-girl environment, and research-based programming equips girls to lead fulfilling and productive lives, break the cycle of poverty, and become role models in their community. We also provide support for pregnant and parenting teens. We offer group support classes on campus that focus on parenting skills and support.

Maple High School has a highly qualified Positive Behavior Interventions and Supports (PBIS) team collecting data, implementing strategies to reteach behaviors and prevent suspensions. The core tenets of PBIS are:

Effectively teach appropriate behavior to all children.

Intervene early before unwanted behaviors escalate.

Use research-based, scientifically validated interventions whenever possible.

Monitor student progress.

Each teacher and staff member, including our lead custodian, has been trained in PBIS and is contributing member of our team. All teachers meet as a team on Wednesday afternoons to discuss the concerns and accomplishments of students and collaborate around how to better support struggling students. We have a counselor on campus who supports students in this area. Our goal is that students C.A.R.E. about themselves and their education by earning credit, attending school, respecting themselves, others, and school property, and engaging in school and community activities. Every Maple High School student is required to enroll in a mediation class. Students can later apply to be mediators. The mediation program has proven to be successful in the reduction of negative interactions among students on campus.

The goal of Maple High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students learn about Maple's strong adherence to student choice-making at the beginning of each school year through the student handbook, safety assemblies, and parent conferences. Once per session, students review behavioral expectations in all areas of the school and its programs.

Students at Maple High School have few behavioral issues while on campus as many of them find the school to be their safe place.

Students at Maple aim to achieve 10 credits or more per session, 80 % (or higher) attendance, and outstanding citizenship. The students who meet these expectations are rewarded and recognized every six weeks through lunch with the principal, award ceremonies, and special activities on and off-campus. For many students at Maple High School, this is the first time they have found academic and/or behavioral success.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

Indicator areas are Suspension Rates and Career College Indicator

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.

In order to effectively meet the requirements, the school plans to increase student exposure to post secondary opportunities, increase opportunities to be exposed to collage and career choices, increase students taking college level classes while in high school and use alternate means of discipline to ensure staff and students are building strong relationships. High expectations will be

maintained throughout the process in order to decrease suspensions. Students will be exposed to Social Emotional Learning curriculum and counseling to help to decrease suspension rates.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Maple High School completes parent/student/staff multiple times each year. Basic student surveys are conducted when students enroll to determine needs and again when students graduate. Student surveys are conducted throughout the year to see if needs are being met. Staff surveys are conducted for input and feedback throughout the year. Surveys are conducted to assess instructional practices, school climate, student needs, and the overall health of the campus.

The surveys and interviews also resulted in a whole staff approach to revisiting the Mission and Vision Statement at Maple High School.

All surveys are used to drive instructional and leadership practices on campus, in order to guide positive change for students. This year all stakeholders completed a needs assessment. The results of that survey show the following:

77% of stakeholders feel Information is gathered in all areas of student interaction with the school. Teachers engage students in gathering information on their own performance and that data is comprehensive in scope and an accurate reflection of school quality.

60% of stakeholders feel that data are used to improve the effectiveness of teaching strategies on all student learning. Students' historical performances are graphed and utilized for diagnostics. Student evaluations and performances are analyzed by teachers in all classrooms.

44% of stakeholders feel that information collected about student and parent needs, assessment, and instructional practices is shared with the school staff and used to plan for change. The information helps staff understand pressing issues, analyze information for "root causes," and track results for improvement.

54% of stakeholders feel that teachers study effective instruction and assessment strategies to implement standards and to increase their students' learning. Student feedback and analysis of achievement data are used in conjunction with implementation support strategies.

66% of stakeholders feel that there is an increase in communication between students and teachers regarding student learning. Teachers learn about effective instructional strategies that will implement the shared vision, including student learning standards, and meet the needs of their students. They make some gains.

Results of this survey show there is work to be done to make sure all stakeholders understand the information being collected and that the results are shared out. This year staff has started to meet as a data team to review data and make sure the programs implemented are effective.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The teachers at Maple High School welcome other educators into their classrooms to observe. Teachers are open to feedback and discussion regarding instructional strategies. All new teachers are offered release days to observe teachers on campus and at the other two high schools in Lompoc. The same opportunity will also be available to veteran teachers. Teachers bring valuable teaching strategies back to their PLC where they can reflect on their observations and plan as a team. Each PLC will have the opportunity to share best practices at our bi-weekly meetings. This year will be dedicated to "Building a Foundation" of professional learning and collaboration to support all educators in working together to "learn, try, measure, learn." These cycles of growth and data reflection sessions, supported by our partnership with Orenda Education, will lead to improved results for students and enable us to identify opportunity gaps and patterns in achievement and underachievement that can be used to design more efficient approaches to district and school improvement efforts at the systems level.

Mini-observations are conducted by administrators in order to provide teachers with informal feedback with a 1:1 dialogue. These mini-observations take the place of an informal observations. Every new teacher in the district will have a formal evaluation as well as a PDR. Any tenured teacher who is going to be evaluated formally has been notified per the LFT contract and they will have a formal observation and PDR. Teachers share approaches that work best with individual students during weekly meetings. The goal of all teacher observations is to share best practices in order to maximize student achievement. Major trends that appear Major trends are collaborative conversations, more math

practice with manipulatives and school wide math and ELA practice weekly in lessons created by teachers to support students in increasing SBAC scores.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Maple High School has traditionally had a low test turnout and in turn, has low test scores. In the 2016-17 school year, approximately 90% of the students within the testing range completed either the CAASP or the Science Field Test. Because the Science Field Test was not scoreable, there is no measurable data. The CAASP results are not always an accurate depiction of where students are academically in an alternative setting due to test burnout or lack of interest.

However, both teachers and students have taken a step forward with testing and in the 2018-19 school year we reached a 95% participation rate. The challenges encountered: students coming from traditional schools in the middle of the testing window. This allowed MHS staff to see how to achieve a different result moving forward.

For the 2020 and 2021 school years, CAASP testing was not used as a form of assessment for English and math. Maple High School used Renaissance Testing to monitor progress. This year students will be tested using benchmark testing created by all LUSD teaching staff.

In 2022, students took the CAASP test again for the first time since 2019. In English, 69% did not meet standard, 15% nearly met standard, 15% met standard and 0% exceeded standards. In math, 81% did not meet standard and 18% nearly met standard. Last year LUSD began the Lompoc Standards Alignment Project and staff has been working to align what they are teaching and assess what students know every six weeks. Maple staff has been collaborating with other high schools to make sure all students are getting the same rigorous instruction. Students are assessed 6 times during the year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The results of the 2020-21 Equity study revealed a persistent gap in achievement between groups on ELA SBAC. In 2019/20 LUSD had a graduation rate of 92%, however the UC/CSU A-G rate is only 24%. The study also revealed gaps in teacher understanding in content, level of rigor, agreement as to what teachers should be teaching, levels of collaboration, and data usage amongst teachers and teacher teams. There are also areas for improvement around beliefs and expectations that all of our students can graduate UC/CSU eligible and believing that our schools and district have or should have a strong college and high wage career going culture.

Beginning in 2021, MHS became dedicated to “Building a Foundation” of professional learning and collaboration to support all educators in working together to “learn, try, measure, learn.” These cycles of growth and data reflection sessions, supported by our partnership with Orenda Education, will lead to improved results for students and enable us to identify opportunity gaps and patterns in achievement and underachievement that can be used to design more efficient approaches to district and school improvement efforts at the systems level.

PLC Teams will:

Understand and establish a common vision, practice, team roles and norms for productive collaboration
Engage in regular collaboration and Data Reflection Sessions to focus on planning, teaching, assessing, and learning
Define Learning Targets and Success Criteria and communicate these to students
Examine evidence of student learning using a Data Reflection protocol

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff participates in PLCs every other Wednesday. Staff meetings take place the alternating Wednesdays. During Data Reflection Sessions, teachers will:

Clarify learning goals and success criteria within a broader progression of learning
Elicit and analyze evidence of student thinking
Provide actionable feedback
Use evidence and feedback to move learning forward by adjusting learning strategies, goals, or next instructional steps.

Staff also participate in professional development throughout the year and over the summer. Staff attend the California Continuation Education Association Conference, AVID Conference, Concurrent Enrollment Professional Development, PBIS and SEL Training and multiple other trainings throughout the year.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Currently, Maple HS has 8 FTE in general education and 1 FTE Education Specialist. The staff consists of 3 credentialed English Teachers, 1 credentialed Social Studies Teachers, 1 dual credentialed teacher (Social Studies and English,) 1 dual credentialed Science and CTE Ag teacher, 1 credentialed Science teacher, and one 1 FTE who teaches in his credentialed area (PE) and is also our AVID and work experience coordinator. All staff has access to professional development offered by LUSD at no cost. All staff has access to student and teacher materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development provided by LUSD is aligned to the content standards. Staff development provided directly to Maple High School staff is aligned with content standards and assessed student performance and the needs of the student population.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Maple High School staff have the opportunity to observe classes at other schools and bring ideas back to their team. Staff is part of district teams as well. Maple High School is in the third year of PBIS with the Hannigans and all staff has been trained. Staff also participate in ongoing training with Orenda.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration by department and as a whole staff due to size. PLC goals this year:

We want our students to practice SEL skills through a provided curriculum.

We want our students to practice good reading, writing, and speaking skills.

Reading: Improved reading levels of all students.

Writing: We want our students to be able to write a paragraph argument citing sources across all the curriculum provided at our school.

We want our students to understand the importance of their educational data in terms of their future, employment, and meeting goals.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum and instruction focused on the needs of the students. Currently, students are heavily credit deficient in the areas of social sciences and English when they enroll at MHS.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are met and exceeded for each subject area totaling 250 minutes daily.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based materials appropriate to all students are available in every classroom.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students can access core classes, standards-aligned curriculum, hands-on curriculum, additional time to work with teachers at the end of the day for credit accrual. In addition, students have access to a teacher 3 days each week for instructional support from 2:00 - 3:00 when needed.

Opportunity and Equal Educational Access

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

Extended day is available to all students Monday through Thursday. All new students to Maple High School are enrolled in a 6 week Jumpstart. This class is during the day with a single teacher who onboards students and gets them ready for the change Maple brings from the traditional setting of their last school.

Evidence-based educational practices to raise student achievement

At Maple, students receive incentives for meeting CARE. These are earning Credit, Attend regularly, Respect self and others, and Engage. Students are awarded points for each of these as they are observed following CARE. Maple has a rewards store the is run by our PBIS counselor. Students meet with their homeroom teacher daily to review progress toward their graduation plan.

Recently, students at Maple have been taking a pre-assessment and post-assessment for each session in their math class (Math 2) and we have seen significant growth and comprehension. We continue to set expectations high for every student.

All students participate in schoolwide assignments during 3rd period where they all are given the same English, math, and SEL activities. These are mini assignments to help students continue their growth in English and math.

Maple offers a concurrent enrollment course that helps students understand their goals after high school by developing a 10-year plan.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Maple High School brings community partners to all parent events to assist with time constraints and transportation. There are four major events for parents and families throughout the year. The school helps transport families as necessary, using a district van.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council Meetings, 3 Parent Nights, BTSN and Open House

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 1 funds are provided based upon number of free and reduced student households for students who are under 18 for the Oct CBEDS date. Services are provided based upon categorical program requirements and are included in this plan.

Fiscal support (EPC)

CSI, Title I, Supp Con, District Support

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council/ELAC, which consists of the school administrator, 2 teachers, 1 student, 1 parent/guardian, and 1 classified staff meet at least two times each year to review the SPSA, give input and feedback and ensure that the school plan is in place to meet the needs of the students who attend Maple High School. All stakeholders are fully involved with the development of our SPSA and engage in a continuous cycle of improvement. Our stakeholders include all site staff, alumni, guardians/parents, community members,

Student Council members and students who are involved in CTE and AVID. School Site Council Meetings were held on 5/24/21 and 9/14/2021. Throughout the school year, Maple High School holds parent and student orientations. During these orientations, every program at Maple High School is discussed with parents/guardians and any community member who wishes to attend. In addition, the staff and admin review the CEP meal program, Title 1, and how we support our students with IEPs, 504s, and students who require EL support. Parents/guardians have ample time to meet with admin and teachers on these days to ask questions and ensure Maple High School has the right program for their students. The dates for these orientations for the 2021-2122 school year were: 8/11/21, 9/22/21, 11/1/18, 1/18/19, 2/27/19, 4/1019.

SSC met to discuss the progress of the school and our CA Model School status, WASC FOL and the changes in the process for the FOL as a CSI school. Stakeholders had an opportunity to ask about CSI and what the status indicated for the school. The Healthy Kids Survey was administered to students in the Spring of 2021 and the Climate Survey was open for all staff to take at the beginning of the school year. Surveys were given to MHS students throughout the year regarding their academic needs and safety on campus. Due to the transient nature of alternative education, multiple surveys were given on a variety of topics to include but are not limited to Campus Safety, Academic Engagement, CTE Programs, Staff Contentedness, AVID. These surveys were given to students during their homeroom classes to ensure they would be completed. Survey dates were: 5/2/2019, 2/26/2019, and ongoing as students graduated as exit surveys. Staff surveys were given to all staff regarding campus safety, student behavior, academic expectations, continuous improvement, and overall needs assessment on the following dates: 1/2021, 5/2021, and 9/21. In addition, Maple High School has two family nights each year where parents/guardians have an opportunity to provide feedback to staff and admin.

During SSC meetings, input was give n that they would like to see more home visits to improve student attendance, more counseling services, more training for staff on alternatives to suspension and incentive programs and field trips for students.

Resource Inequities

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

Our unique student population is the most at-risk youth in our school district and requires daily social-emotional support along with ongoing college/career preparedness if they are to graduate prepared as productive, contributing members of our local and global society. One hundred percent of our students have histories of behavioral, academic, and/or social behaviors that cannot be addressed with the resources currently available to them. Our funding is based on the per-pupil number, which is small, rather than student needs. We have 8 general education teachers and 1 education specialist to serve as teachers for approximately 140 students at any given time throughout the year in all required high school classes to meet CA State graduation requirements. These same teachers are utilized to teach the few electives we offer Independent Study and are also the teachers who teach our CTE Pathways. These courses are highly demanding and require time, space, and preparation. We do not have enough materials or staff to provide the meaningful electives students and parents ask for outside of the pathways we are in the process of establishing. In addition, our technology is very outdated and lacking. Maple HS does not have a computer technician or computer lab IA. Teachers and their classrooms serve as the labs and the office staff serve as the IAs. Through the additional CSI monies provided to Maple High School, we continue our implementation of PBIS, we have added additional counseling services, added electives, expanded after-school hours and support, increased access to Allan

Hancock College, and plan to consult with a few outside agencies in order to provide attendance support.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	2.73%	1.7%	2.38%	3	2	3
African American	5.45%	3.4%	2.38%	6	4	3
Asian	0.91%	1.7%	0.79%	1	2	1
Filipino	0%	%	0.79%	0		1
Hispanic/Latino	71.82%	80.5%	80.95%	79	95	102
Pacific Islander	0%	%	%	0		
White	17.27%	10.2%	10.32%	19	12	13
Multiple/No Response	1.82%	2.5%	2.38%	2	3	3
Total Enrollment				110	118	126

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9	9	8	14
Grade 10	32	31	43
Grade 11	44	53	39
Grade 12	25	26	30
Total Enrollment	110	118	126

Conclusions based on this data:

1. Maple High School's reported enrollment data is inconsistent. Before Covid, Student's enroll every 6 weeks, with homeless and foster youth enrolling within 24 hours of arrival.

2. Maple High School serves over 250 students each year.
3. Maple High School's population is transient and many students move to new schools, come mid year, are foster youth and change placement or are not reported at the time dashboard data is collected.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	18	18	23	16.4%	15.30%	18.3%
Fluent English Proficient (FEP)	17	30	34	15.5%	25.40%	27.0%
Reclassified Fluent English Proficient (RFEP)	4	8		14.3%	44.4%	

Conclusions based on this data:

1. MHS students are not meeting the reclassification criteria at the same rate since the ELPAC started being administered.
2. EL enrollment has gone down but has been consistent for the past two years.
3. Reclassification rates rose significantly from 2020 to 2021 from 14.3% to 66.7%.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	48	50	16	40	0	13	40	0	13	83.3	0.0	81.3
All Grades	48	50	16	40	0	13	40	0	13	83.3	0.0	81.3

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2490.		2473.	0.00		0.00	15.00		15.38	32.50		15.38	52.50		69.23
All Grades	N/A	N/A	N/A	0.00		0.00	15.00		15.38	32.50		15.38	52.50		69.23

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	10.00		*	42.50		*	47.50		*
All Grades	10.00		*	42.50		*	47.50		*

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00		*	27.50		*	72.50		*
All Grades	0.00		*	27.50		*	72.50		*

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00		*	77.50		*	22.50		*
All Grades	0.00		*	77.50		*	22.50		*

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2.50		*	45.00		*	52.50		*
All Grades	2.50		*	45.00		*	52.50		*

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. There are a high number of students who come to Maple credit deficient in the area of ELA.
2. 60% of students are below standard in research and Inquiry with application to coherent writing. This is an area of focus for all of our students and staff.
3. There is an upward trend in reading fluency and overall proficiency.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	48	50	15	40	0	11	40	0	11	83.3	0.0	73.3
All Grades	48	50	15	40	0	11	40	0	11	83.3	0.0	73.3

* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2430.		2454.	0.00		0.00	0.00		0.00	5.00		18.18	95.00		81.82
All Grades	N/A	N/A	N/A	0.00		0.00	0.00		0.00	5.00		18.18	95.00		81.82

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			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 11	0.00		*	0.00		*	100.0		*	
All Grades	0.00		*	0.00		*	100.0		*	

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00		*	27.50		*	72.50		*
All Grades	0.00		*	27.50		*	72.50		*

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00		*	22.50		*	77.50		*
All Grades	0.00		*	22.50		*	77.50		*

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. All areas of mathematics continue to be a barrier for students at Maple High School. Students often arrive at MHS less credit deficient in math, however their grades in math prior to arrival are poor.
2. Students show the most proficiency in the area of communicating reasoning.
3. Students are being successful for the first time in mathematics when they arrive at Maple HS. While the CAASPP data does not reflect this, STAR test scores show the growth.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	6
10	*	*	*	*	*	*	*	*	*	4	10	8
11	*	*		*	*		*	*		10	*	
12	*	*	1567.0	*	*	1559.6	*	*	1573.5	6	4	12
All Grades										23	20	26

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*		*	*	
12	*	*	0.00	*	*	66.67	*	*	33.33	*	*	0.00	*	*	12
All Grades	13.04	6.67	0.00	34.78	46.67	46.15	30.43	26.67	50.00	21.74	20.00	3.85	23	15	26

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*		*	*	
12	*	*	25.00	*	*	58.33	*	*	16.67	*	*	0.00	*	*	12
All Grades	30.43	20.00	15.38	34.78	40.00	61.54	17.39	33.33	23.08	17.39	6.67	0.00	23	15	26

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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*		*	*	
12	*	*	0.00	*	*	33.33	*	*	66.67	*	*	0.00	*	*	12
All Grades	4.35	0.00	0.00	21.74	33.33	23.08	34.78	46.67	61.54	39.13	20.00	15.38	23	15	26

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 Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*	
12	*	*	0.00	*	*	100.00	*	*	0.00	*	*	12
All Grades	4.35	0.00	0.00	73.91	93.33	96.15	21.74	6.67	3.85	23	15	26

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.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*	
12	*	*	75.00	*	*	25.00	*	*	0.00	*	*	12
All Grades	78.26	53.33	61.54	8.70	33.33	38.46	13.04	13.33	0.00	23	15	26

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 Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*	
12	*	*	0.00	*	*	91.67	*	*	8.33	*	*	12
All Grades	4.35	6.67	7.69	47.83	73.33	73.08	47.83	20.00	19.23	23	15	26

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 Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*	
12	*	*	0.00	*	*	83.33	*	*	16.67	*	*	12
All Grades	0.00	7.69	0.00	86.96	84.62	76.92	13.04	7.69	23.08	23	13	26

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. This data is inconclusive based on the number of students tested in the various domains.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
126	76.2	18.3	0.8
Total Number of Students enrolled in Maple 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	18.3
Foster Youth	1	0.8
Homeless	6	4.8
Socioeconomically Disadvantaged	96	76.2
Students with Disabilities	19	15.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	2.4
American Indian	3	2.4
Asian	1	0.8
Filipino	1	0.8
Hispanic	102	81.0
Two or More Races	3	2.4
Pacific Islander		
White	13	10.3

Conclusions based on this data:

1. Maple High School has a high number of students who are socioeconomically disadvantaged.
2. Maple High School serves a high number of students who are homeless, foster and/or have IEPs for special education.
3. Maple High School students represent the most underserved students in the school district.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	Graduation Rate Low	Suspension Rate Medium
Mathematics No Performance Level		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

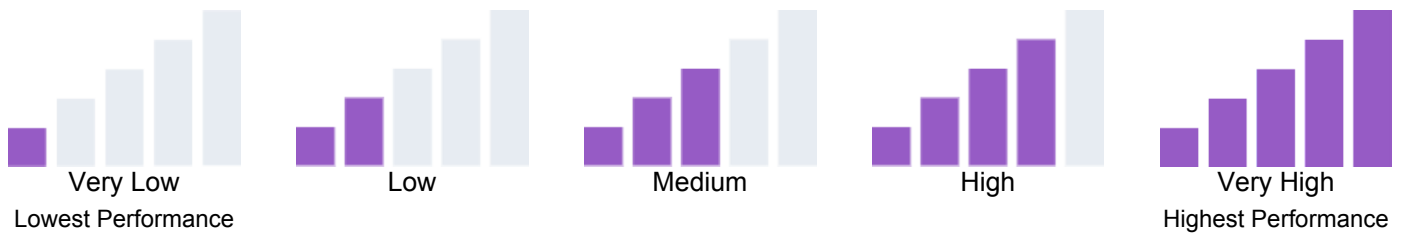
1. The graduation rate at Maple High School has increased significantly over time, yet reflects a significant drop from 2018 to 2019. MHS had approximately 55 graduates in 2018 and approximately 70 graduates in 2019.
2. The suspension indicator shows Maple High School's suspensions have decreased since the 2018-19 year. This data indicates the work MHS is doing with PBIS is making a difference, however, Maple HS needs to continue to work with the traditional high schools to educate students on drug use and gang violence.
3. 7% of Maple High School students graduated prepared for college/career. This is a 7% increase from 2019.

School and Student Performance Data

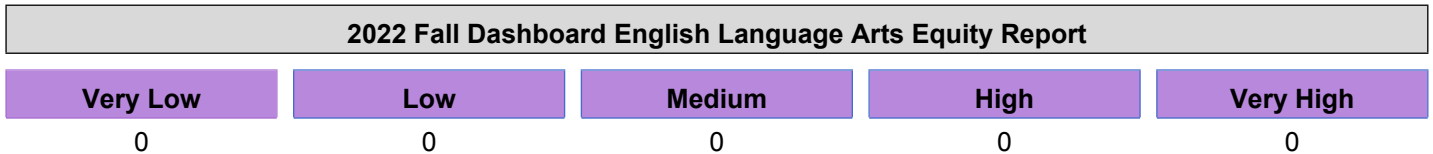
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

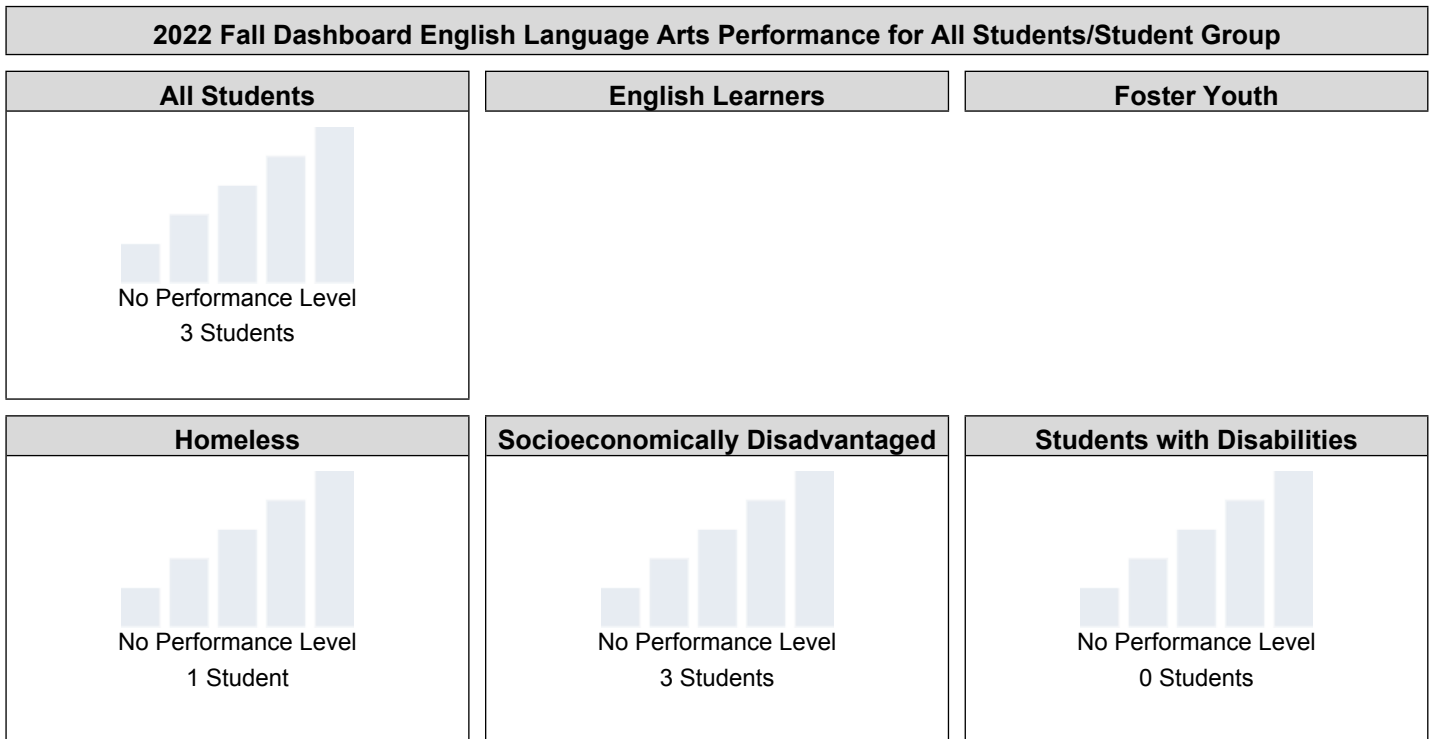
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



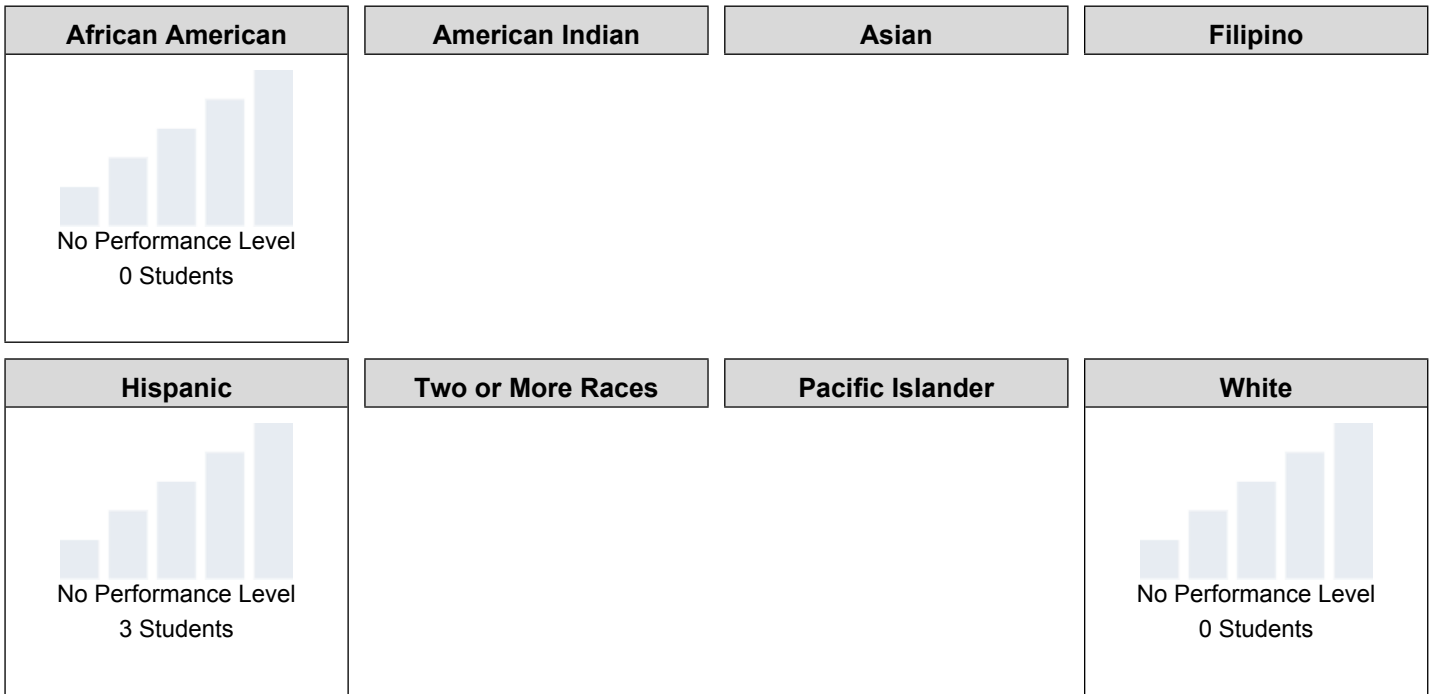
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		2 Students

Conclusions based on this data:

- N/A

School and Student Performance Data

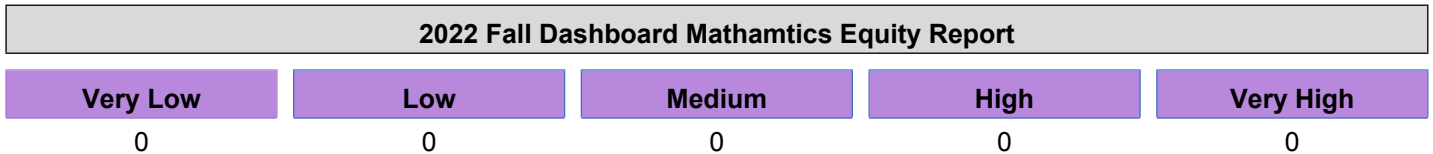
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

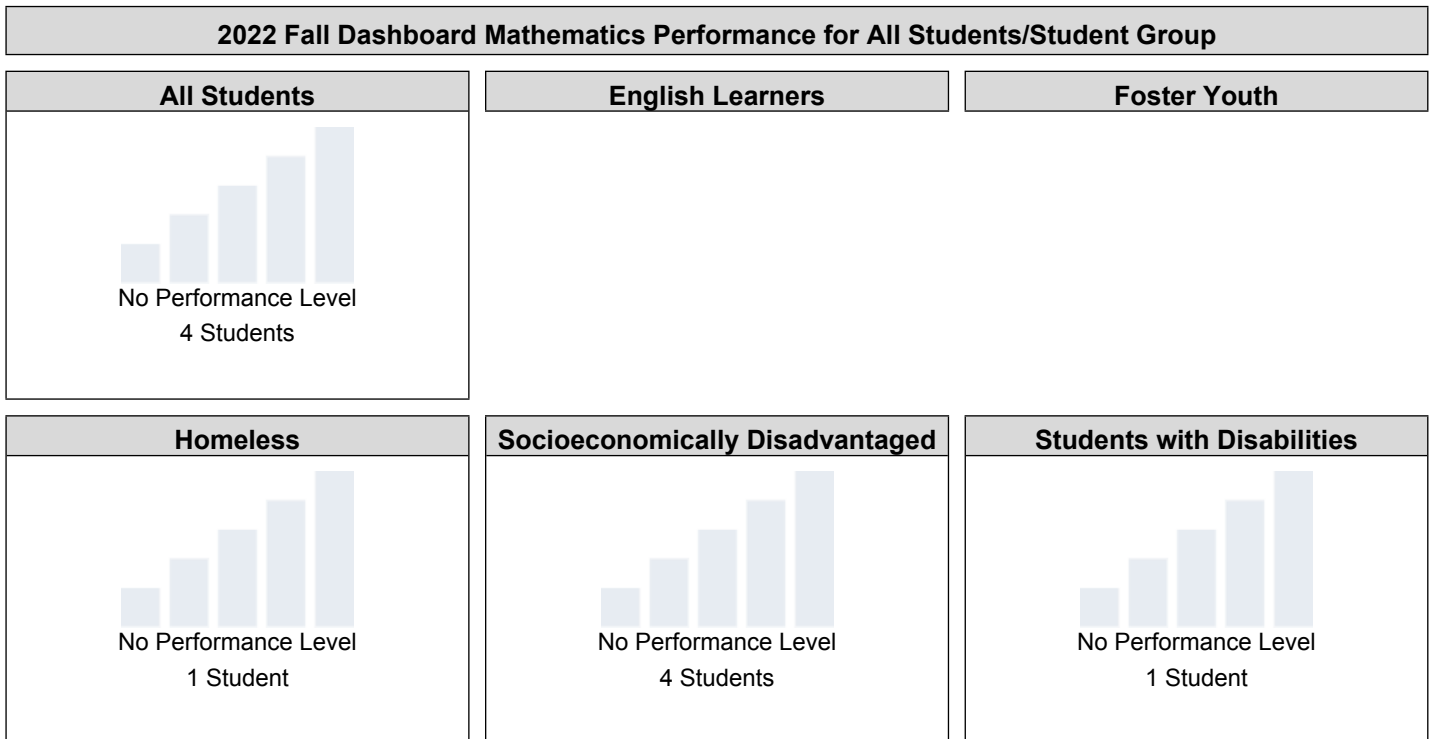
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



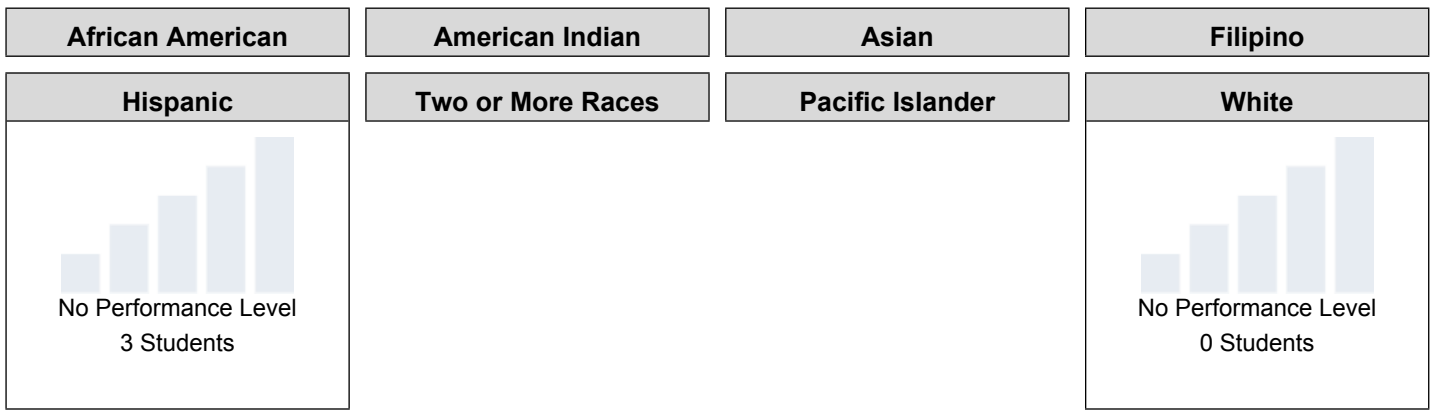
This section provides number of student groups in each level.



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.

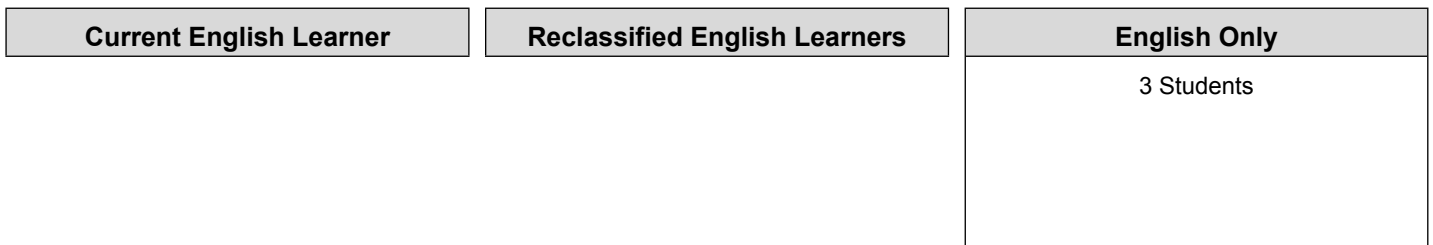


2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners



Conclusions based on this data:

1. While Maple High School's scores are still below standard, in the sub group's where we have enough data to show growth, each of those subgroups has growth indicated.

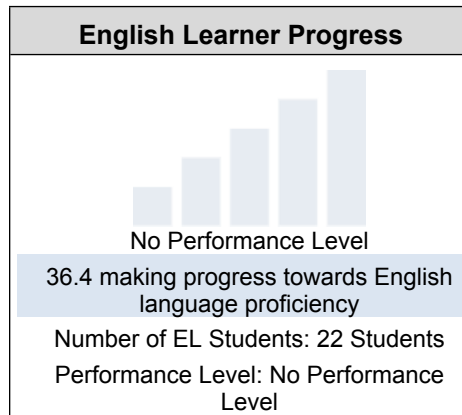
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
4.5%	59.1%	0.0%	36.4%

Conclusions based on this data:

1. The number of English Learners who scored at a Level has decreased to 10.5%
2. Most ELs at MHS score in the Moderately Developed Level
3. Maple High School Staff need to focus on academic strategies and interventions for EL students who are Level 3 in order for them to move into Level 4.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Maple High School has 3.2% students in the prepared category for College and Career Indicator. This is an increasing trend from 0 in 2017, 1.8% in 2018 and 3.2 % in 2019
2. The number of students approaching prepared increased from 4.8 % to 5.5% from 2017 to 2018 and from 5.5% to 8.1% in the class of 2019.
3. Maple High School is showing growth in college and career preparedness. However, MHS needs to increase the opportunities for students to complete Career Technical Education Pathways, A-G Classes, be concurrently or dually enrolled and have access to internships and/or ways to complete industry recognized certifications.

School and Student Performance Data

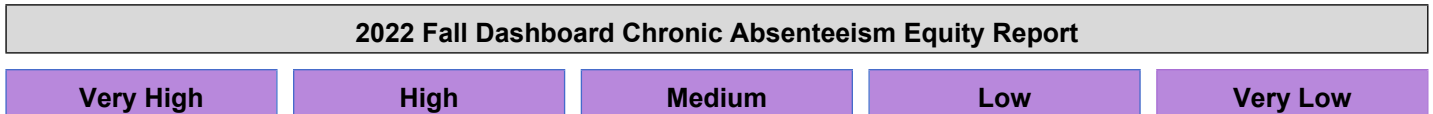
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

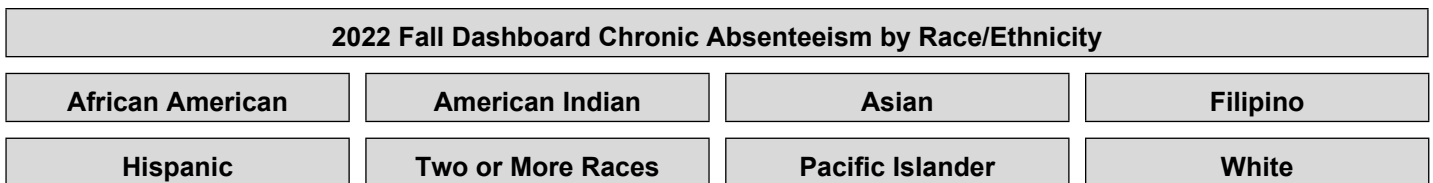
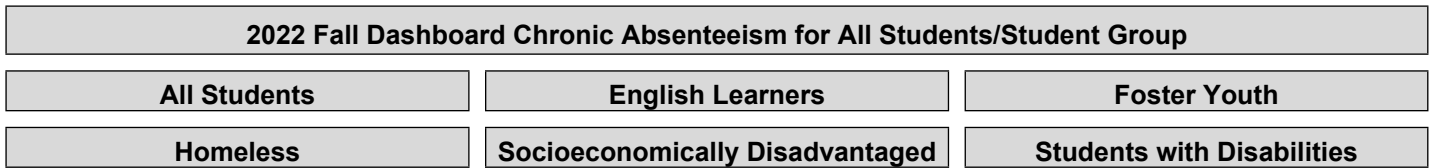
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High High Medium Low Very Low
Lowest Performance Highest Performance

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.



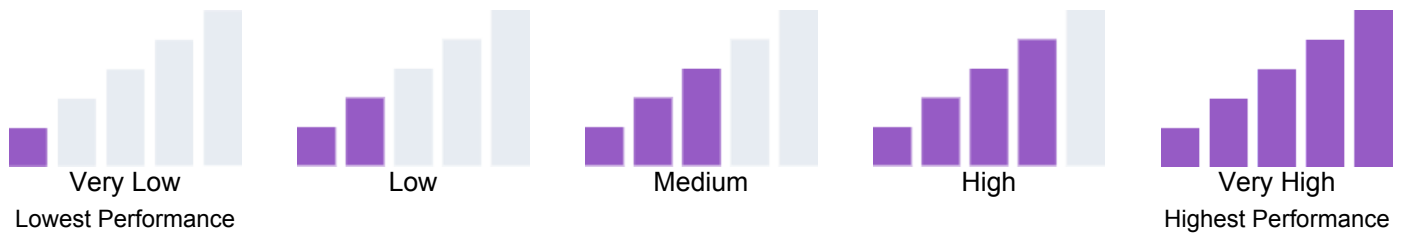
Conclusions based on this data:

- N/A

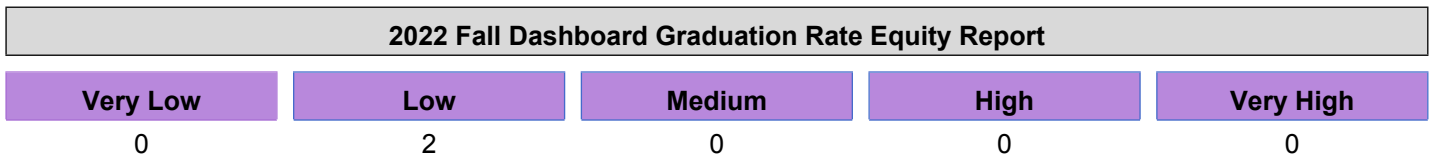
School and Student Performance Data

Academic Engagement Graduation Rate

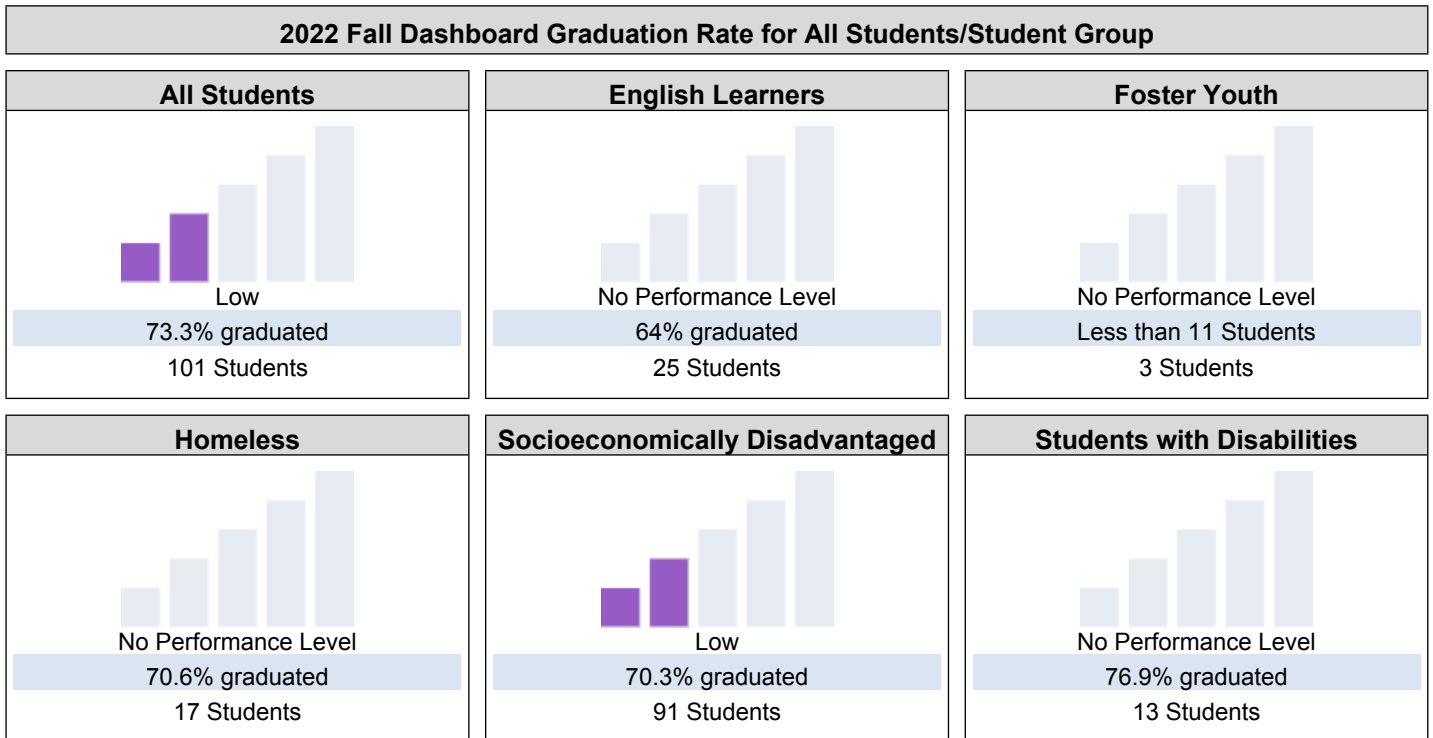
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



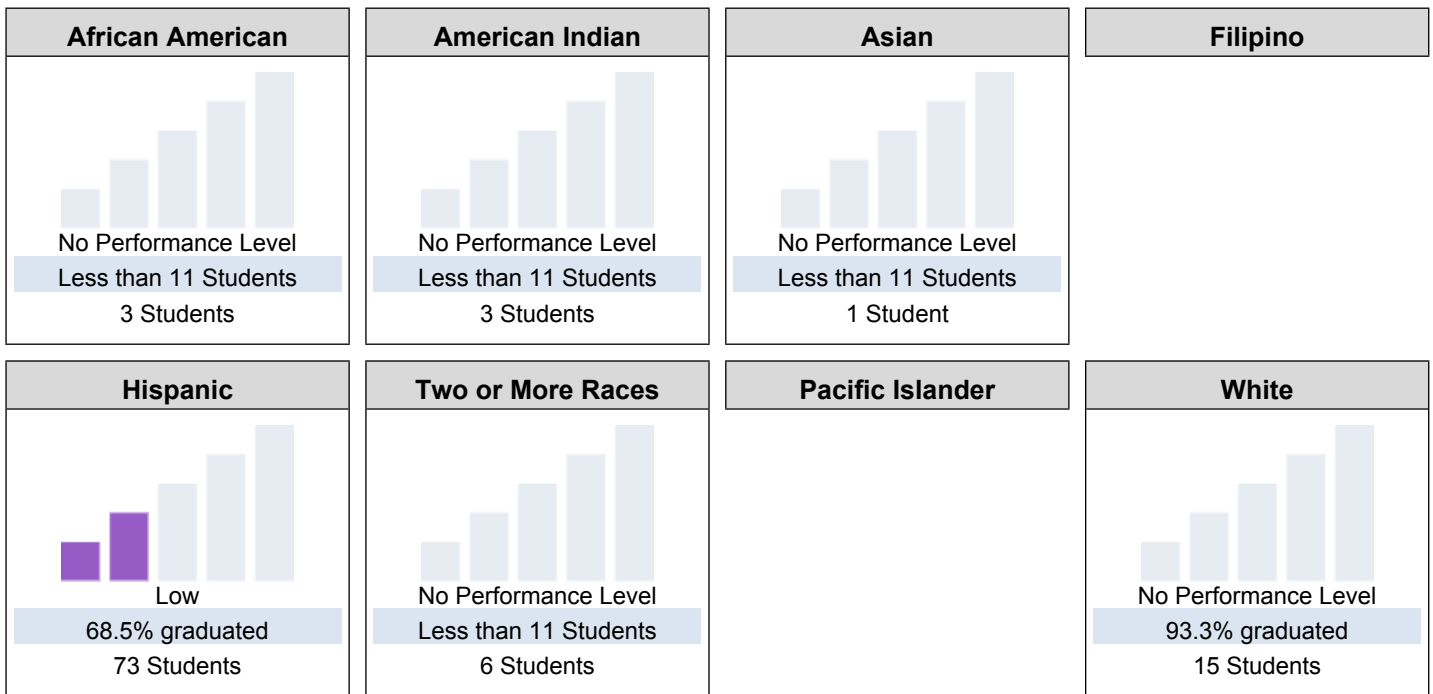
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

1. Maple High School's graduation rate increased more than 20% however this is not reflected in the above data.
2. More students completed their coursework within their 4 year cohort. Graduation rate increased when students were given specific guidance and counseling around academics, future opportunities and how to get there.
3. Students need to be presented with more opportunities to individualize their educational pathway in order to lead to a 4 year graduation plan with a post high school plan that leads to college and/or trade school.

School and Student Performance Data

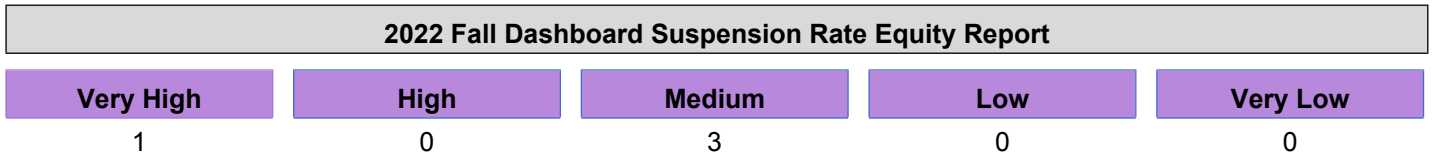
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

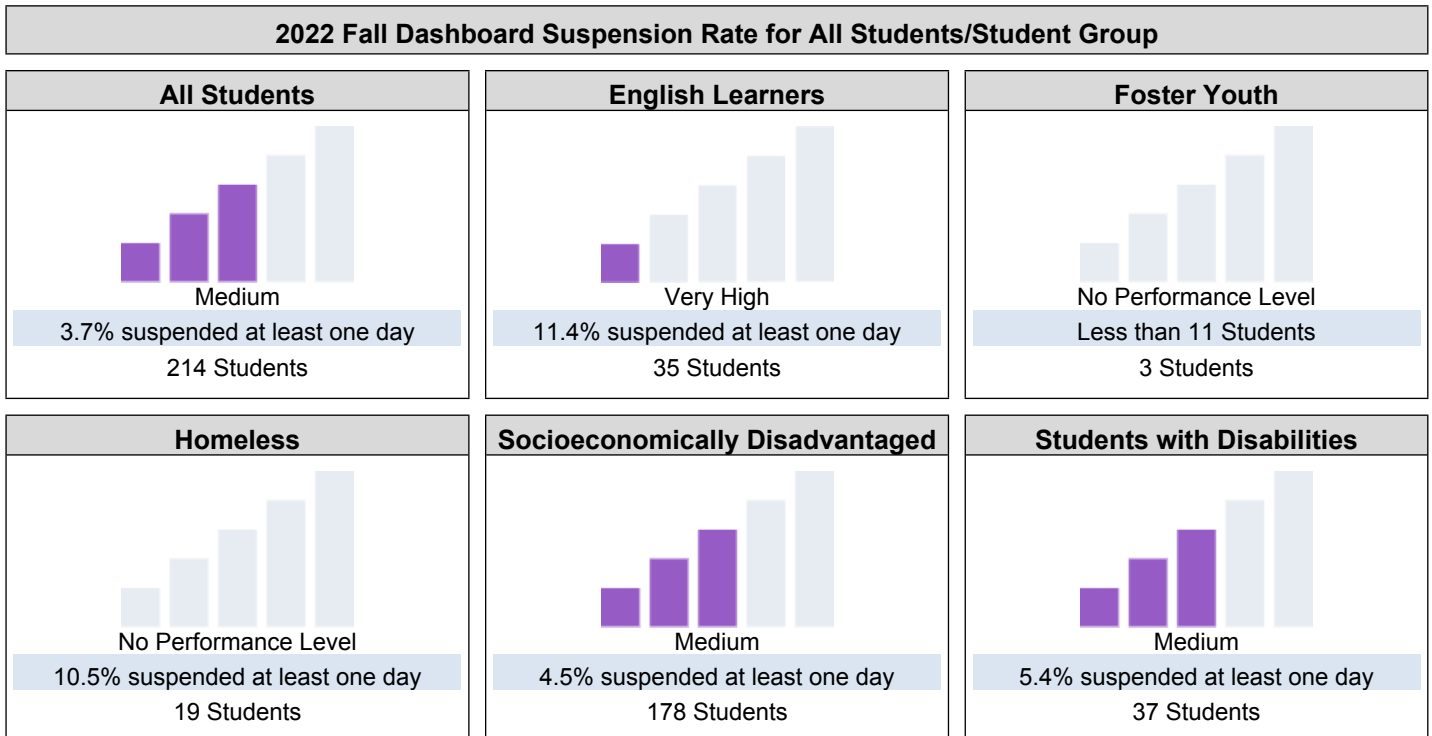
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



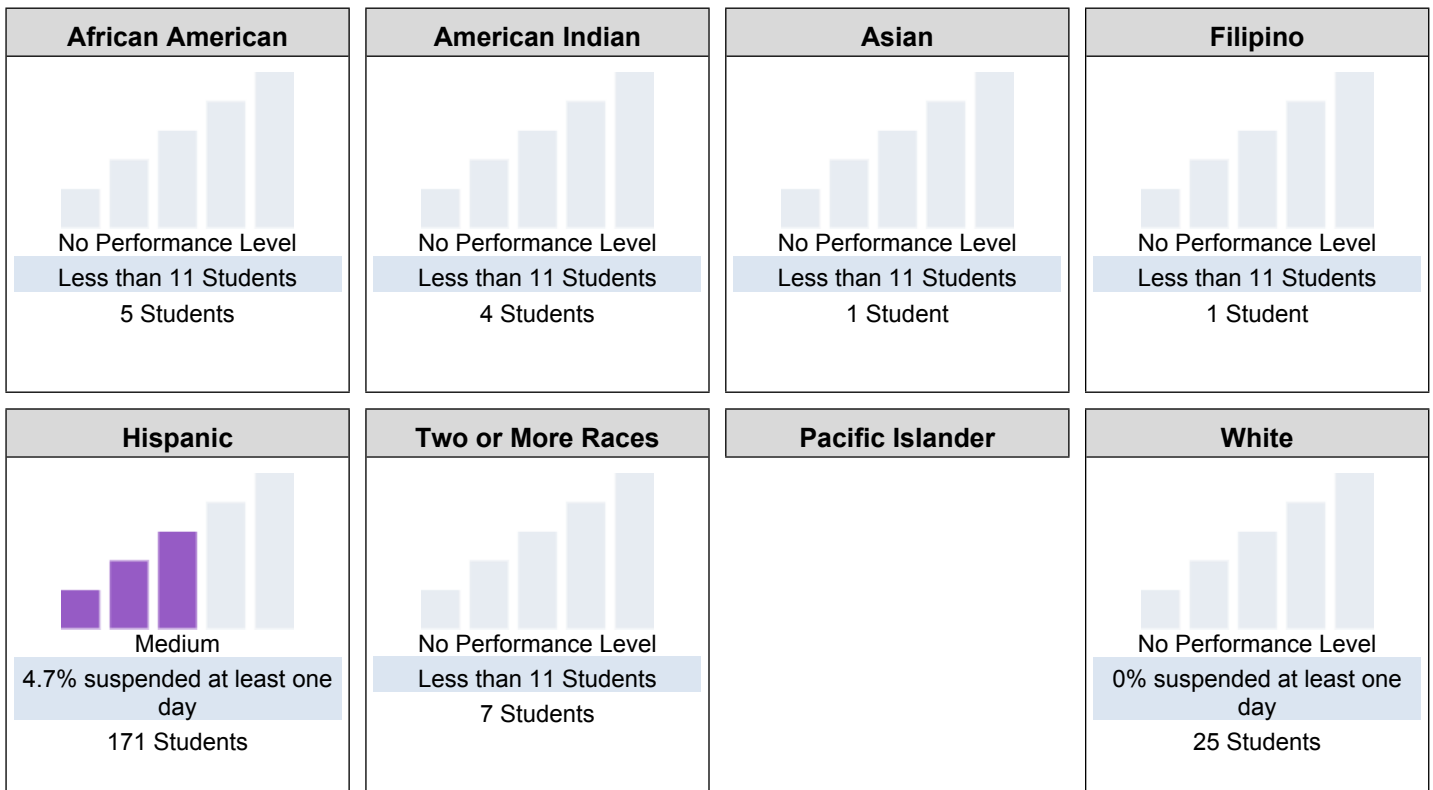
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Maple High School's overall suspension rate has decreased from 2017-2019.
- The 2019 Dashboard data reflects that more English Learners were suspended but less socioeconomically disadvantaged students were suspended. The data is inconclusive as the denominator for total population does not match the enrollment numbers. The number of students reflected in the enrollment for suspensions differs from the number of students in the rest of the indicators because of the factors. It includes all students served throughout the school year.
- MHS has implemented PBIS with fidelity with 100% staff buy in. This is reflected in the reduction of suspensions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

ACADEMIC ACHIEVEMENT & INSTRUCTION - Maximize the academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.

Goal 1

Provide high-quality instructional programs and educational opportunities that challenge our students to maximize their learning and help them reach their full potential.
; reducing disparity in levels of achievement among low-income, English learners, and foster youth.

Identified Need

Academic Achievement /Engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWE Reading, Math (State Baseline /District)	Students score far below grade level in math and score closer to grade level in ELA when they arrive at MHS.	Students will score within 2 year GE of their actual grade level.
ELPAC	Most students who take the ELPAC score an average of 3	Increase student ELPAC score by one band (2 to 3, 3 to 4)
CAASPP	Most students scored a 1 or 2 in mathematics. Most students scored between a 1-3 in ELA.	Students will score at least a 2 in math. Students will score between a 2-4 in ELA.
ASVAB	Students averaged a 35 on the ASVAB	Students will take the ASVAB and score a 35 or higher.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, with emphasis on access for all significant subgroups

Strategy/Activity

AVID strategies will be used school wide to increase student organizational skills, academic achievement and awareness of post-secondary options. All students who come to MHS will learn how to effectively organize their coursework, use Cornell notes and apply strategies in all classes. Staff will receive ongoing professional development in AVID. Students will have access to grade

appropriate materials and supplies to include updated and working technology, age appropriate desks and chairs, binders and organizers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000

CSI Funding

552

LCFF Supp/Con

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All, Title 1, EL, Foster Youth, Sp Ed

Strategy/Activity

After school program for tutoring to catch up on credits, accelerate, and work with teachers one on one or small group , three to four days a week

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10,000

CSI Funding

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Maple High School students will have increased access to A-G CTE classes, pathways and certification through in class and online programs.

Strategy/Activity

4. Purchase iCEV curriculum to provide students with the additional tools and skills needed to gain certification in a multitude of career pathways and increase their awareness of the current job market.

Promotes student career readiness and success in multiple industries.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000

CSI Funding

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All, Title 1, EL, Foster Youth, Sp Ed

Strategy/Activity

Specific coaching for staff to support classroom instruction in increasing test scores.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

9940

CSI Funding

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All, Title 1, EL, Foster Youth, SPed

Strategy/Activity

Purchase books and programs to support growth in English and math. Schoolwide time provided to work on growth in these areas

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4396

LCFF Supp/Con

Annual Review

SPSA Year Reviewed: 2021-22

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.

Maple High School is in the fourth year of implementing CTE Pathways. The strategies listed above are meant to be able to provide opportunities for all students on Maple High School's campus to become college and/or career-ready. For the students who have been involved in the CTE programs and AVID they have had a greater level of success. The goals listed are intended to provide successful and meaningful experiences for all students who attend MHS.

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

2. COMMUNICATION- Promote positive, effective communication among our community, District, students, staff and stakeholders.

Goal 2

By June of 2023, increase parent involvement by 25%; through effective communication with stakeholders at information nights by 5% as evidenced by sign-ins; increase the number of students who enroll in and complete at least one College Now or concurrent class from 3% to 10%; through enrollment, increase student completion of A-G classes from 1% to 3%.

Identified Need

College and Career Indicator, Stakeholder Involvement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College Now enrollment	6 students completed concurrent enrollment	15 students will complete concurrent enrollment classes
CTE Class completion	40 Students completed CTE requirements /CCI Prepared Requirements	60 students completing CTE/ CCI Prepared requirements
Increase Parent Awareness of School Involvement and Activities	3% parent participation	10% parent participation
Parent Education	1 college awareness night was held with little access to our bilingual community	2 college awareness nights will be held with access for our bilingual community

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All, with access to significant subgroups

Strategy/Activity

Develop and expand the learning program to prepare students for post-secondary. career and college readiness, increasing student access to technology and communication. Give students opportunities to visit, either virtually or in-person, places of interest (Colleges, universities, career field interests.) Provide students with materials that interest them in such activities and transportation to and from these learning experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

7546	CSI Funding
3000	LCFF Supp/Con

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All, with access to significant subgroups

Strategy/Activity

Increase Opportunities for parents to be involved at Maple High School through Zoom meetings, virtual parent nights, opportunities to volunteer.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

314	Title I Part A: Parent Involvement
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Annual Review

SPSA Year Reviewed: 2021-22

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.

This is the third year for the strategies listed, however they are being done virtually and more parent education must take place to make them effective. This year our goal was to increase parent involvement after COVID. We had a very successful Open House and hope this year will continue on that trend.

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

Due to COVID - 19, these activities and strategies may continue to be modified as needed.

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

ACADEMIC ACHIEVEMENT & INSTRUCTION - Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.

Goal 3

By June 2023, the number of Maple staff engaged in highly effective professional development will increase to 100% in order to promote a high level of student engagement in the classroom, gain valuable leadership skills in each of their specialized areas and to promote campus safety as well as cultural and racial awareness.

Identified Need

College and Career Indicator and Suspension Rate

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of students suspended and # students graduating meeting CCI Indicator	3% students graduated prepared, 17 % of all students suspended at least once .	10 % of students will graduate prepared, suspension rate will drop by 2 % and all staff will have a better understanding of PBIS.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All, with access to significant subgroups

Strategy/Activity

1. Staff will receive professional development on and off site in PBIS , including books, team meetings, sub coverage as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

25000	District Funded
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All, with access to significant subgroups

Strategy/Activity

2. Provide high quality professional development in Alternative Education, AVID and other exemplary practices working with at-promise students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6000

CSI Funding

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

WASC

Strategy/Activity

Fees for WASC Members

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000

Title I

LCFF Supp/Con

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

all students with emphasis on SED, EL, Foster, and Homeless

Strategy/Activity

Provide release time to teachers for curriculum planning and materials to support: various programs at site (PBIS, AVID, Concurrent Coursework, etc.) to ensure equity and access for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

7000

LCFF Supp/Con

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

all students with emphasis on SED, EL, Foster and Homeless

Strategy/Activity

Contract with groups who promote college going skills such as Girls, Inc, Center Line Community

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

7428

CSI Funding

Annual Review

SPSA Year Reviewed: 2021-22

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.

Through the Focus on Learning Process, Maple was able to move from probationary status to full accreditation at the last progress visit with WASC. The implementation of AVID and the increasing number of graduates through meeting the recommended areas for growth set forth by the Visiting Committee assisted in the full accreditation status. Maple High School continues to progress as their 6 year self study approaches.

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

No differences noted.

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.

MHS has added professional development for all staff due to CSI status. Goal number 3 has been increased with professional development which would not be possible without CSI funding.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3. CULTURE / SAFETY - Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

Goal 4

By June 2023, increase the number of school based counseling hours available to students who have been self-identified or identified as needing additional social-emotional support from 15 hours each week to 40 hours each week. In addition, provide staff with observation hours, education on gang violence, drug use and school to home relationships and provide students with highly engaging classes, work education and opportunities outside the classroom.

Identified Need

Suspension , college and career readiness, academic engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of students who receive school based counseling	20 students receive school based counseling	40 students will receive school based counseling
# of students who are engaged in an academic, college/career pathway	This is the tird year students will have complete pathways at MHS to choose from	Expected outcome: 25% of Maple graduates will graduate finishing a pathway or certification.
# of students who are suspended	This is the third year MHS will measure suspension data differently	We will offer intervention and alternative means of discipline prior to suspension

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All, with access to significant subgroups

Strategy/Activity

Increase awareness by staff and administration of social emotional issues surrounding students through professional development, intake, FBA training and observation practice.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6000

CSI Funding

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All, with access to significant subgroups

Strategy/Activity

Increase access to mental health services for students. by consulting with outside vendor for counselors who will be available to support student's social-emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

34675

CSI Funding

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All, with access to significant subgroups.

Strategy/Activity

Students will participate in Evelo Learning who will provide coaches at lunch and after school for students to participate in physical activity and get tutoring and SEL support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

Title I

0

LCFF Supp/Con

21846

CSI Funding

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All, with access to significant subgroups

Strategy/Activity

3. Students will participate in leadership activities that promote good attendance, behavior and credit accrual. Students and staff may receive incentives for being model citizens.

Students will gain access to Social Emotional curriculum as needed through counseling or through classroom teacher. Students will participate in PBIS Incentive Programs and SEL curriculum throughout the year. Students will have access to a Wellness Center and Calming Room.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

15667	Title I
10000	CSI Funding

Annual Review

SPSA Year Reviewed: 2021-22

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.

Maple High School has, for many years, awarded students every 6 weeks for perfect attendance, credit accrual and great citizenship. In addition, Maple High School has recognized staff who display the same behavior. This has contributed positively to the culture at MHS. Maple High School students have benefited from counseling services, however, due to the at-risk population, students have not had the access they need to counseling hours.

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

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.

Many of the proposed actions are new this year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3. CULTURE / SAFETY - Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

Goal 5

By June of 2023, increase student attendnace and participation in class and engagement by 10%

Identified Need

Students will be coming back to school after a year and a half of not attending school and becoming credit deficent. Stratagies need to be put in place to support helping student continue to graduate by their goal. Students who come to school daily and are in class have a better outcome of meeting the goals. Students need to same to feel safe when theya re on campus and feel there are systems in place that keep them safe.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Last year our attendnace rate was 69%	Increase students time in class by 11%
Increade time in class by 5%	New goal that was not measured	Increase time in class by 5% by amount of tardies and out of class signatures reported
Increase Independent Student Attendnace Rate	Last year attendnace rate was 36%	Incready by 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All, with access to significant subgroups

Strategy/Activity

Increase hours of Attendance Technncial at the site from 4 hours to 7 hours hours per day. In 2021, we inceased the position to 6 hours and our attendance rate increased to 69% for regular track and 35% for our independent study track. This year we want to target our attendance clerk working with our ISP students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

18848

CSI Funding

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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.

Attendance rates increase from 2021 to 2022.

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

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.

In 2021, we increased the position to 6 hours and our attendance rate increased to 69% for regular track and 35% for our independent study track. This year we want to target our attendance clerk working with our ISP students.

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	\$15,051
Total Federal Funds Provided to the School from the LEA for CSI	\$140,283.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$197,212.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	16,667	0.00
LCFF Supp/Con	14,948	0.00
Title I Part A: Parent Involvement	314	0.00
CSI Funding	140,283	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	140,283.00
District Funded	25,000.00
LCFF Supp/Con	14,948.00
Title I	16,667.00
Title I Part A: Parent Involvement	314.00

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
- 3 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Laurel Ciervo	Principal
Brett Selvy	Classroom Teacher
Candace Franco	Parent or Community Member
Alex Vine	Classroom Teacher
Theresa Moldt	Other School Staff
Stacey Adams	Classroom Teacher
Dennis Thomas	Parent or Community Member
Matt Makowetski	Classroom Teacher
Geraldo Arellano	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



State Compensatory Education Advisory Committee

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 9/19/22.

Attested:



Principal, Laurel Ciervo on 9/19/22



SSC Chairperson, Matt Makowetski on 9/19/22

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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