

School Year: **2023-24**



# 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
Dolores Huerta Middle School	43-69674-0140483	May 2023	June 8, 2023

## 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
- Targeted Support and Improvement

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.

Goals and strategies/actions align with SCUSD LCAP and strategic plan.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Educational Partner Involvement .....	7
Resource Inequities .....	7
School and Student Performance Data .....	8
Student Enrollment.....	8
CAASPP Results.....	10
ELPAC Results .....	14
Student Population.....	16
Overall Performance .....	18
Academic Performance.....	19
Academic Engagement.....	25
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	35
Goal 3.....	42
Goal 4.....	45
Goal 5.....	46
Goal 6.....	47
Goal 7.....	48
Budget Summary .....	49
Budget Summary .....	49
Other Federal, State, and Local Funds .....	49
Budgeted Funds and Expenditures in this Plan .....	50
Funds Budgeted to the School by Funding Source.....	50
Expenditures by Funding Source .....	50
Expenditures by Budget Reference .....	50
Expenditures by Budget Reference and Funding Source .....	50
Expenditures by Goal.....	51

School Site Council Membership .....52  
Recommendations and Assurances .....53

# 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).

Dolores Huerta Middle School uses a variety of online surveys with parents, staff, and students, including our own School Site Council (SSC) input survey which is conducted yearly, reviewed annually, and used for driving our SPSA goals. Members on our School Site Council (parents, students, and staff) analyze the data from the feedback to recommend changes to our school programs, interventions, use of funds, and academic goals for our under performing students. The data and summary of the data is also shared with our Instructional Leadership Team for further planning.

Teachers also use informal surveys (i.e. Survey Monkey, Google Docs, Google Forms) with their classes, for feedback on instruction, assessment, and support.

Staff members also have had multiple opportunities to give input through surveys on our school schedule.

Surveys are used to get student input on School-wide Community Agreements, elective choices, club and and campus activities.

## Classroom Observations

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

Informal observations in classrooms are done daily by the administration. New teachers and veteran teachers also are evaluated according to SCUSD and UTSC agreement, which requires formal classroom observations each year, along with informal observations for staff. Classified staff members are also observed for evaluation and support purposes.

## 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)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

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

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

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

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

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

Designated time for teacher collaboration occurs on a regular basis.

## Teaching and Learning

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

All instructional materials are aligned to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

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

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention course.

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

Every student has access to standards-based instructional materials as required by the Williams Act.

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 teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

## Opportunity and Equal Educational Access

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

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

## Parental Engagement

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

Programs that support at-risk students include a Parent Resource Center, support classes, clubs, advisory, tutoring, counseling, before and after school programs, sports, library, and summer school.

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)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA

## Funding

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

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

## Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Staff gave input in March and April. The Site Council gave input in February, March, and May 2023, and the ELAC gave input in April 2023. Students gave input through the Principal's Advisory Committee.

## Resource Inequities

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

None identified.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	0		
Grade 1	0		
Grade 2	0		
Grade3	0		
Grade 4	0		
Grade 5	0		
Grade 6	0	195	173
Grade 7	0		204
Grade 8	0		
Grade 9	0		
Grade 10	0		
Grade 11	0		
Grade 12	0		
<b>Total Enrollment</b>	0	195	377

### Conclusions based on this data:

1. During the 2022-2023 school year, we added an additional grades and increased by 182 students.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners		55	78		28.2%	20.7%
Fluent English Proficient (FEP)		39	109		20.0%	28.9%

### Conclusions based on this data:

1. The percentage of English Learners decreased overall.
2. Although Reclassification won't happen until the fall, 28 % of our English Learners earned a 4 on their ELPAC in the Spring of 2023, which qualifies them for reclassification.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		196			195			195			99.5	
All Grades		196			195			195			99.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2525.			15.90			31.28			29.23			23.59	
All Grades	N/A	N/A	N/A		15.90			31.28			29.23			23.59	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		19.59			59.28			21.13	
All Grades		19.59			59.28			21.13	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		17.44			49.23			33.33	
All Grades		17.44			49.23			33.33	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.82			79.90			9.28	
All Grades		10.82			79.90			9.28	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		19.49			67.18			13.33	
All Grades		19.49			67.18			13.33	

**Conclusions based on this data:**

1. This data serves as baseline data for us. Overall, 47% of students met or exceeded standard.
2. Writing and reading are the areas of need, as they have the highest percentages of students performing below standard.
3. Reading and research have the highest percentage of students above standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		196			194			194			99.0	
All Grades		196			194			194			99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2497.			13.92			17.53			27.32			41.24	
All Grades	N/A	N/A	N/A		13.92			17.53			27.32			41.24	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.82			43.30			45.88	
All Grades		10.82			43.30			45.88	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.40			49.48			37.11	
All Grades		13.40			49.48			37.11	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		12.89			65.46			21.65	
All Grades		12.89			65.46			21.65	

### Conclusions based on this data:

1. This serves as baseline data; 31.5 % of the students met or exceeded standard.
2. Math needs to be an area of focus for us.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		1537.1			1537.1			1536.6			48	
All Grades											48	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		20.83			41.67			35.42			2.08			48	
All Grades		20.83			41.67			35.42			2.08			48	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		47.92			41.67			10.42			0.00			48	
All Grades		47.92			41.67			10.42			0.00			48	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		8.33			25.00			54.17			12.50			48	
All Grades		8.33			25.00			54.17			12.50			48	

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
6		22.92			70.83			6.25			48		
All Grades		22.92			70.83			6.25			48		

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		55.32			44.68			0.00			47	
All Grades		55.32			44.68			0.00			47	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		12.77			51.06			36.17			47	
All Grades		12.77			51.06			36.17			47	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		12.50			83.33			4.17			48	
All Grades		12.50			83.33			4.17			48	

**Conclusions based on this data:**

1. This serves as baseline data; 20.83% of students scored a 4 overall.
2. Written language is our area of greatest need.

# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>195</b>	<b>41.5</b>	<b>28.2</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Dolores Huerta Middle 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	55	28.2
<b>Foster Youth</b>		
<b>Homeless</b>	3	1.5
<b>Socioeconomically Disadvantaged</b>	81	41.5
<b>Students with Disabilities</b>	23	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	8	4.1
<b>American Indian</b>	4	2.1
<b>Asian</b>	41	21.0
<b>Filipino</b>	24	12.3
<b>Hispanic</b>	79	40.5
<b>Two or More Races</b>	11	5.6
<b>Pacific Islander</b>	1	0.5
<b>White</b>	27	13.8



**Conclusions based on this data:**

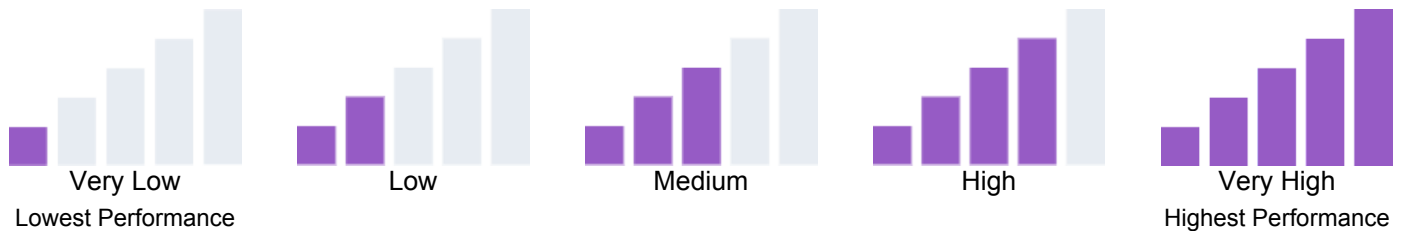
1. This serves as baseline data.

# School and Student Performance Data

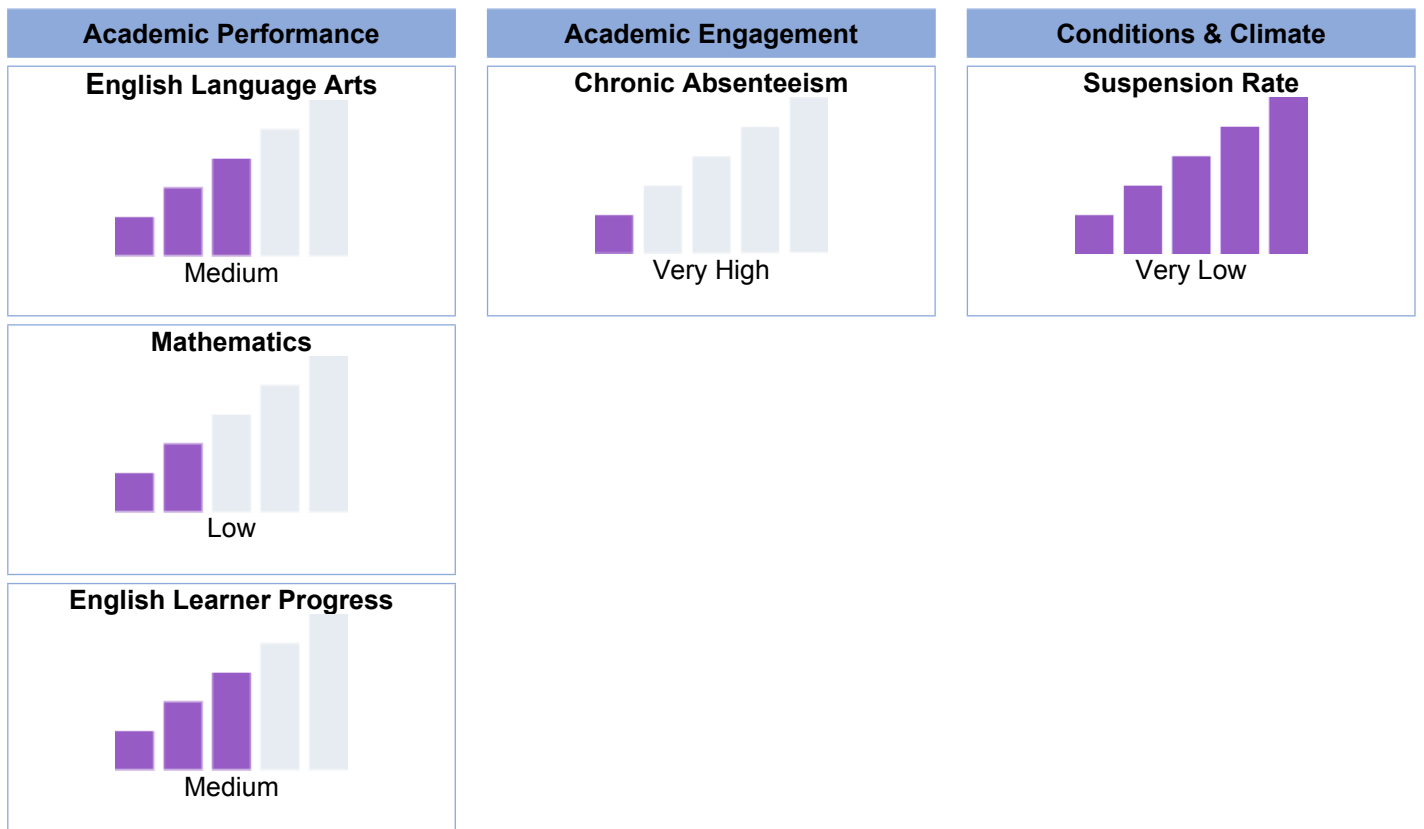
## Overall Performance

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



#### Conclusions based on this data:

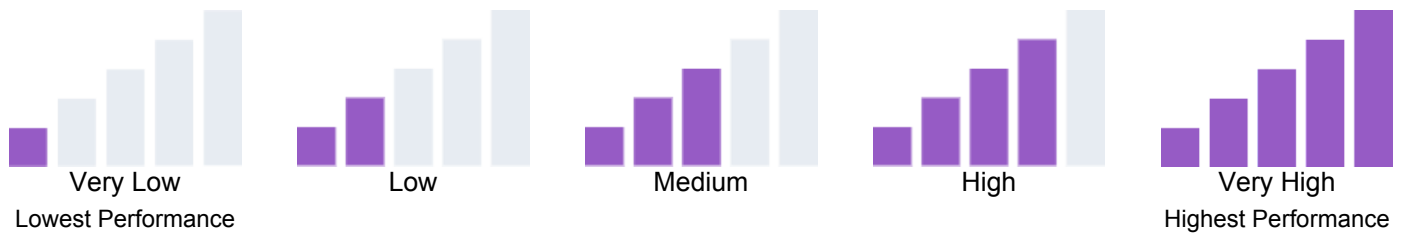
1. Math is an area of need.
2. Because of Covid and the isolation rules in 21-22, we had high absenteeism.

# School and Student Performance Data

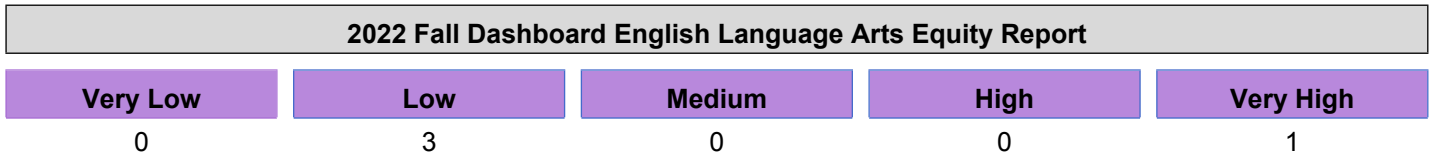
## Academic Performance English Language Arts

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](#).

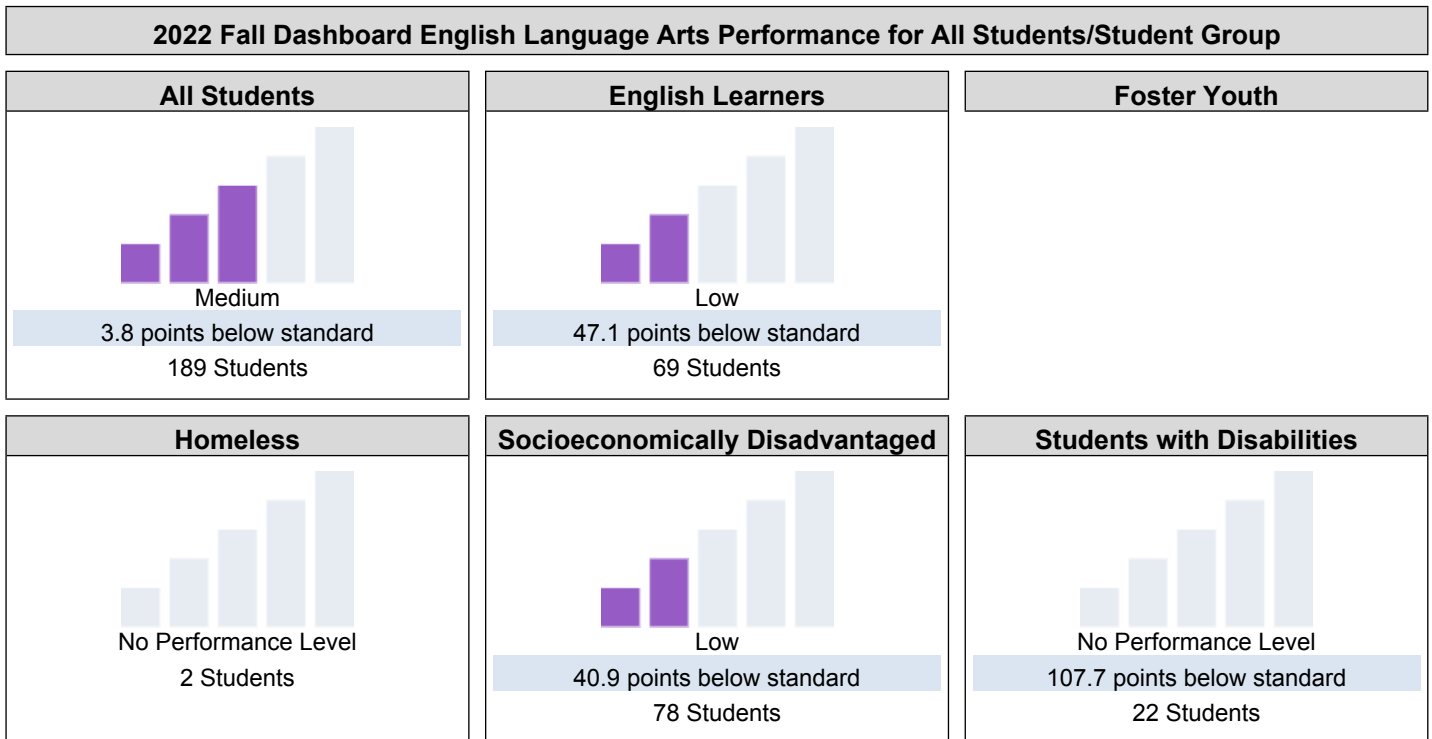
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



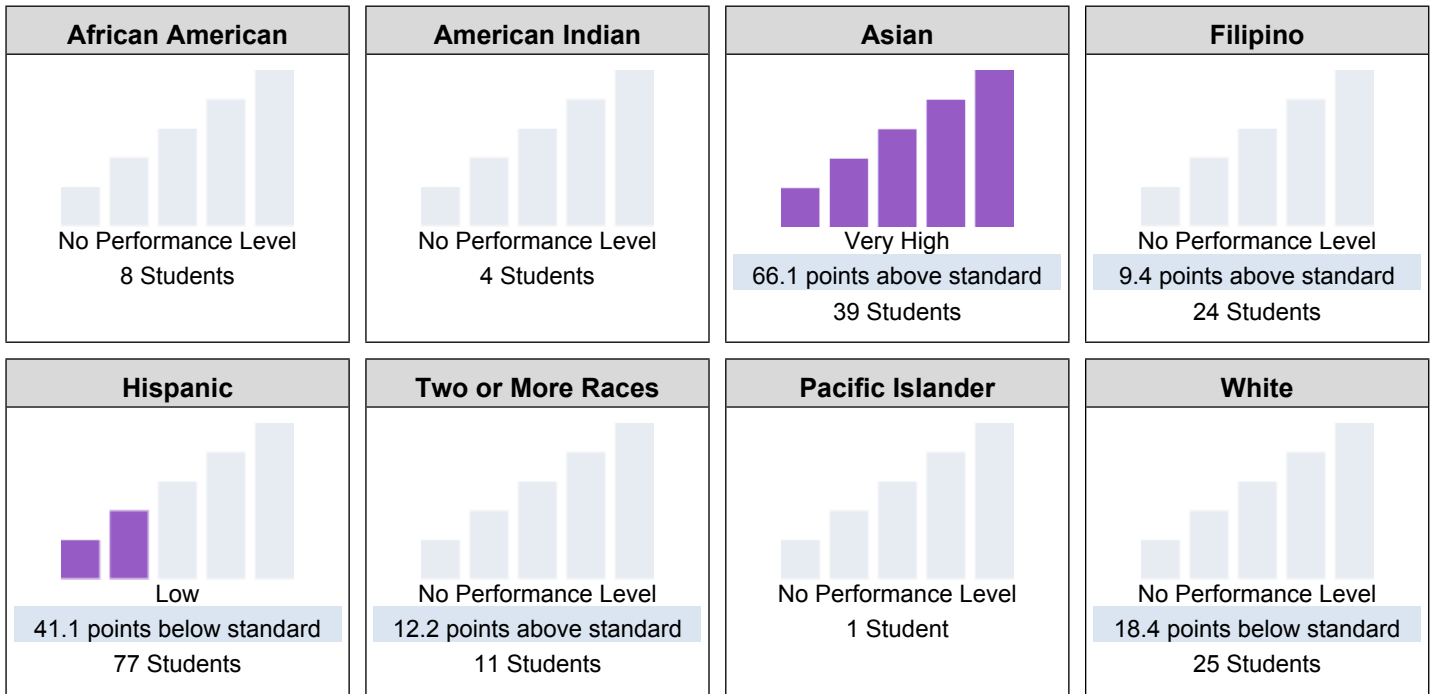
This section provides number of student groups in each level.



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
93.3 points below standard 41 Students	20.4 points above standard 28 Students	13.6 points above standard 100 Students

**Conclusions based on this data:**

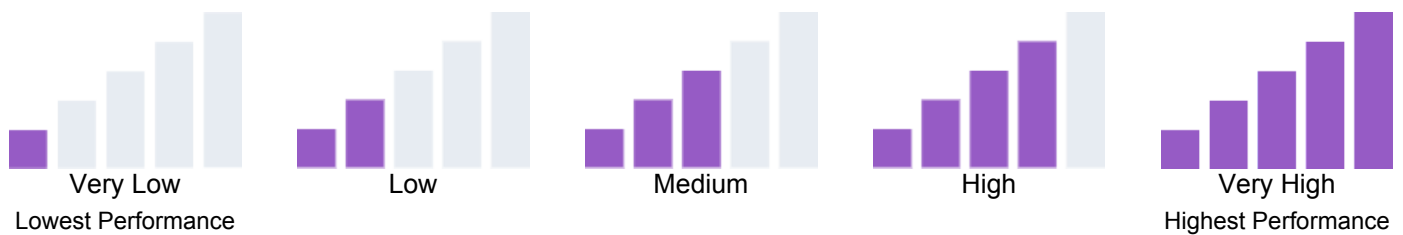
1. This serves as baseline data.
2. Our reclassified students outperformed their English-only peers.
3. The highest level of need is with our English Learners, socio-economically disadvantaged, and Hispanic students.

# School and Student Performance Data

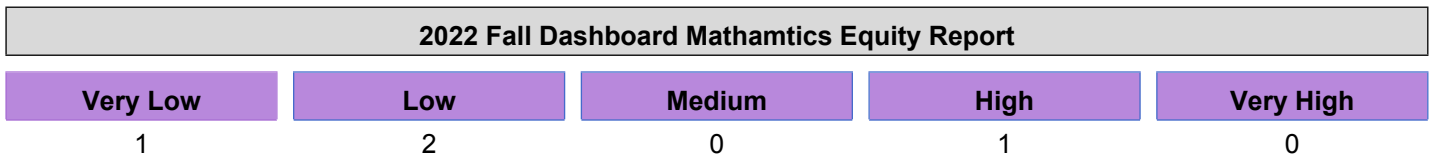
## Academic Performance Mathematics

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](#).

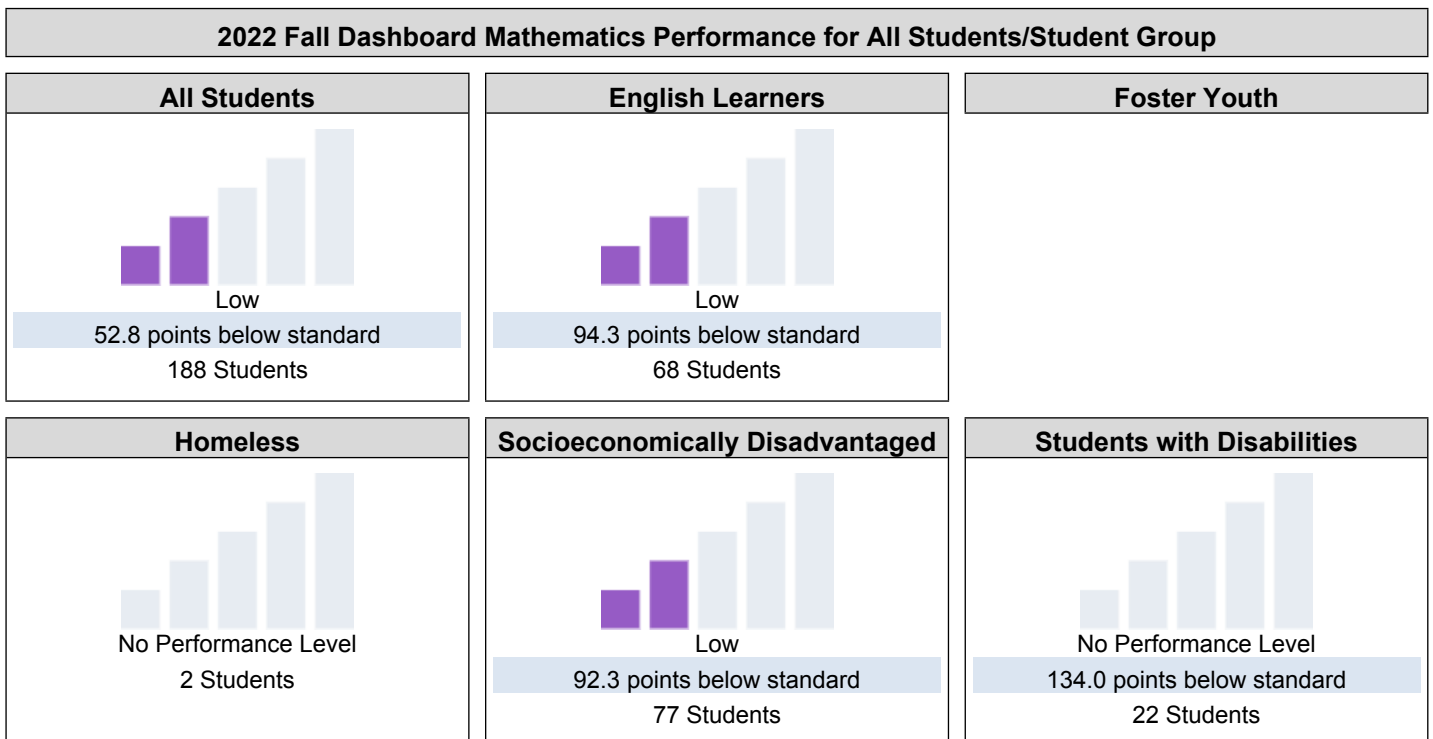
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



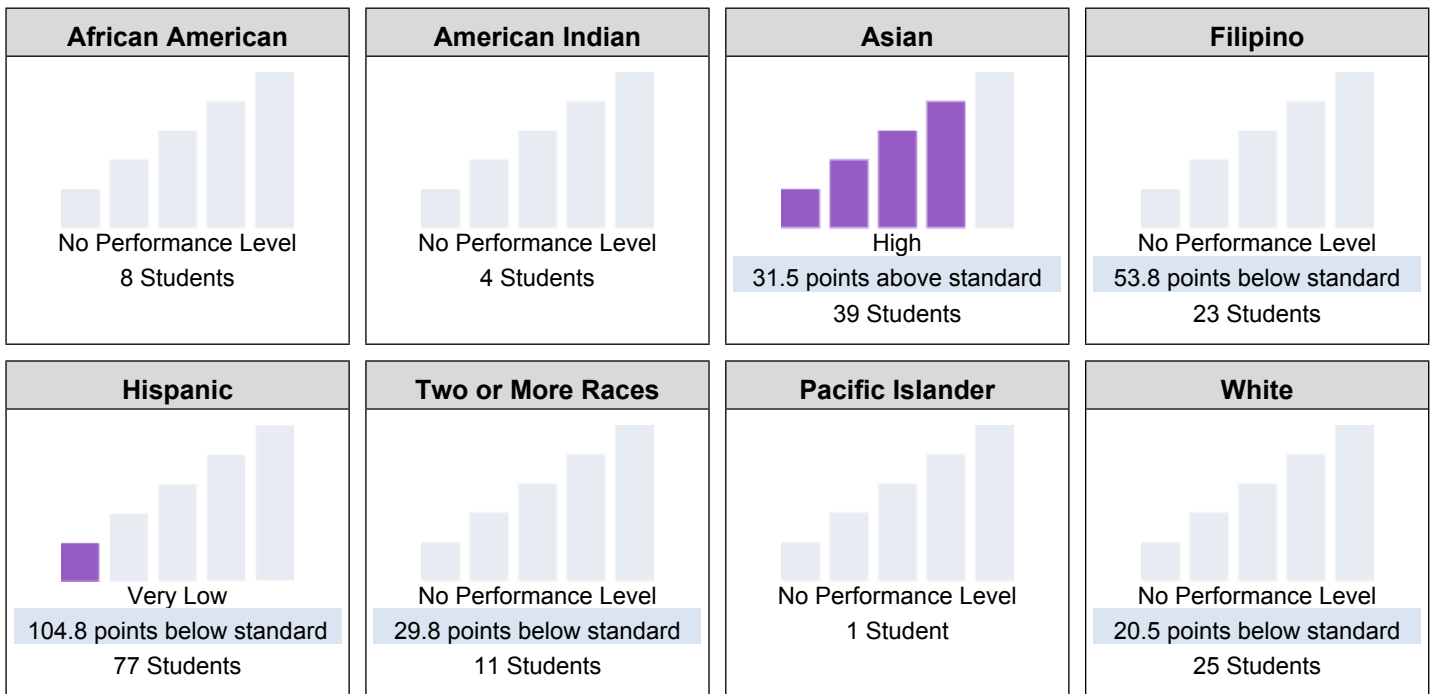
This section provides number of student groups in each level.



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

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">140.8 points below standard</p> <p>40 Students</p>	<p style="background-color: #e6f2ff;">27.9 points below standard</p> <p>28 Students</p>	<p style="background-color: #e6f2ff;">41.5 points below standard</p> <p>100 Students</p>

**Conclusions based on this data:**

1. This serves as baseline data.
2. Math is an area of need for all students, and especially for English Learners, socio-economically, and Hispanic students.

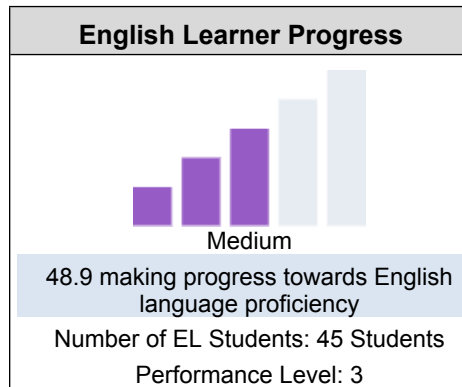
# School and Student Performance Data

## 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
8.9%	42.2%	0.0%	48.9%

#### Conclusions based on this data:

1. This serves as baseline data.
2. More than 50% of students either maintained or decreased a level instead of growing.

# 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.

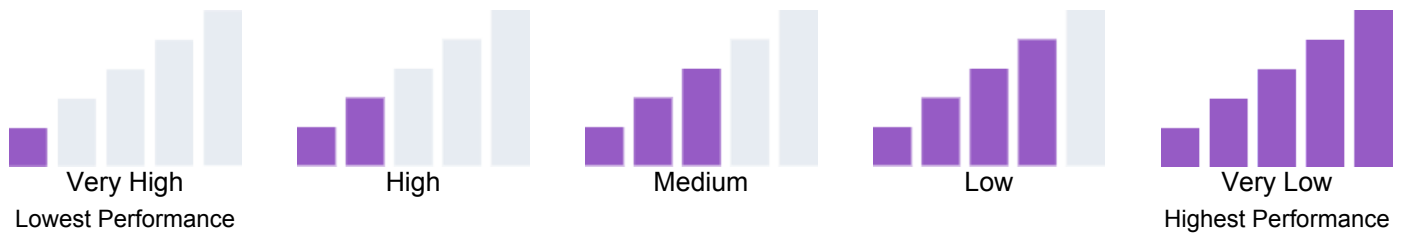


# School and Student Performance Data

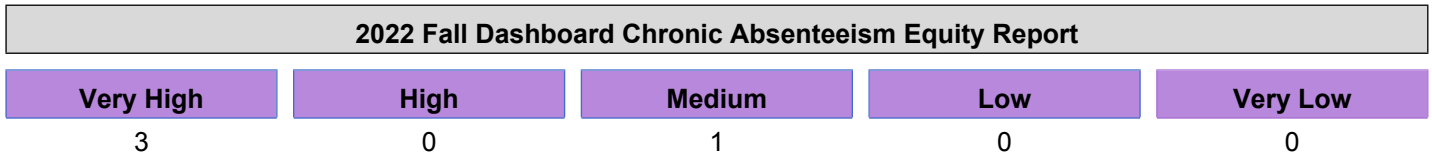
## Academic Engagement Chronic Absenteeism

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](#).

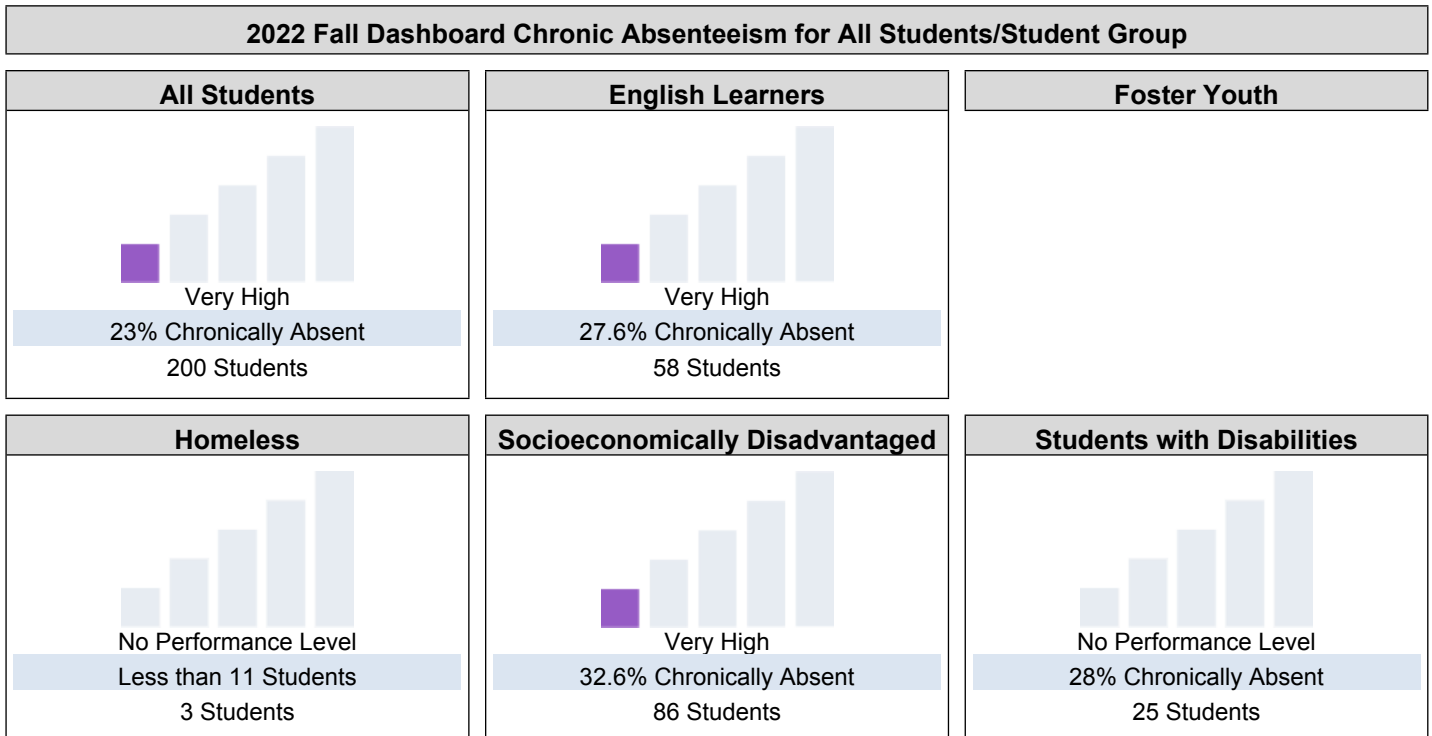
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



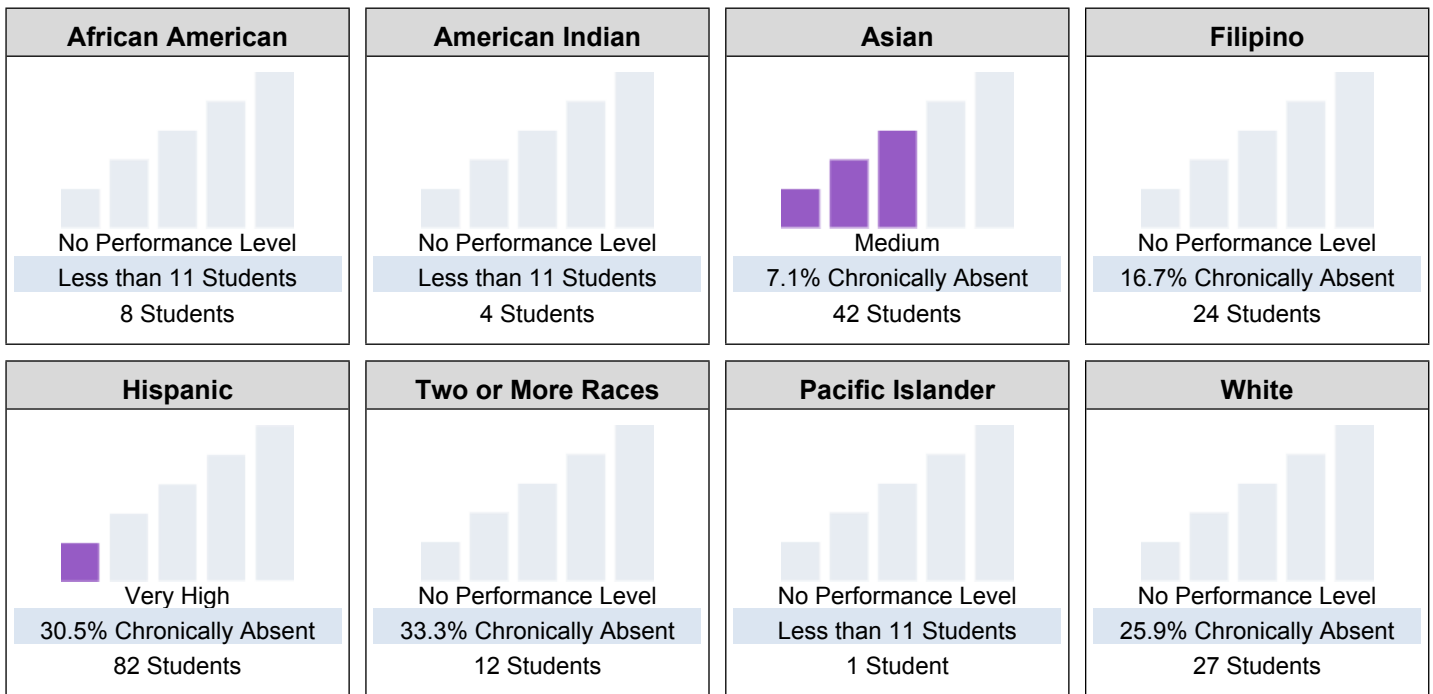
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. This serves as baseline data.
2. English Learners, socio-economically disadvantaged, and Hispanic students had higher percentages of chronic absenteeism than overall.

# 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](#).

Very Low                      Low                      Medium                      High                      Very High  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

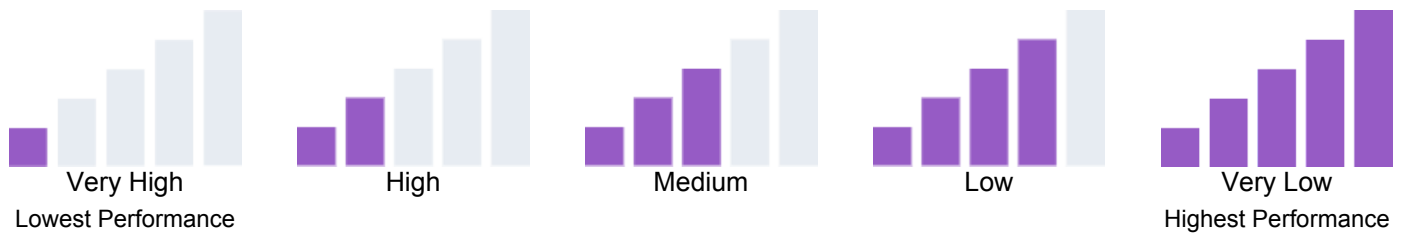
- 1.

# School and Student Performance Data

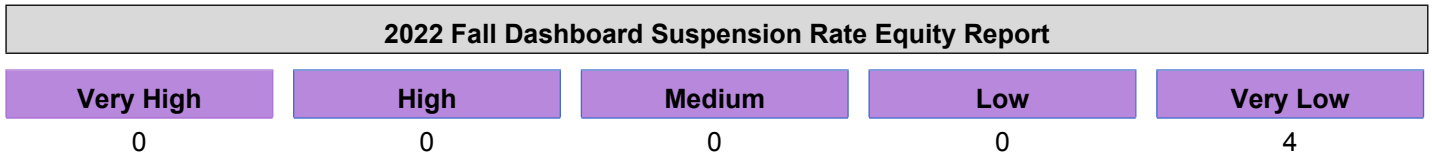
## Conditions & Climate Suspension Rate

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](#).

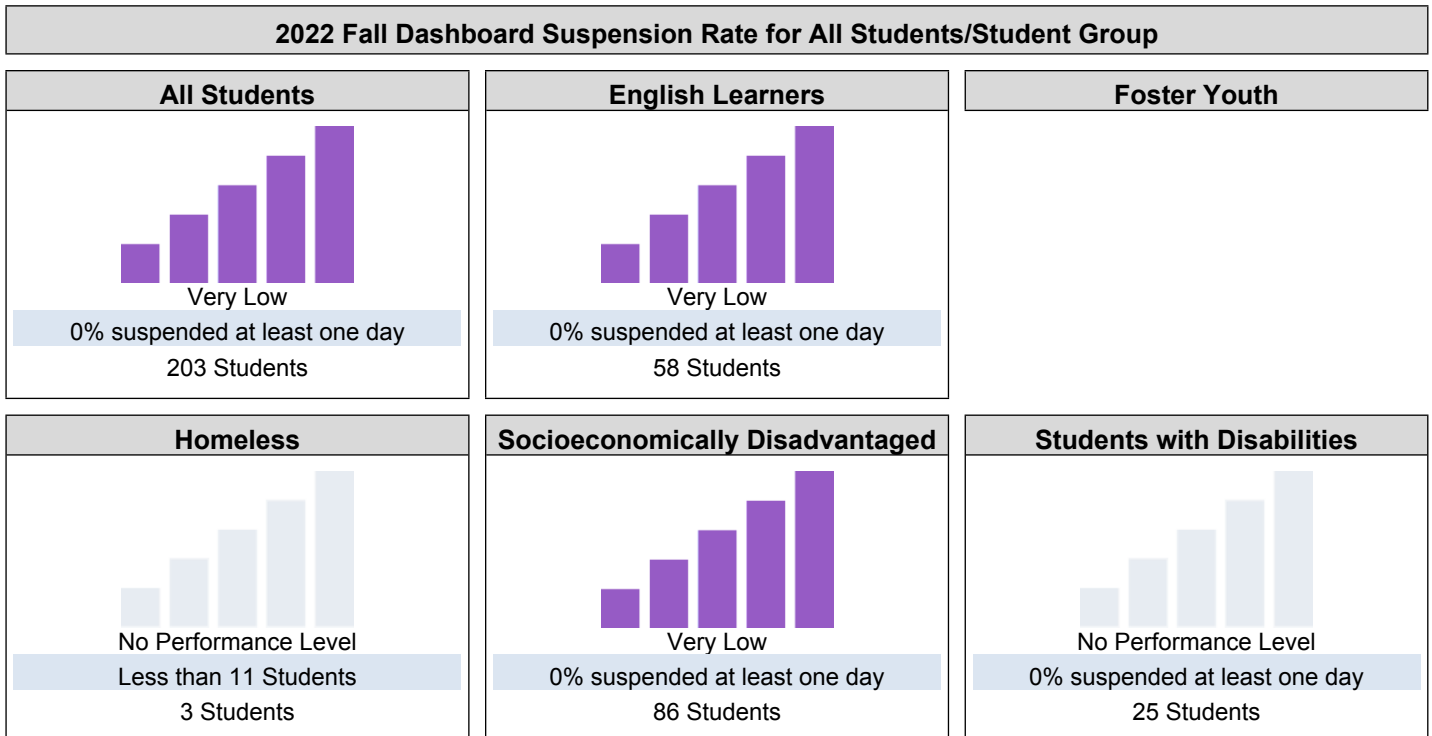
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



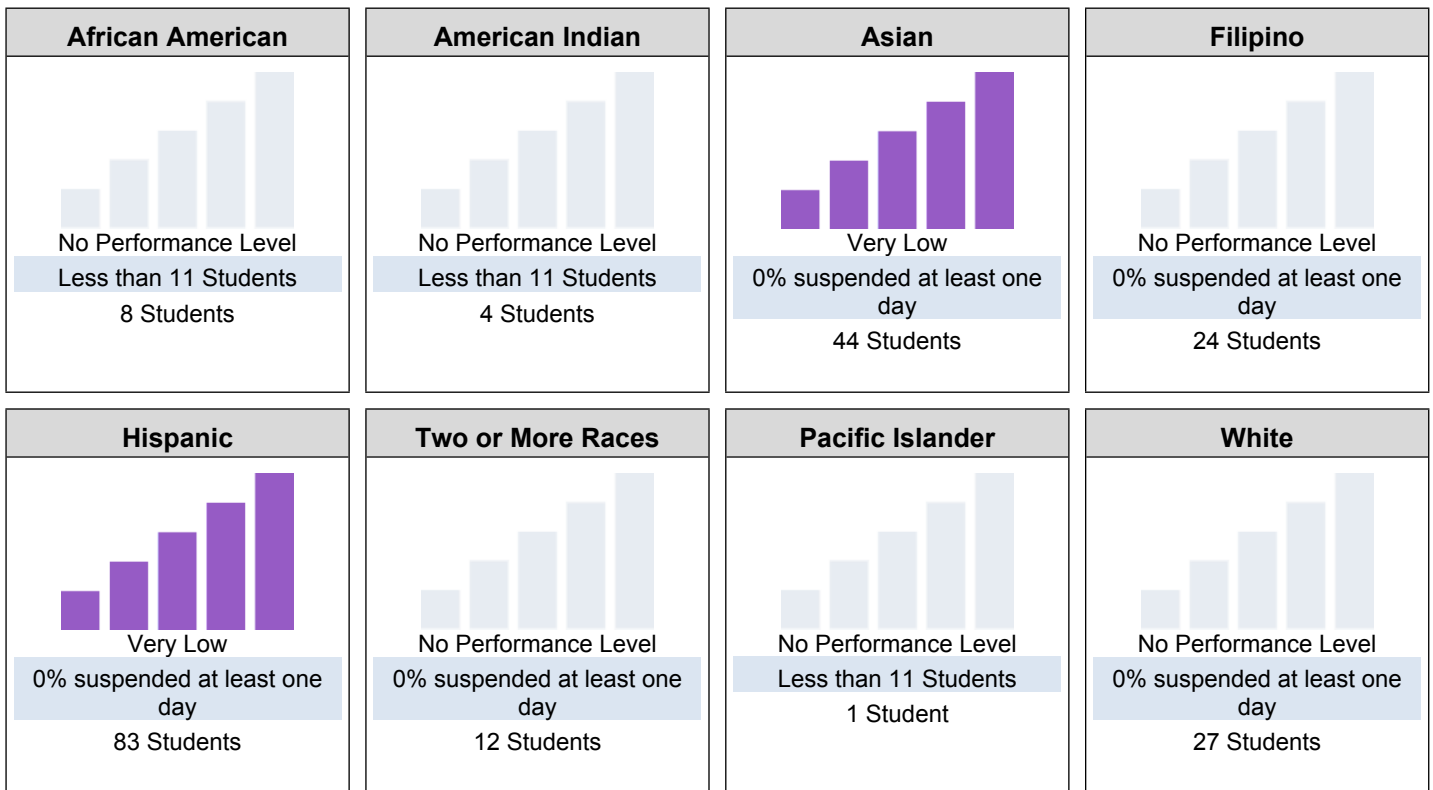
This section provides number of student groups in each level.



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:**

1. This serves as baseline data.
2. We had no suspensions in 21-22.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Culture and Community

## District Priorities/LCAP Goals/District Focus Areas Alignment

District priorities:

1. Use data to improve adult practice and student outcomes
2. Focus on students furthest from opportunity first to close gaps
3. Create high performing systems and teams

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Related focus area: MTSS

## Goal 1

We will build an inclusive culture based on learner agency, equity, health and wellness, and community connection.

## Identified Need

1. We will be onboarding a new group of students as we transition our current 7th graders to 8th grade and add new 6th graders. This will require teaching them about our core expectations, school-wide community agreements, and restorative practices.
2. The COVID-19 pandemic has been a source of collective trauma, and isolation has adversely impacted the overall wellbeing of students, staff, and families. Many students are presenting with fewer social skills, a lower level of understanding of how their behavior impacts others, and decreased social-emotional awareness.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Survey	TBD	TBD
Suspension/Expulsion Data	0%	.5%
Chronic absenteeism	23%	19%

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 a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.

### Strategy/Activity

Provide professional learning, coaching support, materials, and curriculum to strengthen and implement a social emotionally safe environment and equitable culture building practices to support students to achieve the Graduate Portrait in Vision 2035.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

Targeted Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures

7000

Targeted Allocation  
4000-4999: Books And Supplies

2000

Targeted Allocation  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.

### Strategy/Activity

Increase and improve mental health and wellness supports for targeted 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.

Amount(s)

Source(s)

1000

Targeted Allocation  
4000-4999: Books And Supplies

2000

Targeted Allocation

	2000-2999: Classified Personnel Salaries
1000	Targeted Allocation 1000-1999: Certificated Personnel Salaries

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Emerging multilingual students (aka English learners)

#### Strategy/Activity

Provide translation services to allow non-English speaking families to participate in school and district services and activities.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Targeted Allocation 2000-2999: Classified Personnel Salaries

### 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 a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.

#### Strategy/Activity

Increase meaningful engagement through educational opportunities for parents and families, site events and volunteerism. Support family events with food, materials, and childcare.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Targeted Allocation 2000-2999: Classified Personnel Salaries
1500	Targeted Allocation 4000-4999: Books And Supplies



## 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 a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.

### Strategy/Activity

Support the transition of new students to Huerta through the W.E.B. (Where Everyone Belongs) program; this includes training for the staff advisors, training for the students, materials/supplies/food for student training and WEB events, and additional hours for staff for summer Orientation and during the year after-school activities.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Targeted Allocation  
1000-1999: Certificated Personnel Salaries

2500

Targeted Allocation  
4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

We provided training to two teachers so they could attend WEB leader training, which focuses on building a mentor/new student support program which was implemented in fall 2022: these students ran New Student Orientation. Translation services were used for family meetings. Teachers were trained in responsive practices, and they regularly implemented the strategies; restorative justice strategies are used to respond to student behavior. We discovered that students needed more structure for schoolwide restorative practice implementation, so we developed schoolwide community agreements. The district SEL survey was administered but we have not yet received data. An SEL curriculum was purchased for use in advisory. We also partnered with YWCA to provide Teen Empowerment presentations to all classrooms.

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

None

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.

WEB's role will be expanded next year to go beyond just Orientation. They will be ambassadors for new students, lead lunchtime activities, and do classroom presentations. Our work with YWCA will expand next year, but at no cost to us. Money was added to activities because of the increase in students and staff that will occur as we add 8th grade in 23-24.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Design for Learning

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

District priorities:

1. Use data to improve adult practice and student outcomes
2. Focus on students furthest from opportunity first to close gaps
3. Create high performing systems and teams

## Goal 2

All students will make measurable annual progress toward mastering California Standards and developing the attributes of the graduate portrait. We will raise student achievement overall and reduce the achievement gap between student groups.

## Identified Need

We need to increase achievement and opportunity for various student groups (Latinx, Emergent multilingual, students with IEPs, and Low-Income) in both reading and math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	ELA = 47.18 % of students met/exceeded Math = 31.45% of students met/exceeded	ELA = 53% of students met/exceeded Math = 37% of students met/exceeded
Local Assessments (iReady)	Overall: (Spring) Reading = 48% on/above grade level; math = 34% on/above grade level Latinx: Reading = 33%, Math = 20% Emergent Multilingual: Reading = 4%, math = 1% Students with IEPs: Reading = 13%, Math = 3% Low Income: Reading = 21%, Math = 14%	reading = 53% on/above grade level, math = 40% on/above grade level, all subgroups increase by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Emerging multilingual students (aka English learners) Reclassification Rate	11% from 21-22	reclassification will improve by 5%

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)

Emerging multilingual students (aka English learners)

#### Strategy/Activity

Provide designated ELD for emergent multilingual students, and provide the instructional scaffolds, in the form of integrated ELD, needed for emergent multilinguals to access rigorous content standards. Provide professional development and collaboration (release time/hourly pay) for teachers in integrated (all teachers) and designated ELD (ELD teachers) (instructional planning and strategy implementation - subs, hourly time cards, materials, curriculum, and supplies)

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Targeted Allocation 1000-1999: Certificated Personnel Salaries
2000	Targeted Allocation 4000-4999: Books And Supplies

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.

#### Strategy/Activity

We will vertically align priority standards, design competency-based units, and develop common assessments to measure students' mastery of the standards. Teams will participate in the cycle of inquiry around student success data.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4000

Targeted Allocation  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.

Strategy/Activity

Implement the cycle of inquiry process within grade-level departments to monitor tier 1 instruction and identify the need for tier 2 and 3 supports. Provide tier 1 classroom supports for student academic success. Training in the cycle of inquiry will be provided 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.

Amount(s)

Source(s)

2000

Targeted Allocation  
1000-1999: Certificated Personnel Salaries

400

Targeted Allocation  
4000-4999: Books And Supplies

2000

Targeted Allocation  
5000-5999: Services And Other Operating Expenditures

### 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 a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.

Strategy/Activity

Provide staff with collaboration time, professional learning, coaching support, and instructional materials to strengthen and implement instructional priorities to support students to achieve the Graduate Portrait in Vision 2035.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Targeted Allocation 1000-1999: Certificated Personnel Salaries
800	Targeted Allocation 4000-4999: Books And Supplies
5000	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures
10000	Targeted Allocation 5000-5999: Services And Other Operating Expenditures

### 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 a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.

#### Strategy/Activity

Provide additional support to students with tier 2 and 3 academic needs through after-school 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.

Amount(s)	Source(s)
2000	Targeted Allocation 2000-2999: Classified Personnel Salaries
1000	Targeted Allocation 4000-4999: Books And Supplies
3000	Targeted Allocation 1000-1999: Certificated Personnel Salaries

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.

#### Strategy/Activity

Purchase book collections for the library, focusing on high interest areas, accessible texts at a variety of reading levels, and books that support English language development.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Targeted Allocation  
4000-4999: Books And Supplies

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.

#### Strategy/Activity

Support academic field trips and/or speakers to extend learning beyond the walls of the classroom.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Targeted Allocation  
5700-5799: Transfers Of Direct Costs

2734

Targeted Allocation  
5800: Professional/Consulting Services And Operating Expenditures

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.

#### Strategy/Activity

Hire a 20% Project-Based Learning Coach to support teachers in implementing PBL in order to increase student engagement and authentic assessment.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

28035

Targeted Allocation  
1000-1999: Certificated Personnel Salaries

9343

Targeted Allocation  
3000-3999: Employee Benefits

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

All students, with a particular focus on emerging multilingual students (aka English learners)

Strategy/Activity

The EL Steering Committee with analyze EL data, track students' progress, and identify necessary supports.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Targeted Allocation  
2000-2999: Classified Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Professional learning and collaboration was used by all teachers. Students made progress in mastering standards, but teachers found that because of COVID and how it impacted instruction, many students were missing foundational math skills.



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

Less money was spent from the Targeted allocation on teacher collaboration and creation of competency-based unit/lesson plans because this activity was paid for through district funds. 23-24 will be the last year this occurs.

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.

A 20% Project-Based Learning Coach will be hired to support teachers in implementing PBL in order to increase student engagement and authentic assessment.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Social Justice

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 3

Students, staff, and community of all identities and intersectionalities will feel connected, engaged, included, and respected. An equity lens will be applied to all programs and policies to address bias and the impact of historical trauma and systematic oppression.

## Identified Need

Historically, district and school policies around dress code, discipline, etc. have adversely impacted BIPOC students, resulting in their disproportionate suspension and expulsion, as well as a lack of feeling welcomed and included. After seeing the impact of being in distance learning on students, it is clear that opportunities for students to be engaged and connected to school and each other are particularly important.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Survey	TBD	TBD
Student/staff/family surveys	TBD	TBD

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 a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.

### Strategy/Activity

A consultant has been hired to support equity-based instruction and implement systemic school-wide restorative practices.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.

### Strategy/Activity

The implementation and impact of restorative practices will be regularly monitored, analyzed, and if necessary, adjusted, by admin and staff during staff meetings and additional collaboration time.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Targeted Allocation 1000-1999: Certificated Personnel Salaries
2000	Targeted Allocation 2000-2999: Classified Personnel Salaries

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.

### Strategy/Activity

Provide opportunity and access to a variety of programs and clubs (art, music, technology, etc) that correspond to students interests and support engagement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

10000	Targeted Allocation 4000-4999: Books And Supplies
5000	Targeted Allocation 1000-1999: Certificated Personnel Salaries
1000	Targeted Allocation 2000-2999: Classified Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Anti-bias policies were developed and implemented. Clubs and elective programs were implemented and supported. The Healthy Kids Survey that measures student connection to school was not implemented because only 7th graders were given the survey, and we had no 7th graders.

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

Less money was spent on after-school activities than planned because of state-provided funds.

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.

Allocation for activity 3 has been increased to account for the increased student population. We are awaiting results from the SEL survey.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### 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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### 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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### 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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### 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.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$135,812.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Targeted Allocation	\$135,812.00

Subtotal of state or local funds included for this school: \$135,812.00

Total of federal, state, and/or local funds for this school: \$135,812.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	135,812	0.00

## Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	135,812.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	59,035.00
2000-2999: Classified Personnel Salaries	13,000.00
3000-3999: Employee Benefits	9,343.00
4000-4999: Books And Supplies	28,700.00
5000-5999: Services And Other Operating Expenditures	12,000.00
5700-5799: Transfers Of Direct Costs	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	12,734.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	59,035.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	13,000.00
3000-3999: Employee Benefits	Targeted Allocation	9,343.00
4000-4999: Books And Supplies	Targeted Allocation	28,700.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	12,000.00

5700-5799: Transfers Of Direct Costs	Targeted Allocation	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	12,734.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,000.00
Goal 2	84,812.00
Goal 3	22,000.00

# 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
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Dawnel Sonntag	Principal
Brooke Chaloux	Other School Staff
Swati Daniel	Other School Staff Parent or Community Member
Jessica McClarty	Other School Staff Parent or Community Member
Whitney Uyeda	Classroom Teacher
Nicole Piscionere	Classroom Teacher
Lavernie Chen	Secondary Student
Maryluz Gonzalez	Parent or Community Member
Meenakshi Sridar Raju	Parent or Community Member
Lani Matsumura	Classroom Teacher

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**



English Learner 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 5/17/23.

Attested:



Principal, Dawnel Sonntag on May 17, 2023



SSC Chairperson, Jessica McClarty on May 17, 2023