

# 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
Wisburn Middle School	19651696023832	November 2023	November 16 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

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.

Wisburn Middle School (WMS) currently serves 974 students in grades 6-8. We pride ourselves in providing a personalized learning experience to a diverse group of students consisting of nearly 56% Hispanic, 18% African American, and 14% White students with 37% of the student population identifying as socioeconomically disadvantaged. We personalize the learning experience with dedicated grade level teams that provide not only rigorous learning opportunities, but also address and support the social-emotional needs of their students through an organized advisory period called Pod.

In alignment with the Wisburn Unified School District Local Control Accountability Plan and in meeting the ESSA requirements, Wisburn Middle School has set the following goals for the School Site Plan for Student Achievement:

### Goal 1- Safety

Wisburn Middle School will ensure equitable conditions of learning to all students through safe and secure campuses, access to highly qualified teachers and required materials, as well as programs and resources to ensure their social-emotional wellbeing.

### Goal 2- Student Centered

Wisburn Middle School will ensure an instructional program that is focused on supporting individual student growth and achievement, as well as social-emotional development, by creating systems that meet the needs of all students.

### Goal 3- Future Ready

Wiseburn Middle School will ensure that students are equipped for future success by focusing on collaboration, critical thinking, problem solving, and creativity across all curricular areas, while also nurturing student growth as confident, resilient learners, and responsible citizens.

**Goal 4-Community and Collaboration/DEI**

Wiseburn Middle School will increase family and community involvement in school activities and decisions and ensure regular communication with families through multiple formats.

**Goal 5- Organization Strength**

Wiseburn Middle School will regularly evaluate and manage organization procedures and practices in order to maintain a strong fiscal position in support of advancing school site goals.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components ..... 5
  - Data Analysis ..... 5
  - Surveys ..... 5
  - Classroom Observations ..... 6
  - Analysis of Current Instructional Program..... 6
- Educational Partner Involvement ..... 14
- Resource Inequities ..... 14
- School and Student Performance Data ..... 16
  - Student Enrollment..... 16
  - CAASPP Results..... 18
  - ELPAC Results ..... 22
  - Student Population ..... 25
  - Overall Performance ..... 27
  - Academic Performance ..... 29
  - Academic Engagement ..... 35
  - Conditions & Climate..... 38
- Goals, Strategies, & Proposed Expenditures..... 40
  - Goal 1..... 40
  - Goal 2..... 45
  - Goal 3..... 53
  - Goal 4..... 57
  - Goal 5..... 62
- Budget Summary ..... 65
  - Budget Summary ..... 65
  - Other Federal, State, and Local Funds ..... 65
- Budgeted Funds and Expenditures in this Plan ..... 66
  - Funds Budgeted to the School by Funding Source..... 66
  - Expenditures by Funding Source ..... 66
  - Expenditures by Budget Reference ..... 66
  - Expenditures by Budget Reference and Funding Source ..... 66
  - Expenditures by Goal ..... 67
- School Site Council Membership ..... 68
- Recommendations and Assurances ..... 69

Instructions.....70  
    Instructions: Linked Table of Contents.....70  
    Purpose and Description.....71  
    Educational Partner Involvement .....71  
    Resource Inequities .....71  
Goals, Strategies, Expenditures, & Annual Review .....72  
    Annual Review .....73  
    Budget Summary .....74  
    Appendix A: Plan Requirements .....76  
    Appendix B:.....79  
    Appendix C: Select State and Federal Programs .....81

# 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).

Wiseburn Middle School values input from all our staff, students, and families. For this reason, families participate in an annual survey, which offers multiple choice and open-response options for suggestions and concerns. Results provide insight into parent views of key topics such as safety, academic programs, school communication, school climate, and overall satisfaction with the school. The parent survey was administered in Spring 2023.

Guardians/caretakers were asked how strongly they agreed or disagreed with the statement that their child had demonstrated continued growth in the 4 main content areas.

- 78% responded they "agree" or "strongly agree" that their child demonstrated continued growth in the area of Reading and Language Arts, while 17% "disagree".
- 83% responded they "agree" or "strongly agree" that their child demonstrated continued growth in the area of Math, while 9% "disagree".
- 85% responded they "agree" or "strongly agree" that their child demonstrated continued growth in the area of Social Science/History, while 11% "disagree".
- 91% responded they "agree" or "strongly agree" that their child demonstrated continued growth in the area of Science, while 7% "disagree" or "strongly disagree".

83% of respondents "agree" or "strongly agree" that staff members set high academic expectations for students.

The social-emotional well being of students is an assurance of our district and school. When asked if their child feels safe at school, 85% "agree" or "strongly agree" that their child feels safe at school. This is a 4% increase from the previous year.

Families were also asked to provide feedback on the types of workshops they are interested in. The most popular topic was Social Emotional Learning, with 62% of respondents selecting that option. The next two most commonly selected topics were Mathematics (41%) and Parent Education (45%).

The CA Healthy Kids Survey is administered annually to students in the 7th grade. Students reported the following.

- 61% of students reported that the statement there are "caring adults in school" is "pretty much true" or "very much true".
- 74% of students reported that the statement "high expectations-adults in school" is "pretty much true" or "very much true".
- 24% of students reported the statement "meaningful participation at school" is "pretty much true" or "very much true".
- 62% of students reported that they "agree" or "strongly agree" in the presence of "school connectedness".
- 62% of students reported that they "agree" or "strongly agree" in the presence of "academic motivation".
- 53% of students reported that they "agree" or "strongly agree" in the presence of the "promotion of parental involvement in school".

WMS staff members participated in the CA School Staff Survey, which anonymously collects feedback on teaching and learning at the school. The survey was administered in February 2023 and results indicated

## **Classroom Observations**

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

Formal observations are made through the professional development process allowing the administration to determine progress towards individual goals set in alignment with the California Standards for the Teaching Profession. Informal observations are conducted regularly and gather a myriad of information specifically focused on growth towards implementation of the California State Standards and the use of commonly designed lessons and common formative assessments.

## **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 in grades 6, 7, and 8 are tested using the CAASPP/SBAC system in May. This system assesses students in both English Language Arts and Mathematics along with Science for grade 8. All students also take the Renaissance STAR Reading and Math assessments multiple times throughout the year. This data is then used by teachers to determine growth and areas of improvement. Using grade level planning time, teachers can collaborate and adjust their instruction, small groups and pacing to meet the needs of all students.

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

Teachers administer ongoing common formative assessments and summative assessments to monitor and adjust their teaching. The Guiding Coalition (GC) leadership team leads the work of common formative assessments, aligned with essential standards, so that teachers can appropriately adjust instruction in real time. The GC members also lead their departments through an analysis of student work protocol and reflection process to make appropriate adjustments to their instruction. Through the cycle of improvement, teachers plan, do, analyze and reflect when planning lessons.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers and staff meet the highly qualified requirements of the Elementary and Secondary Education Act. The Guiding Coalition leads the Professional Learning Community (PLC) work within departments and supports the process of instructional inquiry and reflection on student achievement.

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

In the 2015/2016 school year, Wiseburn Unified adopted the College Preparatory Mathematics (CPM) curriculum for the math department. Math teachers were part of the curriculum selection and were provided training. In the 2017/2018 school year, Wiseburn Unified adopted Writers Workshop for the English Language Arts department. All English Language Arts teachers received training with a week long conference provided by Growing Ed. This year the ELA department continues implementing Readers Workshop strategies. An outside consultant, who has worked with the ELA department for over 14 years continues to support the department. StemScopes was formally adopted in Spring 2022 as the curriculum for the Science department. Department time is focused on ways to best utilize the curriculum for hands-on learning opportunities for students.

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

An annual meeting takes place at the start of each year with site administrators and Guiding Coalition leadership teams to review CAASPP results and to determine areas of need, focus, or emphasis. At this meeting data is compiled and analyzed to determine district-wide priorities. Areas of greatest need for professional development are also determined based on information from teacher surveys. The annual assessment information is analyzed and presented to district administrators who in turn take the information to their staffs and School Site Councils as part of the ongoing conversation to ensure all student needs are being met. Based upon the results of the achievement data, needs assessment, and current district goals, professional development opportunities emerge at both the district and site level. Over the last several years, the staff has played been an integral part in the decision making and planning of staff development opportunities. With the help of our Guiding Coalition, teachers have shared what areas they need additional support in and have then received teacher created professional development sessions. This year the district priorities include mathematics, student wellness and safety (SWS), writing, and reading, with a particular focus on mathematics and SWS.

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

- Guiding Coalition - Six teachers (representing all core content departments, physical education and special education) and school counselor are members of a leadership team called the Guiding Coalition. The purpose of this team is to work with the principal to move toward becoming a Professional Learning Community (PLC) and engaging in ongoing cycles of planning, reflection, and growth. The Guiding Coalition members meet twice per month with the principal to plan department collaboration meetings and professional development opportunities for staff.
- Talking Teaching Network- Senior researchers guide work in implementing the standards in Language Arts and Math. They work specifically with our Principal Work Group to support principals in planning staff development, Guiding Coalition meetings, and ensuring cohesion across school sites.
- CORE Learning: The math department is partnering with CORE learning in an effort to continually improve math instruction and learning for all students. This work includes workshops, planning, one-on-one coaching and classroom observations.
- Counseling Team- Wiseburn Middle School is supported by three counselors and multiple counseling interns. The team of counselors work together along with school administration and school psychologists to support student social-emotional needs at the individual, small group and whole school level.
- District Behaviorist - A behaviorist supports teachers in creating and implementing personalized behavior support plans for students whose behavior is interfering with their success in school. The school psychologist facilitates this support for teachers and students.
- New Teacher Induction - The Wiseburn Unified School District provides a teacher mentoring program as part of a New Teacher Induction consortium. Wiseburn Middle School takes part in the South Bay Consortium group operated through Palos Verdes Unified School District, which brings together new teachers and mentors from throughout most South Bay school districts to collaborate and learn together.

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

- Common planning periods are created in the master schedule to provide built in collaboration time for grade specific department members.
- Teacher Collaboration Time: Every month departments are provided a 2 hour block of time to collaborate and further their work with essential standards and common formative assessments. These meetings are organized and facilitated by the Guiding Coalition members.
- Grade level teams meet twice a month to discuss the academic and behavior successes and challenges for their team of students. With frequent roll calls and check-ins, it ensures that all students are being seen and their needs are being addressed.



## **Teaching and Learning**

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

## Curriculum

The Wiseburn Middle School curriculum includes a balanced, comprehensive, standards-aligned core curriculum in language arts, math, history, science, physical education, health education, fine arts, and foreign language. Teaching at the middle school level is focused on student learning and designed to take advantage of adolescents' heightened curiosities about themselves and the world in which they live. Exploratory, elective and co-curricular programs at the middle level provide opportunities for all students to develop wide ranges of interests and abilities. Instruction is based on state standards and state-adopted materials. The Guiding Coalition members will continue to support departments in the area of assessing student work. Evaluation and revision of departmental curriculum plans and assessments will continue over the next school year. The curriculum at WMS emphasizes student mastery of content and direct application of learning. Teachers look to the inter-relatedness of knowledge and concepts to provide more powerful learning experiences for students by taking advantage of the natural connections across the disciplines and grade levels. The Guiding Coalition team will support this work with reintroducing Dolphin Powers, which are skills all WMS students will work on mastering across all content classes.

## Instructional Practices

Expectations for student performance are communicated consistently by teachers who articulate state standards via Learning Targets in daily lessons and clearly state expectations and applicable standards for major projects. Students evaluate their own work against standards-aligned criteria. For example, teachers create standards-aligned rubrics for social studies projects and essays. Exemplars are used to show students specifically what proficient-level work looks like. Students analyze their work using rubrics and checklists with their peers and teachers in the classroom and with their parents at home. Progress report and report card grades also involve a process of self reflection and self-monitoring. Students review grades and progress with teachers on a regular basis; the same information is available online to parents/caretakers and students via the Canvas learning management system. Explicit criteria are used and articulated to students and parents/caretakers for work habits and citizenship grades. At the start of the school year, families are provided with instructions to access grades online. Students receive their own log in and password, and parents/caretakers receive a separate log in and password allowing them to 'observe' student progress in each class. As part of the intervention program, instructors work with students to review grades online, develop goals for progress and create a plan for improvement in classes if needed.

Seeing the need to help students improve their organizational skills, WMS implemented the use of the Canvas learning management system, a one stop online dashboard where a student can access schoolwork, grades, and teacher contact links. During the first semester in POD period, students are taught organizational skills for their portfolios of student growth, evaluate and reflect on their academic progress, set short- and long-term goals, and set and review goals as related to their progress. In addition, the embedded daily POD period acts as a Tier 1 support, giving students extended individualized reading practice time tailored to their reading level as well as personalized math lessons and diagnostics with the IXL math program. The school wide Canvas system, digital portfolio for student growth, and student led conference program is also embedded into the POD period to further support student mastery of standards.

To provide for more in-depth standards-based instruction, the master schedule allows for extended block periods of time four days a week. On Monday, teachers meet with students in all periods. Tuesday through Friday teachers have three 85-minute instructional periods which provide time for teacher-directed, independent, and group work. To establish a structured and supportive learning environment, classrooms are managed using routines with clear expectations as developed by inter disciplinary teacher teams at each grade level. Teachers enhance standards-based learning by

incorporating differentiated instruction strategies, Webb's Depth of Knowledge, and Loyola Marymount University's Math Leadership by Design (MLD) strategies. All staff members help students experience a clear, organized, sequential progression in their learning from grade to grade promoting student understanding of how learning prepares them for middle school, high school and beyond. This progression is outlined in a sequence of instruction document that serves as a detailed pacing guide and includes essential standards, assessments, learning objectives, and resources. To encourage student engagement in their learning, teachers integrate creative activities using current technologies to include: Chromebooks, flat- screen televisions, Google Apps for Education, Google Classroom, document cameras, LCDs, and numerous programs. In addition, 100% of WMS' faculty maintains active course web based sites via Canvas sharing homework, class assignment reminders, pertinent educational links, and school information.

#### Assessment (Monitoring Program Effectiveness)

Standards aligned learning targets were developed by WMS faculty for all subjects and are used to provide a consistent purpose for what students learn. Learning targets, based on state standards, containing student-friendly language, and designed by staff for all curricular areas, are stated and discussed before and during lessons. At the time of assessment, these targets are discussed again to ensure that students (and parents when they review notes and evaluations) understand the learning and, most importantly, the relevance of the learning. Teachers provide students with challenging lessons and multiple opportunities to think critically and demonstrate their learning in a variety of ways. WMS uses data, accessed through multiple measures such as Accelerated Reader®, IXL, STAR Math, STAR Reading, informal observation, and common formative assessments for measuring student progress. This allows for development of appropriate instruction and school-wide academic interventions and enrichment, California State Standards, frameworks, adopted and aligned instructional materials, and common formative assessments are used as the coherent foundation for rigorous and non- repetitive curriculum and instruction. During department meetings, teachers align instruction and assessments to the needs of the students to meet standards. Instruction is adjusted to meet students' needs.

#### Auxiliary Services

The Wiseburn Unified School District offers a full range of special programs and services for identified students. WMS is committed to providing appropriate high quality services for students with special needs with an emphasis on collaborative and inclusive models including learning centers, Adaptive PE instruction within the general education PE classes, resource specialist programs, and specialized academic instruction classrooms. Physical and intellectual access to information is provided on an equitable basis to students who are learning English, economically disadvantaged, in special education, and gifted and talented, as well as students of average ability. Wiseburn Middle School's master scheduling practices allow for student participation in the core curriculum, electives, and physical education, as well as support service programs where needed.

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

The schoolwide bell schedule adheres to the recommendation, and students have access to instruction in all core content areas, as well as physical education and elective courses.

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

The master schedule has a built in English Language Development class for our EL students that need targeted support in language acquisition. There is also a Literacy Intervention course that is a semester long course, with the intention that students show growth and can exit after one semester. The course relies on data and curriculum from the Leveled Literacy Intervention curriculum. All other classes are scheduled throughout the day in periods 1 through 6. Every core class and grade level team has a lesson pacing schedule that maps out the standards, essential standards and units for the year.

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

All students receive standards-based instruction in the areas of language arts, mathematics, social studies, and science. All students have access to curriculum materials for their particular grade level. All subgroups, including English Learners, gifted and talented, special education, and socioeconomically disadvantaged students, receive support to increase academic achievement.

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

With the use of standards-aligned instructional materials and support, teachers ensure students learn grade level material that helps students transition to the next grade level with success. Additional programs like IXL, NewsELA, and Accelerated Reader are also used to supplement instruction and at times provide intervention for struggling students.

## **Opportunity and Equal Educational Access**

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

Wiseburn Middle School's goal is to implement a multi-tiered system of supports (MTSS) that serves to meet the needs of all students. The staff strongly emphasizes Tier 1 strategies such as intentional instructional grouping, frequent checks for understandings, ongoing common formative assessments, and student choice. These strategies are implemented to meet the needs of the majority of students and to address any learning gaps before a Tier 2 or 3 intervention is needed. For those with greater needs, Tier 2 and Tier 3 supports for both behavior and academics are available. These supports include but are not limited to behaviors plans, counseling sessions, participation in Student Success Club, Literacy Workshop intervention class, and special education services, as needed.

A system of positive behavior supports and intervention (PBIS) continues to be guided by the site principal, assistant principal, Community of Respect and Empathy (CORE) team, and collaboration with the counseling team. This year the CORE team is also working on districtwide goals and collaborating with CORE teams throughout the district.

Evidence-based educational practices to raise student achievement

WMS teachers consistently use evidence-based educational practices to raise student achievement. Such strategies include collaborative grouping, differentiated instruction, use of data for instructional decision-making, technological tools and universal screening tools.

## Parental Engagement

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

WMS holds Student Success Team (SST) meetings to support at promise students. These meetings can be initiated by the team of teachers or upon parent/guardian request. SST meetings bring together the school counselor, general education teachers, school psychologist, and parents/caretakers. The team discusses the needs, strengths, and challenges of the student and identify next steps and intervention strategies to assist the student. A timeline is established to subsequently monitor student progress and a follow-up SST meeting is scheduled if needed.

WMS pivoted away from only holding traditional parent teacher conferences and offered multiple parent and caretaker workshops to support families. Workshops were offered in the areas of technology support, ways to communicate with staff, supporting advocacy at home, and helping support adolescents. Staff will provide a hybrid of student workshops and parent teacher conferences in an effort to build more connectedness with families.

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 development of the ConApp is coordinated through a review of the Single Plan for Student Achievement which is a collaborative effort between the School Site Council and school staff.

## Funding

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

District funding and the WMS donation account funds have been utilized to provide teacher training in the area of the California State Standards, the Next Generation Science Standards, professional development, teaming for success, learning target development, lesson design, differentiated instruction, student data review, and technology training. All staff development is focused on goals set by staff which address those areas in most need of attention based on student assessment outcomes. At promise students' needs are addressed through staff development focused on teaching practices and the individual needs of students. Special Education funds are utilized to provide support for students with special needs. Resource support is provided as stated in each student's individualized education plan (IEP).

Additionally Title 1 funding is used to support mathematics and literacy support. Professional development and coaching in the area of mathematics is provided by Core Learning to address the math learning of all students. Additionally a library clerk will be added, to provide equitable access to literacy and texts for all students.

To support students both academically and social-emotionally, WMS employs 3 counselors that provide academic guidance and other needed supports. The counselors also facilitate and coordinate the school-wide and targeted interventions. To further promote positive choices in middle school, WMS provides a positive behavior intervention support plan for students. This plan involves extended day sports and activities, the CORE positive behavior program, student achievement awards and good behavior awards (WMS Student Merits), student incentives (Merit Market), student government, and student intramural sports at lunch and beyond the school day. In addition, 6th and 8th grade students are part of a school mentor-ship and outreach program entitled, Where Everybody Belongs (WEB).

## Fiscal support (EPC)

The district Local Control Accountability Plan (LCAP) has designated funding for our counseling team and expansion of PLTW and CTE courses.

## **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, comprised of teachers, students, parents, and administrators, were part of the planning process and review of the SPSA during the November and January meetings.

## **Resource Inequities**

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

None



# School and Student Performance Data

## Student Enrollment

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.21%	0.21%	1	2	2
African American	16.6%	16.11%	16.7%	162	154	162
Asian	3.4%	3.35%	4.12%	33	32	40
Filipino	1.4%	1.36%	1.96%	14	13	19
Hispanic/Latino	59.0%	58.47%	56.7%	577	559	550
Pacific Islander	0.4%	0.73%	0.52%	4	7	5
White	12.1%	12.13%	10.62%	118	116	103
Multiple/No Response	6.9%	7.11%	8.35%	67	68	81
<b>Total Enrollment</b>				978	956	970

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	315	312	313
Grade 7	324	322	329
Grade 8	339	322	328
<b>Total Enrollment</b>	978	956	970

### Conclusions based on this data:

1. Race/ethnicity data indicate that our largest student group continues to be Hispanic/Latino at 58%.
2. Grade level data showed that we are experiencing a slight decline in enrollment for 6th grade, but that matriculating grade levels stayed relatively stable and even increased in grade 7.
3. Student enrollment by subgroup remained relatively consistent from the 21-22 to 22-23 school year.



# 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	56	58	54	5.7%	6.1%	5.6%
Fluent English Proficient (FEP)	215	201	200	22.0%	21.0%	20.6%
Reclassified Fluent English Proficient (RFEP)	19			33.9%		

### Conclusions based on this data:

1. A very slight increase in English Learners occurred between 21-21 and 21-22 with an additional 2 students.
2. There is an emphasis and focus on reclassifying English Learners and providing appropriate supports to see the number of students reclassifying staying steady or increasing.

# 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	315	311	309	0	311	304	0	311	304	0.0	100.0	98.4
Grade 7	326	326	328	0	325	327	0	325	327	0.0	99.7	99.7
Grade 8	338	321	328	0	317	324	0	317	324	0.0	98.8	98.8
All Grades	979	958	965	0	953	955	0	953	955	0.0	99.5	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		2547.	2541.		20.26	21.38		36.33	36.18		27.65	24.34		15.76	18.09
Grade 7		2605.	2583.		31.08	23.85		44.92	42.81		16.62	20.49		7.38	12.84
Grade 8		2609.	2631.		26.50	32.10		47.00	47.53		19.87	17.28		6.62	3.09
All Grades	N/A	N/A	N/A		26.02	25.86		42.81	42.30		21.30	20.63		9.86	11.20

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		25.08	24.67		56.59	53.95		18.33	21.38			
Grade 7		31.08	26.91		60.00	61.47		8.92	11.62			
Grade 8		27.44	29.01		64.35	62.96		8.20	8.02			
All Grades		27.91	26.91		60.34	59.58		11.75	13.51			

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		17.68	17.43		61.09	61.51		21.22	21.05
Grade 7		42.46	33.64		52.00	53.21		5.54	13.15
Grade 8		28.39	36.73		60.57	59.88		11.04	3.40
All Grades		29.70	29.53		57.82	58.12		12.49	12.36

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		22.83	16.78		69.45	74.34		7.72	8.88
Grade 7		13.23	15.29		80.92	76.15		5.85	8.56
Grade 8		21.77	24.38		74.45	74.38		3.79	1.23
All Grades		19.20	18.85		75.03	74.97		5.77	6.18

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		20.26	23.68		71.06	64.14		8.68	12.17
Grade 7		31.38	20.49		62.46	69.42		6.15	10.09
Grade 8		31.55	36.73		64.35	61.11		4.10	2.16
All Grades		27.81	27.02		65.90	64.92		6.30	8.06

**Conclusions based on this data:**

1. 2022-2023 data indicates that nearly 80% of 8th grade students "met" or "exceeded" the standards, which outperformed other grade levels.
2. 2022-2023 data indicates that students performed highest or "above standard" the most in the area of writing with 29.23% of all students "above standard".
3. Although the highest percentage of students that were "above standard" was in writing, this area is still an area of growth with 12.36% of students scoring "below 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	315	311	309	0	311	305	0	311	305	0.0	100.0	98.7
Grade 7	326	326	328	0	325	328	0	325	328	0.0	99.7	100.0
Grade 8	338	321	328	0	318	324	0	318	324	0.0	99.1	98.8
All Grades	979	958	965	0	954	957	0	954	957	0.0	99.6	99.2

\* 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		2526.	2524.		17.36	20.00		25.40	23.61		29.90	27.87		27.33	28.52
Grade 7		2577.	2556.		30.77	21.65		25.85	28.66		26.46	25.61		16.92	24.09
Grade 8		2565.	2591.		17.61	26.85		24.21	27.78		34.28	24.07		23.90	21.30
All Grades	N/A	N/A	N/A		22.01	22.88		25.16	26.75		30.19	25.81		22.64	24.56

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		18.65	21.31		52.09	47.54		29.26	31.15	
Grade 7		32.31	25.30		51.08	49.70		16.62	25.00	
Grade 8		21.70	26.85		59.12	53.70		19.18	19.44	
All Grades		24.32	24.56		54.09	50.37		21.59	25.08	

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		10.93	16.72		56.59	51.15		32.48	32.13
Grade 7		25.85	20.12		57.85	56.71		16.31	23.17
Grade 8		15.72	26.54		62.26	58.02		22.01	15.43
All Grades		17.61	21.21		58.91	55.38		23.48	23.41

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		16.40	17.70		65.92	58.36		17.68	23.93
Grade 7		25.23	21.65		61.85	62.50		12.92	15.85
Grade 8		16.04	22.84		66.35	62.65		17.61	14.51
All Grades		19.29	20.79		64.68	61.23		16.04	17.97

**Conclusions based on this data:**

1. Nearly 50% of WMS students "exceeded" or "met" the standards in mathematics, which is roughly a 2 percent increase from last year.
2. 25% of students scored "above standard" in the area of Concepts and Procedures, indicating this is a strength.
3. Although Concepts and Procedures had the highest percentage of students "above standard", it had an equal percentage of students, 25%, scoring "below standard" indicating students struggling in this area need additional supports.

# 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	1546.9	1542.6	1531.9	1540.6	1535.2	1530.2	1552.7	1549.5	1533.3	16	27	20
7	1552.0	1562.5	1528.7	1551.1	1562.8	1532.2	1552.3	1562.1	1524.7	20	16	18
8	1567.7	1594.1	1564.5	1562.6	1596.2	1571.0	1572.2	1591.6	1557.3	21	17	15
All Grades										57	60	53

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	18.75	29.63	20.00	62.50	44.44	45.00	12.50	14.81	25.00	6.25	11.11	10.00	16	27	20
7	25.00	43.75	22.22	45.00	37.50	22.22	25.00	12.50	38.89	5.00	6.25	16.67	20	16	18
8	33.33	47.06	46.67	52.38	52.94	33.33	4.76	0.00	6.67	9.52	0.00	13.33	21	17	15
All Grades	26.32	38.33	28.30	52.63	45.00	33.96	14.04	10.00	24.53	7.02	6.67	13.21	57	60	53

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	43.75	44.44	40.00	50.00	40.74	40.00	6.25	3.70	10.00	0.00	11.11	10.00	16	27	20
7	35.00	43.75	27.78	45.00	50.00	50.00	15.00	6.25	11.11	5.00	0.00	11.11	20	16	18
8	42.86	64.71	66.67	42.86	35.29	13.33	9.52	0.00	6.67	4.76	0.00	13.33	21	17	15
All Grades	40.35	50.00	43.40	45.61	41.67	35.85	10.53	3.33	9.43	3.51	5.00	11.32	57	60	53

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	12.50	14.81	10.00	18.75	37.04	30.00	62.50	25.93	35.00	6.25	22.22	25.00	16	27	20
7	15.00	25.00	5.56	30.00	25.00	22.22	45.00	43.75	38.89	10.00	6.25	33.33	20	16	18
8	19.05	23.53	20.00	38.10	64.71	40.00	28.57	11.76	20.00	14.29	0.00	20.00	21	17	15
All Grades	15.79	20.00	11.32	29.82	41.67	30.19	43.86	26.67	32.08	10.53	11.67	26.42	57	60	53

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	37.50	18.52	15.00	56.25	70.37	70.00	6.25	11.11	15.00	16	27	20
7	10.00	0.00	22.22	75.00	75.00	50.00	15.00	25.00	27.78	20	16	18
8	14.29	17.65	20.00	76.19	82.35	66.67	9.52	0.00	13.33	21	17	15
All Grades	19.30	13.33	18.87	70.18	75.00	62.26	10.53	11.67	18.87	57	60	53

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	68.75	66.67	65.00	31.25	25.93	30.00	0.00	7.41	5.00	16	27	20
7	80.00	93.75	66.67	20.00	6.25	22.22	0.00	0.00	11.11	20	16	18
8	80.95	82.35	80.00	14.29	17.65	6.67	4.76	0.00	13.33	21	17	15
All Grades	77.19	78.33	69.81	21.05	18.33	20.75	1.75	3.33	9.43	57	60	53

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	18.75	18.52	5.00	31.25	40.74	45.00	50.00	40.74	50.00	16	27	20
7	15.00	18.75	11.11	55.00	50.00	27.78	30.00	31.25	61.11	20	16	18
8	28.57	29.41	20.00	42.86	70.59	40.00	28.57	0.00	40.00	21	17	15
All Grades	21.05	21.67	11.32	43.86	51.67	37.74	35.09	26.67	50.94	57	60	53

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	25.00	33.33	45.00	68.75	62.96	45.00	6.25	3.70	10.00	16	27	20
7	15.00	18.75	16.67	85.00	81.25	61.11	0.00	0.00	22.22	20	16	18
8	14.29	23.53	26.67	85.71	76.47	60.00	0.00	0.00	13.33	21	17	15
All Grades	17.54	26.67	30.19	80.70	71.67	54.72	1.75	1.67	15.09	57	60	53

**Conclusions based on this data:**

1. The data for 2022-2023 indicates that a higher percentage of students scored a Level 2 or Level 1 than the previous year, which indicates a need to better support EL students.
2. Students performed better in the Listening and Writing domains than in 21-22.

3. The Reading domain continues to be an area of growth, with only 11% of students scoring "well developed".



# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
970	33.7	5.6	0.2
Total Number of Students enrolled in Wiseburn 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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	5.6
Foster Youth	2	0.2
Homeless	3	0.3
Socioeconomically Disadvantaged	327	33.7
Students with Disabilities	96	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	162	16.7
American Indian	2	0.2
Asian	40	4.1
Filipino	19	2
Hispanic	550	56.7
Two or More Races	81	8.4
Pacific Islander	5	0.5
White	103	10.6

### Conclusions based on this data:

- Nearly 39% of the student population were comprised of socioeconomically disadvantaged students, which was about 1 percent less from the previous year.

2. The student groups based on race/ethnicity have remained relatively the same from the previous year.
3. 8.5% of the student population were students with disabilities.

# School and Student Performance Data

## Overall Performance

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. Students in the area of English Language Arts scored a "Green" performance level, indicating relatively strong scores in ELA.
2. Students in the area of Mathematics did not perform as well as in the area of English Language Arts, scoring a "Orange" performance level.

3. The categories that are areas of improvement include Chronic Absenteeism , which scored a "Red" and the English Learner Progress category which scored an "Orange".

# School and Student Performance Data

## Academic Performance English Language Arts

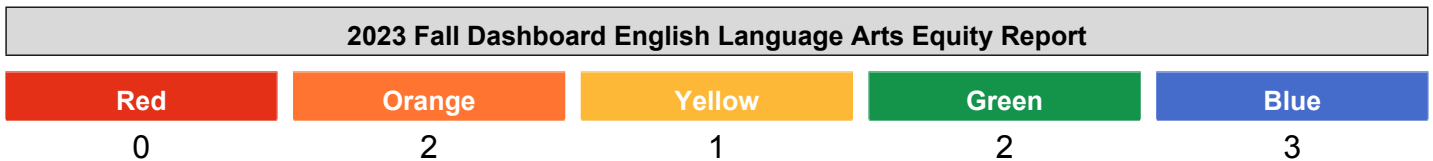
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 36.8 points above standard Maintained -1.3 points 944 Students	<b>English Learners</b>  Orange 29.7 points below standard Decreased -10.9 points 117 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 3 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 8 points above standard Decreased -5.4 points 375 Students	<b>Students with Disabilities</b>  Orange 49 points below standard Maintained +2.1 points 96 Students

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

African American	American Indian	Asian	Filipino
 Green 28.1 points above standard Decreased Significantly - 15.2 points 159 Students	Less than 11 Students  2 Students	 Blue 87.7 points above standard Maintained +1.6 points 38 Students	88.2 points above standard Increased Significantly +57.4 points 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 24.8 points above standard Maintained -2.6 points 540 Students	 Blue 65.5 points above standard Increased +10.5 points 76 Students	Less than 11 Students  5 Students	 Blue 71.6 points above standard Increased +9.4 points 100 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
100.9 points below standard Decreased Significantly -24.6 points 42 Students	10.2 points above standard Decreased -9.9 points 75 Students	43.5 points above standard Maintained -2.6 points 699 Students

**Conclusions based on this data:**

- Both the English Learners and Students With Disabilities scored in the "Orange", with 29.7 points below the standard and 49 points below the standard respectively.
- The Hispanic ethnic/race group, which comprises the majority of Wiseburn Middle School's student population, received a "Green" score, with students scoring 24.8 points above standard.
- Although current English Learners are scoring 100.9 points below standard, reclassified English Learners are having success and scoring 10.2 points above standard.

# School and Student Performance Data

## Academic Performance Mathematics

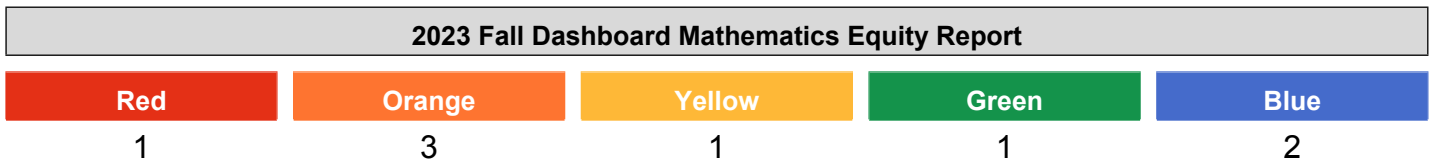
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 9.9 points below standard Maintained +0.7 points 944 Students	<b>English Learners</b>  Orange 90.3 points below standard Decreased Significantly -26.5 points 117 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 3 Students	<b>Socioeconomically Disadvantaged</b>  Orange 48.8 points below standard Decreased -8.2 points 375 Students	<b>Students with Disabilities</b>  Red 101 points below standard Maintained +0.4 points 96 Students

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

African American	American Indian	Asian	Filipino
 Yellow 21 points below standard Decreased -3.6 points 159 Students	Less than 11 Students  2 Students	 Blue 72.4 points above standard Increased Significantly +25.3 points 38 Students	48.7 points above standard Increased Significantly +18.5 points 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 30.6 points below standard Decreased -6.6 points 540 Students	 Green 31.4 points above standard Increased +11.4 points 76 Students	Less than 11 Students  5 Students	 Blue 51 points above standard Increased Significantly +26.3 points 100 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
182.6 points below standard Decreased Significantly -59.1 points 43 Students	40.7 points below standard Decreased Significantly -17.3 points 75 Students	0.7 points above standard Maintained +2.6 points 699 Students

#### Conclusions based on this data:

1. Socioeconomically Disadvantaged students and English Learners both scored level "Orange" in Mathematics, scoring 48.8 points below standard and 90.3 points below standard.
2. Students With Disabilities scored level "Red", scoring 101 points below standard.
3. Unlike in English Language Arts, where reclassified English Learners scored above standard, both the Current English Learners and Reclassified English Learners groups scored well below the standard.



# School and Student Performance Data

## Academic Performance English Learner Progress

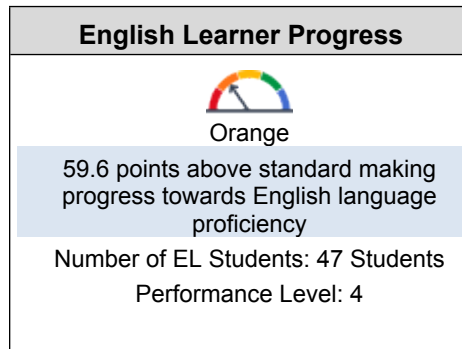
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	12	4	24

#### Conclusions based on this data:

1. The English Learner Progress indicator level is "Orange" with students earning 59.6 points above standard.
2. 51% of English Learners progressed at least one ELPI level from the 2022 ELPAC to the 2023 ELPAC assessment.
3. Although a relatively low percentage, 14.9% of students decreased by one ELPI level, which is an area of focus moving forward.

# School and Student Performance Data

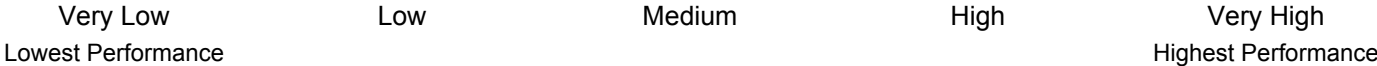
## Academic Performance College/Career Report

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

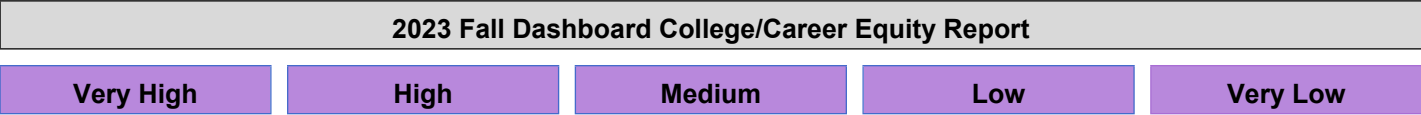
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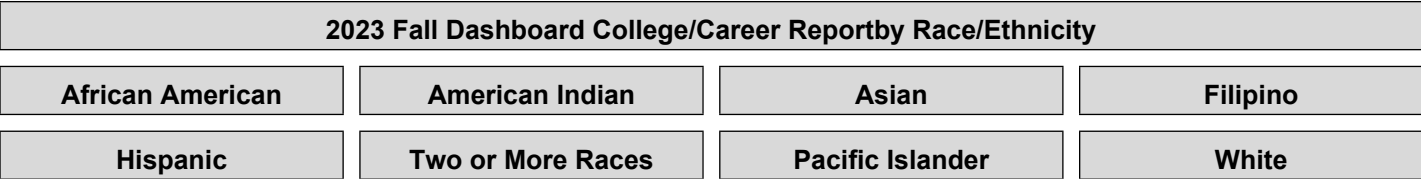
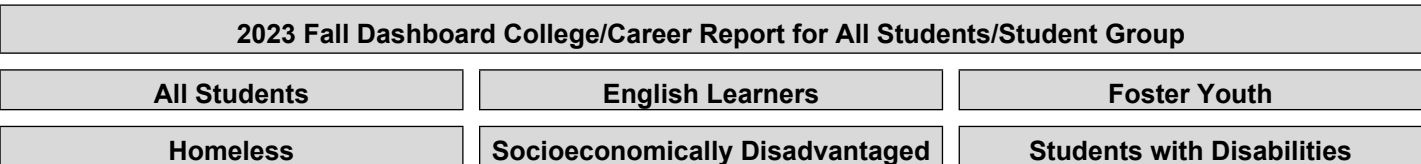
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



### Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

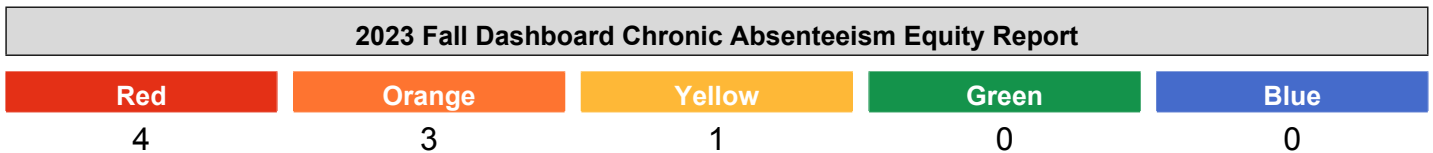
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>14.7% Chronically Absent</p> <p>Increased Significantly 5.3</p> <p>987 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>32.8% Chronically Absent</p> <p>Increased 13</p> <p>58 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>19.3% Chronically Absent</p> <p>Increased Significantly 6.7</p> <p>393 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>19.8% Chronically Absent</p> <p>Increased 7.2</p> <p>106 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 Red 10.5% Chronically Absent Increased Significantly 4.9 162 Students	Less than 11 Students 2 Students	 Orange 15% Chronically Absent Increased 5.6 40 Students	5.6% Chronically Absent Increased 5.6 18 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 16.6% Chronically Absent Increased Significantly 6.2 565 Students	 Orange 13.8% Chronically Absent Increased 9.8 87 Students	Less than 11 Students 6 Students	 Yellow 11.2% Chronically Absent Declined -0.6 107 Students

**Conclusions based on this data:**

1. The only student group to not score in level "Red" was Students with Disabilities.
2. The race/ethnic groups with the most chronic absenteeism were the Hispanic and Asian groups.
3. The only race/ethnic group whose chronic absenteeism declined was the White group, which declined by .6.

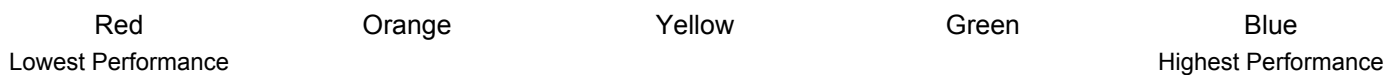
# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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

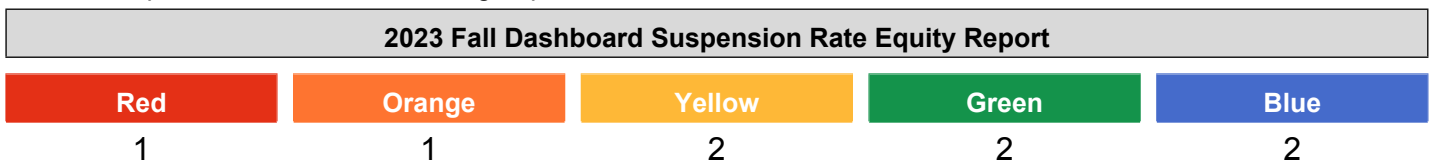
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 2.6% suspended at least one day Maintained -0.2 996 Students	<b>English Learners</b>  Red 13.8% suspended at least one day Increased 5.9 58 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 3.5% suspended at least one day Maintained -0.1 397 Students	<b>Students with Disabilities</b>  Green 3.7% suspended at least one day Declined -7.8 107 Students

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

African American	American Indian	Asian	Filipino
 Orange 4.2% suspended at least one day Increased 1.1 165 Students	Less than 11 Students 2 Students	 Blue 0% suspended at least one day Maintained 0 40 Students	5.6% suspended at least one day Increased 5.6 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3% suspended at least one day Maintained 0 569 Students	 Blue 0% suspended at least one day Declined -3.9 87 Students	Less than 11 Students 6 Students	 Green 0.9% suspended at least one day Maintained 0.1 109 Students

**Conclusions based on this data:**

1. The student group with the highest percentage of students suspended at least one day was "English Learners" at 13.8%.
2. WMS's largest race/ethnic group, Hispanic, maintained a similar suspension rate from the previous year and therefore was a level "Yellow".

# 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

Safety

## LEA/LCAP Goal

We assure that all stakeholders will have access to a safe learning environment both physically and emotionally and are assured that well-trained adults and children on campus will take reasonable actions to maintain the safety of all students.

## Goal 1

Wiseburn Middle School will ensure equitable conditions of learning to all students through safe and secure campuses, access to highly qualified teachers and required materials, as well as programs and resources to ensure their social-emotional wellbeing.

## Identified Need

Changing community health challenges related to COVID-19 create an increased need for our school site to maintain health and safety protocols in alignment with Los Angeles County Department of Health guidelines, as well as to ensure the continued mental health supports of our students and staff.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual overall rating of 'good' or 'exemplary' on 100% of the district school SARC facilities repair reports	100% of the district school SARC reports receive an overall rating of "good" or "exemplary"	Will continue to strive for an overall annual rating of 'good' or 'exemplary' on 100% of the district.
100% of teachers will be fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports	100% of WMS teachers are fully credentialed and appropriately placed	Will continue to ensure 100% of teachers are fully credentialed and appropriately assigned.
100% of students have access to instructional materials in print or electronic formats as reported in site SARC reports.	100% of students have access to all instructional materials in print or electronic formats as reported in site SARC reports.	Will continue to provide all students access to all the instructional materials in print or electronic formats as reported in the SARC report.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Chronic Absenteeism Indicator	WMS was in the "medium" category	WMS will decrease the overall chronic absenteeism from 9.5%.

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)

All Students

#### Strategy/Activity

Custodial staff will complete daily/weekly/monthly tasks as outlined in district approved job descriptions. Custodial staff, district maintenance crew and office staff will consult regularly to address facility issues and concerns.

#### 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)
10,000	LCFF 4000-4999: Books And Supplies Necessary supplies for the custodial staff ( bathroom supplies, cleaning supplies)
208,000	District Funded 2000-2999: Classified Personnel Salaries Custodian salaries

### 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.

	FTE Counselor
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### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

100% of teachers will be fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports. WMS will continue to ensure all teachers are credentialed properly for their assigned positions and receiving necessary training required. The Assistant Principal will help maintain an equitable condition of learning for all students and assist with maintaining a safe and secure campus.

#### 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)

106,000

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Assistant Principal

2,960,000

District Funded  
1000-1999: Certificated Personnel Salaries  
Salaries will be based on step and column

### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

WMS will continue to provide all students access to all the instructional materials in print or electronic formats as reported in the SARC report. Students can continue to access instructional materials, even when absent or on quarantine, through our Learning Management System, Canvas.

#### 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)

8723

Source(s)

General Fund  
5000-5999: Services And Other Operating  
Expenditures  
Canvas Learning Management System

### Strategy/Activity 5

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

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

All Students

### Strategy/Activity

Positive Behavior Support (PBS) to be provided by the entire school staff with oversight from our Community of Respect and Empathy (CORE) team and 3 counselors. Implementation of school-wide PRIDE system to encourage positive behavior across school settings is practiced by all Wiseburn Middle School staff. Students receive student merits for their positive behavior and demonstration of preparedness, respect, integrity, determination and empathy (PRIDE).

### 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)
52,000	LCFF 1000-1999: Certificated Personnel Salaries .4 FTE Counselor to focus on foster youth and socio economically disadvantaged students.
1,500	General Fund 5000-5999: Services And Other Operating Expenditures Student Merit Program
3,500	LCFF 1000-1999: Certificated Personnel Salaries CORE team
700	General Fund 5000-5999: Services And Other Operating Expenditures Educators handbook to help track discipline referrals
6,000	ASB 4000-4999: Books And Supplies Merit Market items for students to redeem items for their Student Merits.

## 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.

This year one of the main district and site priorities is Student Wellness and Safety. This includes expanding the CORE team to include more teachers to address the culture and climate on campus. Additionally, there are monthly district wide CORE meetings, where all schools gather to collectively work towards the essential practices for Student Wellness and Safety in the district.

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 major differences between the intended implementation and the budgeted expenditures.

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.

With a concerted effort to address chronic absenteeism, overall metrics and outcomes should decrease to achieve this goal. This includes a number of purposeful steps to help decrease absenteeism such as a revamped system and protocol to notify families and provide more opportunities for staff to connect with families to address absenteeism. Consistent meetings with the Assistant Principal and outreach will bring the absenteeism percentage down.

# 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

Student-Centered/Whole Child

## LEA/LCAP Goal

We assure that our instructional program and students' entire experience at school are attentive to individual students' academic and social emotional strengths, needs, and choices. We specifically assure that this commitment applies to all students where every child is known, and their strengths and weaknesses are addressed accordingly.

## Goal 2

Wiseburn Middle School will ensure an instructional program that is focused on supporting individual student growth and achievement, as well as social-emotional development, by creating systems that meet the needs of all students.

## Identified Need

In order to maximize student growth, academic and social-emotional supports must be targeted based on the identified needs of each individual student. Parent survey data indicated a need for broader social-emotional supports and opportunities for individualized student learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual CAASPP summative assessment results in Language Arts.	2022-2023 CAASPP school results reveal 68.16% of students Met or Exceeded the standards in Language Arts.	Increase CAASPP summative results score by 3% Standard Met or Exceeded in Language Arts.
Annual California Healthy Kids Survey administered to 7th grade students	2022-2023 survey data shows that 63% of students indicated they have caring adult relationships at school.	Increase the percentage of students having caring adult relationships by 5%.
Annual CAASPP summative assessment results in Math	2023-2023 CAASPP school results reveal 49.63% of students showed Met or Exceeded the standards in Mathematics.	Increase CAASPP summative results score by 5% Standard Met or Exceeded in Math.

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

## Strategy/Activity

### IXL - Math support program

IXL offers a web-based, anytime access program that supports mathematics through a gamification based application. The program provides a baseline assessment for students and remediates/enriches the students experience based on their continued performance on the various lessons/levels/tasks. Due to the computer adaptive nature of the program, IXL continuously adjusts the level on each standard so it meets the needs of the individual students in real time. Further, IXL offers a comprehensive data analysis suite that provides math teachers, administrators, and other support staff valuable information as to where students are excelling and/or struggling. Students are required to complete either 45 minutes/week or an identified number of lessons at the discretion of the math teacher(s).

## 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)

11,000

### Source(s)

District Funded  
5000-5999: Services And Other Operating Expenditures  
The cost for IXL math program - annual site license.

## Strategy/Activity 2

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

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

All Students

## Strategy/Activity

### Accelerated Reader

School-wide implementation of the Accelerated Reader Program as both a universal screening tool and a reading intervention for all students. Students are provided with approximately 90 minutes a week of sustained silent reading as supported by AR testing and library check out of AR books. Outcomes of STAR testing and AR progress toward goals is reported via student report cards and is monitored by students' ELA teachers. STAR Baseline Tests are administered 5 times per year. Accelerated Reader reports are generated on demand and help students, teachers, and parents monitor student progress. The TOPS Report (The Opportunity to Praise Students) reports quiz results after each quiz is taken and can be printed if requested. This allows students to immediately review specific concepts with which they had difficulty, and to alert teachers to anyone having difficulty. Diagnostic Reports from the STAR benchmark assessments identify students in need of intervention based on various factors based on 7 sub-sections. The Student Record Report is a complete record of the books the student has read, including quiz scores. Each quarter, POD teachers review student progress, meet with students to set new goals, and report progress to parents via report card work habit marks. In addition, all WMS teachers have full access to their students' AR reports to assist in designing instruction specific to their students 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.

Amount(s)

15,000

Source(s)

District Funded  
5000-5999: Services And Other Operating Expenditures  
Accelerated Reader is purchased on a 3 year contract. Thus, the amount listed is only for one of 3 years. The total cost would add to approximately \$45,000.

### Strategy/Activity 3

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

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

All Students

Strategy/Activity

NewsELA

NewsELA program as part of the reading intervention program provides news at varied lexile levels, primary sources, and more, with standards-aligned formative assessments. The NewsELA program supports reading intervention and can also be utilized by teachers in the regular school day both in ELA and other core curricular areas to further assist students in the area of reading.

### 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)

8,700

Source(s)

Parent-Teacher Association (PTA)  
5000-5999: Services And Other Operating Expenditures  
NewsELA is purchased on an annual basis on a site license agreement.

### Strategy/Activity 4

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

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

EL students identified with ELPAC, SBAC, and AR data that need the additional support of an ELD class.

Strategy/Activity

### ELD Support Class

English Language Development (ELD) instruction provides instructional time within the core program. ELD teachers and classroom teachers maintain ongoing communication to match the ELD instruction to English Language Arts pacing and math vocabulary to preview and review skills being taught in the classroom. Reading support is provided via the Accelerated Reader online program. The ELD teacher and program are supported by the Talking Teaching Network.

### 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)

18,000

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries  
Cost reflective of one 20% FTE designated as the ELD Teacher. Approximately \$18,000.

5,000

General Fund

5000-5999: Services And Other Operating Expenditures  
Support Services/Consultation provided by the Talking Teaching Network in the area of ELD.

### Strategy/Activity 5

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

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

All Students

Strategy/Activity

Collaborative pacing, planning, and response to data via the TCT Program. All departments meet monthly for extended professional development time to collaboratively address essential standards, common formative assessments, and review 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)

8,000

Source(s)

General Fund

1000-1999: Certificated Personnel Salaries  
TCT is currently taking place once a month on Wednesday from 4:00-5:00 pm requires paying certificated staff for 1 additional hour

### 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 UPP group

**Strategy/Activity**

A Guiding Coalition team has been created to address the learning needs of all students. The Guiding Coalition is made up of curriculum leaders from each department, including special education, the school psychologist, and site leadership. The responsibilities includes attending planning meetings, TCT meetings, and planning and implementing 2 professional development days for the site. The Guiding Coalition will facilitate the development of department and site norms, help identify key/essential standards for instruction, ,develop common assessments, and support the instruction in classrooms to meet the needs of all learners, specifically special populations such as Students with Disabilities, English Learners, and Socioeconomically Disadvantaged 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)

15,000

Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries  
Hourly stipend for Guiding Coalition members, not to exceed \$15,000 per year

**Strategy/Activity 7**

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

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

All Students

**Strategy/Activity**

Pod Schedule and Lessons  
  
Strategic weekly plans for Pod class ensure that students engage in social emotional learning each week with lessons from Second Step. Wellness Wednesdays include either a Second Step lesson or an Olweus bullying prevention lesson that encourages kindness, good decision making, and ways to seek help when needed. Ownership of Learning Tuesdays promote goal setting for academics and behavior.

**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)

3000

Source(s)

LCFF  
Measure CL  
Hourly pay for 3 FTE teachers to plan and organize the weekly Pod lessons. This includes creating a weekly presentation with all necessary resources for teachers to use in Pod.

### Strategy/Activity 8

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

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

Identified students with a focus on UPP students

Strategy/Activity

Literacy Workshop  
Students identified as 2 or more grade levels below on the end of year STAR Reading test are placed in the Literacy Workshop to receive targeted literacy 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)

18,000

Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
1 period of a FTE to teach Literacy Workshop elective class.

### Strategy/Activity 9

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

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

All Students

Strategy/Activity

Partnering with Core Learning to support Math instruction and teaching practices in the classroom with coaching, workshops and classroom observations.

#### 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)

66,500

Source(s)

Title I Part A: Allocation  
5800: Professional/Consulting Services And Operating Expenditures

**Strategy/Activity 10****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Work with a consultant from Talking Teaching Network for English Language Arts with a focus on instruction and essential writing and reading 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)

5,000

Source(s)

LCFF  
5800: Professional/Consulting Services And Operating Expenditures  
Dr. Bill Saunders will plan and attend monthly TCT meetings to help facilitate ELA work

**Strategy/Activity 11****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

A library and media clerk will be hired to run the school library, ensuring students have equitable access to texts. Lunch time book clubs and reading groups will also be facilitated by the librarian.

**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)

Title I Part A: Allocation  
2000-2999: Classified Personnel Salaries  
A library and media clerk will be hired to open the library and provide equitable access for all students

**Strategy/Activity 12****Students to be Served by this Strategy/Activity**

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

All Students

## Strategy/Activity

MyOn will offer all students access to a digital books from a variety of publishers and genres. MyOn also offers audiobooks, supporting students with different comprehension or literacy 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.

Amount(s)

27,241.50

Source(s)

Title I Part A: Allocation  
5000-5999: Services And Other Operating Expenditures  
MyOn Renaissance digital book service

## 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.

One of the main district and school site goals is improving instruction and learning in the area of mathematics. Partnering and consulting with CORE Learning will provide consistent math support, which includes workshops, one-on-one coaching, and classroom observations throughout the year. The math department has struggled with finding consistent instructional support, which CORE Learning with provide. With an emphasis on improved instruction so that students can better demonstrate their thinking and learning, the goal to raise achievement scores in CAASPP will follow. In addition to the consultants work, the Guiding Coalition team continues to lead their departments through Cycles of Improvement, which focuses on analysis of student work to make instructional changes in immediate and upcoming lessons. The cycles of improvement are all tied to grade level instructional goals decided by the teachers.

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

No major differences between the intended implementation and or the budget expenditures.

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.

Additional hours with CORE Learning might be added, if additional classroom observations are needed.

# 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

Future Ready

## LEA/LCAP Goal

We assure teaching and learning that includes digital literacy, reasoning, and collaborative-based experiences in academic and co-curricular programs to strengthen students' ability to excel as life-long learners in an ever-changing world. We commit to empower all students to leave our schools with positive views and self-confidence supported by the knowledge, skills, and attitudes to equip them for an evolving world. The commitment includes an authentic and practical approach to student learning and a priority for professional learning opportunities for staff.

## Goal 3

Wiseburn Middle School will ensure that students are equipped for future success by focusing on collaboration, critical thinking, problem solving, and creativity across all curricular areas, while also nurturing student growth as confident, resilient learners, and responsible citizens.

## Identified Need

In order to best prepare students for future success, WMS must provide robust learning experiences and opportunities that mirror an increasingly collaborative and technology-driven workforce and world. Additionally, the Common Core State Standards in English Language Arts and Math, as well as the Next Generation Science Standards, require that students demonstrate these skills in order to succeed on their summative assessments. Upper grade assessment results have shown growth, but continue to demonstrate need for focus in this area.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of elective courses that provide students opportunities to stretch their creative and critical thinking skills and is inquiry based.	2022-2023 students had 3 different engineering or project based elective courses	The variety and number of elective courses will increase or remain the same
The number of student merits that are issued each year to students that demonstrate determination.	During the 2022-2023 school year students received 65,269 student merits	The number of student merits being distributed will increase, specifically in the area of integrity, which is the lowest category.
The number of classrooms with flexible seating for collaborative work spaces.	During the 2022-2023 school year, there were 9 classrooms with flexible seating that provided collaborative work spaces.	The number of classrooms with flexible seating will increase each year until every core content class has collaborative work spaces.

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

### Strategy/Activity

1 to 1 Chromebook devices:

Every student will have access to a Chromebook device in each of their classes. This ensures that students can engage with their learning using technology tools and digital platforms. Families that are lacking a digital device at home, may also be issued a loaner Chromebook so that every student has equitable access to learning. Regular updates and maintenance will be provided by our district IT team.

### 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)

100,000

Source(s)

District Funded  
4000-4999: Books And Supplies  
Purchase of replacement Chromebooks will occur based on a schedule created and monitored by the IT department. Estimated cost per year for the district.

## Strategy/Activity 2

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

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

Students in STEM afterschool programs

### Strategy/Activity

Herndon Competition Team:

An annual competition task is created by the Aerospace Corporation that includes an experiment and essay writing component. WMS students interested in joining the Herndon team can apply. The application process includes a written submission as well as an interview with a panel of past Herndon members. Our goal is to engage and include students who are historically underrepresented in the STEM environment and wanting the team to reflect our very diverse student population. Once the team is formed, they will work for months on the task, engaging in the entire engineering process and preparing their work for the Herndon Competition.

Hackathons:

Students can sign up for engineering competitions called Hackathons, which brings together local school districts and engineers for students to complete an engineering build or task. The goal is for more students to see themselves as engineers and to have the opportunity to meet and learn from real life engineers.

### **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)

20,000

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Funding for .2 of an FTE that runs afterschool  
and weekend engineering activities

### **Strategy/Activity 3**

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

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

All Students

Strategy/Activity

PRIDE matrix

Students are encouraged to learn and then demonstrate WMS PRIDE (preparedness, respect, integrity, determination and empathy). PRIDE week kicks off every school year and throughout the year students participate in PRIDE lessons through their Pod class. Students are then recognized and earn student merits when any WMS staff member witnesses PRIDE. This helps develop a student's character and builds skills that will benefit them in their college or career experience.

### **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)

3500

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries  
This covers the hourly wage of our CORE team  
members that plan lessons promoting positive  
school culture, host monthly assemblies, and  
work to implement essential School Wellness  
and Safety practices.

### **Strategy/Activity 4**

#### **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.

Amount(s)

Source(s)

**Strategy/Activity 5**

**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.

Amount(s)

Source(s)

## 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.

To support student's self-confidence, motivation and collaboration, the CORE team has expanded this year to help support this school culture. Last year, only 3 members were on CORE and this year there are 8 members.

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 major differences to note.

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.

No changes as a result of this analysis.



# 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

Community and Collaboration (DEI)

## LEA/LCAP Goal

We assure that all members of the WUSD community are viewed as partners in education. We believe in diversity, equity, and inclusion. We assure all employees and stakeholders feel connected, involved, included, heard, and respected as integral members of the WUSD community. In turn, all community members will play an active role in WUSD's continuous improvement. The district will continue its efforts at outreach to encourage community access to online, published, and more personalized settings to remain informed, involved, and knowledgeable about WUSD programs and initiatives.

## Goal 4

Wiseburn Middle School will increase family and community involvement in school activities and decisions and ensure regular communication with families through multiple formats.

## Identified Need

Parent survey results indicated a desire for more communication and opportunities to interact with the school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation/attendance logs from Back to School Night, Winterim, and Student Led Conferences.	Maintain participation rate for parent attendance at scheduled events at 95% as measured by sign in sheets.	The participation rate for school scheduled events will remain at or above 95% as measured by sign-in sheets/attendance logs.
Parent participation in workshops (ie Canvas Night, Cyber Safety, managing anxiety at home)	Parents across grade levels (6,7,8) will attend school hosted and sponsored workshop nights (in person or virtually)	The participation rate will increase or maintain from year to year with an increase in the number of workshops offered.
Social media followers on Instagram and Facebook group	Currently 1,286 Instagram followers and 562 followers on Facebook	The number of followers will increase or maintain from year to year.

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

### Strategy/Activity

#### Own It Workshops

In lieu of traditional parent teacher conferences, teachers created student and parent/caretaker workshops tailored to their students' needs. Teachers worked collaboratively with their grade level teams to design workshops to best support their students. Some topics included executive and organization skills, how to ask for help and finding main ideas in texts. In addition to offering student workshops, family workshops were also offered and varied by grade level. Workshops on Canvas and navigating the LMS as a parent/caretaker, how to connect with other middle school parents, and ways to support productive struggle.

### 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

District Funded  
1000-1999: Certificated Personnel Salaries  
Additional TCT time for teachers to plan for student and family workshops

500

ASB  
4000-4999: Books And Supplies  
Supplies needed for workshops and incentives/celebration items

### Strategy/Activity 2

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

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

All Students

### Strategy/Activity

#### Family Weekly Messages

Parents and guardians will receive a weekly email every Sunday at 8:00 am. This email contains a message from the site admin and important reminders and information for the upcoming week. The Wiseburn Education Foundation (WEF) and Wiseburn Middle School PTSA also have a designated part of the message to continue to offer community building opportunities. The message is sent out in both English and Spanish to ensure our bilingual families have equal access to the information.

### 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)

0

None Specified  
None Specified  
Part of the admin weekly duties

### Strategy/Activity 3

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

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

All Students

Strategy/Activity

#### Attendance Meetings

SART and DART meetings will be held with families of students accruing 10 or more unexcused absences or tardies. Action plans will be created by the SART team to help improve attendance and provide supports. If needed, the school counselors will provide additional supports for at-risk 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)

0

None Specified  
None Specified  
Part of the admin duties

### Strategy/Activity 4

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

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

All Students and families

Strategy/Activity

#### Social Media

Instagram and Facebook will be used to share information regarding academic events, extracurriculars, and everyday activities. Social media platforms provide another mode of communication with both our parents/guardians and students. Social media posts will also appear on our school website's homepage.

#### 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)

150.00

Source(s)

General Fund  
5000-5999: Services And Other Operating Expenditures  
Canva Pro subscription to create social media content

### Strategy/Activity 5

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

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

All Students

Strategy/Activity

PTSA Community Events

PTSA will work with administration to offer a variety of events that bring the community together, for example helping to host the WEB 6th grade orientation and Career Day. PTSA will also host coffee with the principal meetings once a month, creating space for families to connect and get to know different staff members on campus.

#### 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)

2,000

Source(s)

Parent-Teacher Association (PTA)  
None Specified  
Money spent on food and drinks for in person events and or helping to pay the cost of a virtual event if needed.

## 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.

Wiseburn MS implemented year 2 of a pilot program, which was a new approach to Parent Teacher Conferences and instead offered student and family workshops. Workshops were designed and implemented by teachers based on students' needs. Family survey data from the previous year was used in creating family workshops that promoted partnerships and inclusion in their child's education and social emotional health. The number of students and families that received support

in the workshops was more than triple the families that were served under the traditional Parent Teacher Conference model. Wiseburn MS has also adjusted the weekly communication with parents by aligning across the district with all principals sending messages on Thursday evening. In addition, with the help of the a district communications coordinator, formatting on Constant Contact has been adjusted as well as the school website to better engage families.

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 major differences between the intended implementation or budgeted expenditures.

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

The leadership team will make adjustments to the implementation of workshops to increase the number of students and families that participate. This could require additional TCT hours for teams to plan out the workshops and have more time for outreach to secure reservations. In addition, these workshops could include bringing in outside presenters such as Common Sense Media, Hawthorne PD or other community organizations to present to families, which could ultimately have a cost associated.

# 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

Organizational Strength

## LEA/LCAP Goal

We assure WUSD will manage the District as a whole, as well as individual school sites, with prudent and effective organizational procedures and practices. This includes appropriate and effective internal controls that are regularly evaluated and improved, as needed. We assure the development of our team, and we seek to implement best practices in the vital areas required to operate the District. Wiseburn further commits to maintaining a strong fiscal position that, to the extent possible, supports the high-quality advancement of our commitments in a fiscally prudent and equitable manner.

## Goal 5

Wiseburn Middle School will regularly evaluate and manage organization procedures and practices in order to maintain a strong fiscal position in support of advancing school site goals.

## Identified Need

Maintaining a balanced budget is necessary to ensure the continued growth of critical school site programs and initiatives.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Budget monitoring takes place monthly, in collaboration with district financial office.	School administrators receive a detailed budget report each month to ensure fiscal solvency.	School purchases and expenditures do not exceed budget constraints.

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

### Strategy/Activity

A monthly budget review by the site admin with reports from the district business office.

### 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)

0

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

The annual creation of the Single Plan for Student Achievement, in collaboration with School Site Council.

### 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)

0

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

Budget Spreadsheet

Wiseburn Middle School is maintaining an ongoing spreadsheet to log and track ongoing expenditures, in collaboration with the front office staff. This spreadsheet also tracks expenditures for each categorical fund.

### 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)

0

# 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.

Wiseburn Middle School has maintained an updated budget, while adjusting to a new personnel request on InformedK12 and ordering of supplies on Best.

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 major differences.

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.

No changes expected to be made.



# 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	\$3,686,014.50

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$93,741.50

Subtotal of additional federal funds included for this school: **\$93,741.50**

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 (\$)
	\$0.00
ASB	\$6,500.00
District Funded	\$3,423,000.00
General Fund	\$39,073.00
LCFF	\$95,000.00
LCFF - Supplemental	\$18,000.00
None Specified	\$0.00
Parent-Teacher Association (PTA)	\$10,700.00

Subtotal of state or local funds included for this school: **\$3,592,273.00**

Total of federal, state, and/or local funds for this school: **\$3,686,014.50**

# 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
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## Expenditures by Funding Source

Funding Source	Amount
	0.00
ASB	6,500.00
District Funded	3,423,000.00
General Fund	39,073.00
LCFF	95,000.00
LCFF - Supplemental	18,000.00
None Specified	0.00
Parent-Teacher Association (PTA)	10,700.00
Title I Part A: Allocation	93,741.50

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,207,000.00
2000-2999: Classified Personnel Salaries	208,000.00
4000-4999: Books And Supplies	116,500.00
5000-5999: Services And Other Operating Expenditures	78,014.50
5800: Professional/Consulting Services And Operating Expenditures	71,500.00
Measure CL	3,000.00
None Specified	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	ASB	6,500.00
1000-1999: Certificated Personnel Salaries	District Funded	3,089,000.00
2000-2999: Classified Personnel Salaries	District Funded	208,000.00
4000-4999: Books And Supplies	District Funded	100,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	26,000.00
1000-1999: Certificated Personnel Salaries	General Fund	23,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	16,073.00
1000-1999: Certificated Personnel Salaries	LCFF	77,000.00
4000-4999: Books And Supplies	LCFF	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
Measure CL	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	18,000.00
None Specified	None Specified	0.00
5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	8,700.00
None Specified	Parent-Teacher Association (PTA)	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	27,241.50
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	66,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,356,423.00
Goal 2	200,441.50
Goal 3	123,500.00
Goal 4	5,650.00
Goal 5	0.00

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

Name of Members	Role
Kiana Clark	Principal
Sarah Hackett	Other School Staff
Gloria Richmond	Other School Staff
Aimee Glotz	Classroom Teacher
Tricia Owens	Classroom Teacher
	Parent or Community Member
	Secondary Student
	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 .

Attested:



Principal, Kiana Clark on 1/26/2023

SSC Chairperson, Sadie Owens on 1/26/2023

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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](mailto: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/>

Developed by the California Department of Education, January 2019