School Year: **2024-25**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dolores Huerta Middle School	43-69674-0140483	April 2024	June 13, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Dolores Huerta Middle School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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

Educational Partner Involvement

How, when, and with whom did your Dolores Huerta Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Staff gave input in April. The Site Council gave input in February, March, and April 2024. ELAC gave input on October 19, 2023.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Our student performance in English Language Arts and Mathematics are both listed as "Orange."

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

None

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We need to continue to work to reclassify our multi-lingual students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Dolores Huerta Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

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	%	2.05%	1.59%		4	6
African American	%	4.10%	4.51%		8	17
Asian	%	21.03%	19.1%		41	72
Filipino	%	12.31%	11.14%		24	42
Hispanic/Latino	%	40.51%	46.15%		79	174
Pacific Islander	%	0.51%	0.27%		1	1
White	%	13.85%	12.73%		27	48
Multiple/No Response	%	5.64%	4.51%		11	17
			Total Enrollment		195	377

Enrollment By Grade Level

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

Conclusions based on this data:

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

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)		55	78		28.2%	20.7%
Fluent English Proficient (FEP)		39	109		20.0%	28.9%
Reclassified Fluent English Proficient (RFEP)		28	86		14.4%	22.8%

Conclusions based on this data:

1. The percentage of English Learners decreased overall.

2. The percentage of students who were reclassified increased during the 2023-2024 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		196	174		195	170		195	170		99.5	97.7
Grade 7			203			196			196			96.6
All Grades		196	377		195	366		195	366		99.5	97.1

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2525.	2527.		15.90	18.24		31.28	31.76		29.23	24.71		23.59	25.29
Grade 7			2541.			14.80			35.71			22.96			26.53
All Grades	N/A	N/A	N/A		15.90	16.39		31.28	33.88		29.23	23.77		23.59	25.96

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		19.59	19.41		59.28	58.24		21.13	22.35
Grade 7			10.20			70.92			18.88
All Grades		19.59	14.48		59.28	65.03		21.13	20.49

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		17.44	18.82		49.23	51.18		33.33	30.00
Grade 7			22.45			52.55			25.00
All Grades		17.44	20.77		49.23	51.91		33.33	27.32

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.82	20.00		79.90	68.82		9.28	11.18
Grade 7			9.18			76.02			14.80
All Grades		10.82	14.21		79.90	72.68		9.28	13.11

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		19.49	20.59		67.18	62.94		13.33	16.47
Grade 7			21.43			63.78			14.80
All Grades		19.49	21.04		67.18	63.39		13.33	15.57

Conclusions based on this data:

1. The percent of students who met or exceeded standard increased 3% points from 21-22.

2. Writing and listening are the areas of need, as they have the highest percentages of students performing below standard.

3. Writing and research have the highest percentage of students above standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		196	174		194	173		194	173		99.0	99.4
Grade 7			203			198			198			97.5
All Grades		196	377		194	371		194	371		99.0	98.4

Table title: Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2497.	2474.		13.92	11.56		17.53	12.72		27.32	27.17		41.24	48.55
Grade 7			2511.			14.65			17.68			26.77			40.91
All Grades	N/A	N/A	N/A		13.92	13.21		17.53	15.36		27.32	26.95		41.24	44.47

Table title: Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.82	8.67		43.30	35.26		45.88	56.07
Grade 7			16.16			42.93			40.91
All Grades		10.82	12.67		43.30	39.35		45.88	47.98

Table title: Concepts & Procedures — Applying mathematical concepts and procedures

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.40	12.14		49.48	45.09		37.11	42.77
Grade 7			13.13			57.58			29.29
All Grades		13.40	12.67		49.48	51.75		37.11	35.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		12.89	12.14		65.46	59.54		21.65	28.32
Grade 7			14.65			57.58			27.78
All Grades		12.89	13.48		65.46	58.49		21.65	28.03

Conclusions based on this data:

1. The percentage of the students who met or exceeded standard. decreased by 2 percentage points from 21-22.

2. Math continues to be an area of focus for us.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		1537.1	1523.1		1537.1	1525.3		1536.6	1520.4		48	38
7			1561.6			1571.6			1551.2			38
All Grades											48	76

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		20.83	23.68		41.67	28.95		35.42	31.58		2.08	15.79		48	38
7			36.84			47.37			10.53			5.26			38
All Grades		20.83	30.26		41.67	38.16		35.42	21.05		2.08	10.53		48	76

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		47.92	34.21		41.67	47.37		10.42	10.53		0.00	7.89		48	38
7			55.26			36.84			5.26			2.63			38
All Grades		47.92	44.74		41.67	42.11		10.42	7.89		0.00	5.26		48	76

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		8.33	7.89		25.00	15.79		54.17	44.74		12.50	31.58		48	38
7			7.89			42.11			36.84			13.16			38
All Grades		8.33	7.89		25.00	28.95		54.17	40.79		12.50	22.37		48	76

Written Language — Percentage of Students at Each Performance Level for All Students

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		22.92	23.68		70.83	63.16		6.25	13.16		48	38
7			21.05			71.05			7.89			38
All Grades		22.92	22.37		70.83	67.11		6.25	10.53		48	76

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		55.32	42.11		44.68	52.63		0.00	5.26		47	38
7			78.95			18.42			2.63			38
All Grades		55.32	60.53		44.68	35.53		0.00	3.95		47	76

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		12.77	7.89		51.06	34.21		36.17	57.89		47	38
7			13.16			60.53			26.32			38
All Grades		12.77	10.53		51.06	47.37		36.17	42.11		47	76

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		12.50	23.68		83.33	60.53		4.17	15.79		48	38
7			15.79			78.95			5.26			38
All Grades		12.50	19.74		83.33	69.74		4.17	10.53		48	76

Conclusions based on this data:

1. The percentage of students who earned a 4 overall increased by 9.4 percentage points.

2. Written language and reading are our areas of greatest need.

School and Student Performance Data

California School Dashboard
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**
			Students whose well being is the responsibility of a court.
377	**56.8**	**20.7**	
Total Number of Students enrolled in Dolores Huerta Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	78	20.7
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	214	56.8
Students with Disabilities	41	10.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	4.5
American Indian	6	1.6
Asian	72	19.1
Filipino	42	11.1
Hispanic	174	46.2
Two or More Races	17	4.5
Pacific Islander	1	0.3
White	48	12.7

Conclusions based on this data:

1. Our numbers increased as we added 7th grade.

2. Latinx continues to be our largest population.

School and Student Performance Data
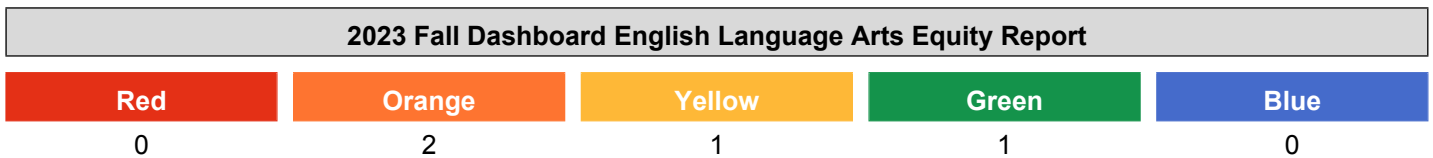
Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Orange		
English Learner Progress Blue		

Conclusions based on this data:

1. Math and ELA are both areas of need.

2. Our English Learner Progress improved.

School and Student Performance Data

Academic Performance
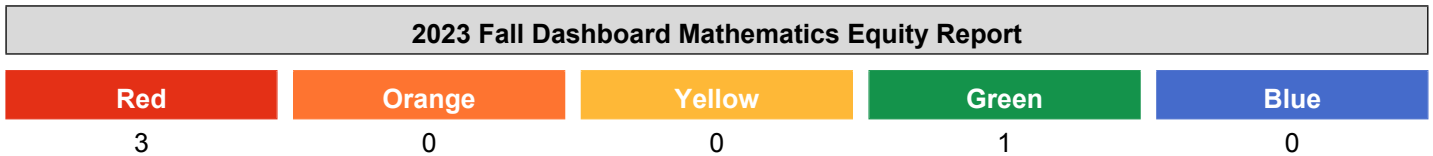### English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	1	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
5.3 points below standard	64.4 points below standard	0 Students
Maintained -1.5 points	Decreased Significantly -17.3 points	
353 Students	110 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	113.1 points below standard
0 Students	33.7 points below standard	Decreased -5.3 points
	Increased +7.2 points	40 Students
	202 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
55.5 points below standard	Less than 11 Students	Green	26.7 points above standard
15 Students	6 Students	52 points above standard	Increased Significantly +17.3 points
		Decreased -14.1 points	42 Students
		68 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	8.4 points above standard	No Performance Color	15 points above standard
43.2 points below standard	Decreased -3.7 points	0 Students	Increased Significantly +33.4 points
Maintained -2.1 points	16 Students		45 Students
162 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**
129 points below standard	2.1 points below standard	12.7 points above standard
Decreased Significantly -35.7 points	Decreased Significantly -22.5 points	Maintained -0.9 points
54 Students	56 Students	177 Students

Conclusions based on this data:

1. Our reclassified students outperformed their English-only peers.

2. The highest level of need is with our English Learners, African-American, and Hispanic students.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	0	0	1	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
62.8 points below standard	126.3 points below standard	0 Students
Decreased -10 points	Decreased Significantly -32 points	
354 Students	110 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	160 points below standard
0 Students	100.4 points below standard	Decreased Significantly -25.9 points
	Decreased -8.1 points	41 Students
	202 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
137.1 points below standard	Less than 11 Students	Green	38.8 points below standard
15 Students	6 Students	28.6 points above standard	Increased Significantly +15 points
		Maintained -2.9 points	42 Students
		68 Students	

Hispanic	Two or More Races	Pacific Islander	White
Red	20.3 points below standard	No Performance Color	27.1 points below standard
115.7 points below standard	Increased +9.5 points	0 Students	Decreased -6.6 points
Decreased -10.9 points	16 Students		45 Students
162 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
183.3 points below standard	71.3 points below standard	48 points below standard
Decreased Significantly -42.5 points	Decreased Significantly -43.4 points	Decreased -6.5 points
54 Students	56 Students	178 Students

Conclusions based on this data:

1. Students in all groups except Filipino and Two or More Races decreased on their math scores.

2. Math is an area of need for all students, and especially for English Learners, Socio-economically Disadvantaged, Students with IEPs, and Hispanic students.

School and Student Performance Data

## Academic Performance
English Learner Progress

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

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 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

English Learner Progress
Blue
60.3 points above standard making progress towards English language proficiency
Number of EL Students: 63 Students
Performance Level: 4
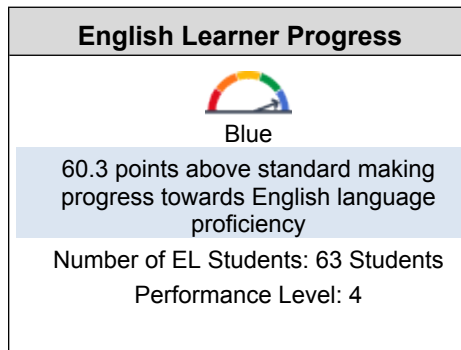
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
8	17	0	38

Conclusions based on this data:

1. More than 60% of students progressed at least 1 level.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
19.2% Chronically Absent	18.1% Chronically Absent	0 Students
Declined Significantly -3.8	Declined -9.5	
395 Students	94 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	28.9% Chronically Absent
0 Students	25% Chronically Absent	Increased 0.9
	Declined Significantly -7.6	45 Students
	228 Students	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
22.2% Chronically Absent 0 18 Students	Less than 11 Students 6 Students	Orange 9.6% Chronically Absent Increased 2.4 73 Students	7.1% Chronically Absent Declined -9.5 42 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow 22.9% Chronically Absent Declined Significantly -7.6 188 Students	29.4% Chronically Absent Declined -3.9 17 Students	Less than 11 Students 1 Student	24% Chronically Absent Declined -1.9 50 Students

Conclusions based on this data:

1. The percentage of chronically absent students declined in all groups except Asian.

2. Students with IEPSs, socio-economically disadvantaged, Two or More Races, African-American, White, and Hispanic students had higher percentages of chronic absenteeism than overall.

School and Student Performance Data

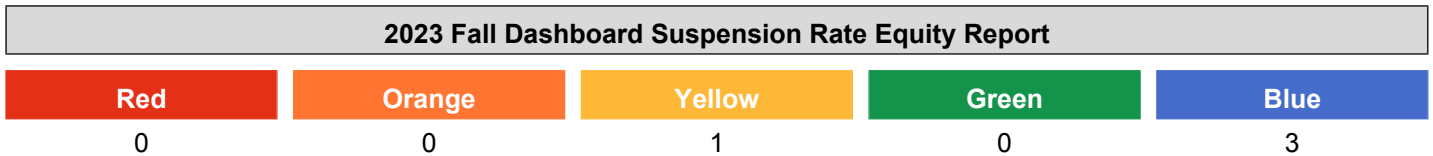## Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	0	3

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		
All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
0.5% suspended at least one day	0% suspended at least one day	0 Students
Increased 0.5	Maintained 0	
398 Students	94 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	0% suspended at least one day
0 Students	0.9% suspended at least one day	Maintained 0
	Increased 0.9	45 Students
	229 Students	

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
11.1% suspended at least one day 18 Students	Less than 11 Students 6 Students	Blue 0% suspended at least one day Maintained 0 74 Students	0% suspended at least one day Maintained 0 42 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Maintained 0 189 Students	0% suspended at least one day Maintained 0 17 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 51 Students

Conclusions based on this data:

1. There were 2 suspensions in 22-23.

2. Both suspensions were of African-American students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate, Culture, and Student Supports
All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society. Students, staff, and community of all identities and intersectionalities will feel connected, engaged, included, and respected.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal:
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. We will be onboarding a new group of students as we transition our current 7th graders to 8th grade and add new 6th graders. This will require teaching them about our core expectations, school-wide community agreements, and restorative practices.
2. The COVID-19 pandemic has been a source of collective trauma, and isolation has adversely impacted the overall wellbeing of students, staff, and families. Many students are presenting with fewer social skills, a lower level of understanding of how their behavior impacts others, and decreased social-emotional awareness.
3. The number of students with significant mental health needs is increasing. As an example, in 2023-2024, we had more than 35 threat assessments.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey School Connectedness	55% Pretty much true or very true	65%
Number of Threat Assessments	35	30
Chronic absenteeism	19%	17%
Number of Fights		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide professional learning, coaching support, materials, and curriculum to strengthen and implement a social emotionally safe environment and equitable culture building practices, including restorative practices, to support students to achieve the Graduate Portrait in Vision 2035. The implementation and impact of restorative practices will be regularly monitored, analyzed, and if necessary, adjusted, by admin and staff during staff meetings and additional collaboration time.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	15000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Safe Schools Ambassadors 4000 Targeted Allocation 4000-4999: Books And Supplies 4000 Targeted Allocation 1000-1999: Certificated Personnel Salaries 1000 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.2	Increase and improve mental health and wellness supports for targeted students.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	1000 Targeted Allocation 4000-4999: Books And Supplies 2000 Targeted Allocation 2000-2999: Classified Personnel Salaries 1000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.3	Provide lunchtime activities three days/week to engage students and reinforce Huerta community agreements.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	20,000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Allero
1.5	Support the transition of new students to Huerta through the W.E.B. (Where Everyone Belongs) program; this includes training for the staff advisors, training for the students, materials/supplies/food for student training and WEB events, and additional hours for staff for summer Orientation and during the year after-school activities.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically	5000 Targeted Allocation 1000-1999: Certificated Personnel Salaries 2500 Targeted Allocation

			disadvantaged students, and students with disabilities.	4000-4999: Books And Supplies
1.7	Provide opportunity and access to a variety of programs and clubs (art, music, technology, etc) that correspond to students interests and support engagement.		All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	10000 Targeted Allocation 4000-4999: Books And Supplies 8000 Targeted Allocation 1000-1999: Certificated Personnel Salaries 1000 Targeted Allocation 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

New goal, will analyze after first years of implementation.

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

New goal, will analyze after first years of implementation.

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 goal has been changed to align to SCUSD's LCAP goals. Metrics may be updated based on updated district metrics. The strategies/activities to meet this goal have been streamlined to better match district initiatives.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Academic Excellence and Equity**
> All students will make measurable annual progress toward mastering California Standards. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP Goals:
> 1. All students will make measurable annual progress toward mastering California Standards. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	ELA = 50 % of students met/exceeded Math = 29% of students met/exceeded	ELA = 55% of students met/exceeded Math = 35% of students met/exceeded
Local Assessments (iReady)	Overall: (Spring) Reading = 49% on/above grade level; math = 35% on/above grade level Latinx: Reading = 34%, Math = 17% Emergent Multilingual: Reading = 9%, math = 10% Students with IEPs: Reading = 14%, Math = 13% Low Income: Reading = 21%, Math = 14%	reading = 53% on/above grade level, math = 40% on/above grade level, all subgroups increase by 5%
Emerging multilingual students (aka English learners) Reclassification Rate	29% from 22-23	reclassification will improve by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide designated ELD for emergent multilingual students, and provide the instructional scaffolds, in the form of integrated ELD, needed for emergent multilinguals to access rigorous content standards. Provide professional development and collaboration (release time/hourly pay) for teachers in integrated (all teachers) and designated ELD (ELD teachers) (instructional planning and strategy implementation - subs, hourly time cards, materials, curriculum, and supplies)	Emerging multilingual students (aka English learners)	4000 Targeted Allocation 1000-1999: Certificated Personnel Salaries 3000 Targeted Allocation 4000-4999: Books And Supplies
1.2	Provide staff with collaboration time, professional learning, coaching support, and instructional materials to support the designing of inclusive, competency-based units aligned to essential standards and develop common, standards-based assessments to measure students' mastery of the standards. Teams will participate in the cycle of inquiry around student success data.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	12000 Targeted Allocation 1000-1999: Certificated Personnel Salaries 8623 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures
1.5	Provide additional support to students with tier 2 and 3 academic needs through after-school support.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	12000 Targeted Allocation 2000-2999: Classified Personnel Salaries After school program 2000 Targeted Allocation 4000-4999: Books And Supplies 7000 Targeted Allocation 1000-1999: Certificated Personnel Salaries After school program
1.6	Purchase book collections for the library, focusing on high interest areas, accessible texts at a variety of reading levels, and books that support English language development.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	6000 Targeted Allocation 4000-4999: Books And Supplies
1.7	Support academic field trips and/or speakers to extend learning beyond the walls of the classroom.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically	3000 Targeted Allocation 5700-5799: Transfers Of Direct Costs 4000 Targeted Allocation

		disadvantaged students, and students with disabilities.	5800: Professional/Consulting Services And Operating Expenditures
1.8	Provide incentives for students to increase student engagement during testing and recognize student achievement.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	1500 Targeted Allocation 4000-4999: Books And Supplies
1.9	The Multilingual Oversight Committee (MLOC) will analyze EL data, track students' progress, and identify necessary supports.	All students, with a particular focus on emerging multilingual students (aka English learners)	1000 Targeted Allocation 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our focus on integrated and designated ELD resulted in an increase of the percentage of students reclassifying as English Proficient from 16% in 21-22 to 29% in 22-23.

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

Because some of the collaboration and professional development for this goal was paid for by the district, we did not use as much as allocated.

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 goal has been updated to align to SCUSD's LCAP goals. Metrics may be updated based on updated district metrics. The strategies/activities to meet this goal have been streamlined to better match district initiatives.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Communication and Partnerships
We will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goals:
3.SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Research shows a strong relationship between family engagement and educational outcomes, including school attendance and higher grades and test scores. In addition, partnerships with businesses and higher education allow us to access additional resources and provide extended opportunities beyond the classroom.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ParentSquare Communication	406 posts, 4529 direct messages	450 posts, 4600 direct messages
Family surveys	TBD	TBD

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Our site leadership team will meet regularly to monitor and evaluate student progress and forward the goals of the DLT.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students,	1000 Targeted Allocation 2000-2999: Classified Personnel Salaries

			and students with disabilities.	
1.2	Provide translation services to allow non-English speaking families to participate in school and district services and activities.	Emerging multilingual students (aka English learners)	1000 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.3	We will continue and expand our partnership with Stanford through the Research Practice Learning Partnership (RPLP).	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	2000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.4	Increase meaningful engagement through educational opportunities for parents and families, site events and volunteerism. Support family events with food, materials, and childcare.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	1000 Targeted Allocation 2000-2999: Classified Personnel Salaries 2000 Targeted Allocation 4000-4999: Books And Supplies
1.5	Explore partnerships with business and educational organizations, such as Netscout and Santa Clara University, to increase opportunities for students to experience STEAM related activites.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	1000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.6	We will continue and expand our partnerships with Agnew Elementary and MacDonald High School, including community events, student mentorships, and academic alignment.	All students, with a particular focus on emerging multilingual students (aka English learners), homeless youth, foster youth, economically disadvantaged students, and students with disabilities.	2000 Targeted Allocation 1000-1999: Certificated Personnel Salaries 3000 Targeted Allocation 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

New Goal, will analyze after first year of implementation

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

New Goal, will analyze after first year of implementation

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.

This goal was added to match SCUSD's updated LCAP goals.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$151,623.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Targeted Allocation	$151,623.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $151,623.00

Total of federal, state, and/or local funds for this school: $151,623.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	151,623	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	151,623.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	46,000.00
2000-2999: Classified Personnel Salaries	20,000.00
4000-4999: Books And Supplies	35,000.00
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	47,623.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	46,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	20,000.00
4000-4999: Books And Supplies	Targeted Allocation	35,000.00
5700-5799: Transfers Of Direct Costs	Targeted Allocation	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	47,623.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
74,500.00
64,123.00
13,000.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Dawnel Sonntag	Principal
Alice Oshiro	Classroom Teacher
Jennifer Philips	Classroom Teacher
Araceli Arreola	Other School Staff Parent or Community Member
Lindsey Ahrary	Parent or Community Member
Isabel Samano	Parent or Community Member
Jessica McClarty	Parent or Community Member
Maryluz Gonzalez	Parent or Community Member

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

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 4/23/24.

Attested:

Principal, Dawnel Sonntag on 4/23/24

SSC Chairperson, Jessica McClarty on