

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marvin A. Dutcher Middle	50757396118814	5-15-2024	6-4-2024

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 Marvin A. Dutcher Middle for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement
- Title I Targeted Assisted School

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

Plan Description

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

This plan is being used by Marvin A. Dutcher Middle for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement
- Title I Targeted Assisted School

Dutcher meets ESSA requirements in the following way: School Site Council, English Learner Advisory Community, Leadership Team, Professional Learning Community, Stanislaus County Office of Education, and Solution Tree

Educational Partner Involvement

How, when, and with whom did Marvin A. Dutcher Middle consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Date	Who	Activity
10/09/23	SSC	Reviewed Roles of SSC/Selected Chairperson/Secretary; Approved By-Laws; Approved
Categorical Budget		
12/05/23	SSC	Approved revised Title I Budget for 2023-2024 SPSA
02/07/23	SSC	Reviewed/Approved School Safety Plan
05/15/24	SSC	2023-2024 SPSA was reviewed and approved by the School Site Council
12/08/23	Staff	SBAC presentation
12/08/23	Staff	Dashboard presentation
Monthly	Staff	Leadership team mtgs.
Monthly	Staff	PBIS mtgs.
08/30/23	Staff	Annual Title I Parent mtg.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

No resource inequities at this time.

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.

Suspension Rate, ELA, Math

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.

Suspension: ELs Hispanic, SED, SWD, ELA: ELs, Hisp, SWD, SED, Math: ELs, Hisp, White, SED, SWD

Other Needs

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

SBAC ELA: 35.1 points below standard SBAC Math: 92.9 points below standard

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Marvin A. Dutcher Middle. 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	0.5%	0.64%	0.59%	4	5	5
African American	0.9%	1.02%	0.71%	7	8	6
Asian	1.4%	1.15%	1.06%	11	9	9
Filipino	0.1%	%	0%	1		0
Hispanic/Latino	71.6%	73.95%	76.97%	562	579	655
Pacific Islander	0.3%	0.51%	0.35%	2	4	3
White	23.4%	21.20%	18.8%	184	166	160
Multiple/No Response	0.5%	0.64%	0.47%	4	5	4
Total Enrollment				785	783	851

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	136	138	175
Grade 7	318	331	340
Grade 8	331	314	336
Total Enrollment	785	783	851

Conclusions based on this data:

1. In the 22-23 school year, Dutcher Middle School's Hispanic population increased to 76.9%.
2. In the 22-23 school year, Dutcher Middle School's White population decreased to 18.8%.
3. In the 22-23 School Year, Dutcher Middle School's 6th grade enrollment increased to 175 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)	243	245	271	31.00%	31.3%	31.8%
Fluent English Proficient (FEP)	154	148	175	19.60%	18.9%	20.6%
Reclassified Fluent English Proficient (RFEP)	14	33	172	5.8%	15.9%	20.20%

Conclusions based on this data:

1. In the 22-23 school year, the English Learner enrollment increased by 26 students.
2. In the 22-23 school year, the Fluent English Proficient enrollment increased by 27 students.
3. In the 22-23 school year, the RFEP enrollment increased by 139 students.

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.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 6	134	134	160	129	134	158	129	134	158	96.3	100.0	98.8
Grade 7	312	336	339	295	331	324	295	331	324	94.6	98.5	95.6
Grade 8	322	317	340	278	315	337	278	315	337	86.3	99.4	99.1
All Grades	768	787	839	702	780	819	702	780	819	91.4	99.1	97.6

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2512.	2517.	2475.	17.05	19.40	4.43	24.81	21.64	23.42	34.88	31.34	36.08	23.26	27.61	36.08
Grade 7	2529.	2536.	2522.	14.24	13.29	12.04	29.49	29.61	23.46	21.69	29.61	29.63	34.58	27.49	34.88
Grade 8	2540.	2565.	2536.	14.03	17.14	12.46	26.98	31.75	27.00	29.86	28.89	29.38	29.14	22.22	31.16
All Grades	N/A	N/A	N/A	14.67	15.90	10.74	27.64	29.10	24.91	27.35	29.62	30.77	30.34	25.38	33.58

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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	12.40	13.43	5.06	63.57	58.96	53.80	24.03	27.61	41.14
Grade 7	15.93	17.52	14.20	54.92	58.31	57.72	29.15	24.17	28.09
Grade 8	16.55	16.51	13.35	52.88	56.19	50.15	30.58	27.30	36.50
All Grades	15.53	16.41	12.09	55.70	57.56	53.85	28.77	26.03	34.07

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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	17.19	17.91	6.96	50.78	51.49	54.43	32.03	30.60	38.61
Grade 7	18.98	21.15	14.81	49.15	52.57	50.31	31.86	26.28	34.88
Grade 8	15.16	25.40	17.21	56.32	53.97	54.90	28.52	20.63	27.89
All Grades	17.14	22.31	14.29	52.29	52.95	52.99	30.57	24.74	32.72

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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	14.73	22.39	7.59	70.54	61.19	74.68	14.73	16.42	17.72
Grade 7	12.20	8.16	9.57	69.83	75.23	71.60	17.97	16.62	18.83
Grade 8	10.07	15.24	13.06	73.74	73.65	70.03	16.19	11.11	16.91
All Grades	11.82	13.46	10.62	71.51	72.18	71.55	16.67	14.36	17.83

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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	15.50	20.15	6.96	70.54	64.18	62.66	13.95	15.67	30.38
Grade 7	17.97	18.43	15.74	66.10	61.93	58.95	15.93	19.64	25.31
Grade 8	17.63	18.73	14.54	64.75	66.35	62.61	17.63	14.92	22.85
All Grades	17.38	18.85	13.55	66.38	64.10	61.17	16.24	17.05	25.27

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Conclusions based on this data:

1. In the 22-23 school year, the percentage of students who scored at the Exceeded Standard level on the CAASPP decreased to 10.74%.
2. In the 22-23 school year, the percentage of students who scored at the Met Standard level on the CAASPP decreased to 24.91%
3. In the 22-23 school year, the number of students tested increased to 819.

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.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 6	134	134	160	130	134	158	130	134	158	97.0	100.0	98.8
Grade 7	312	336	339	297	330	324	297	330	324	95.2	98.2	95.6
Grade 8	322	317	340	282	314	335	282	314	335	87.6	99.1	98.5
All Grades	768	787	839	709	778	817	709	778	817	92.3	98.9	97.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2475.	2483.	2447.	5.38	8.96	1.27	14.62	13.43	12.66	36.15	32.84	22.78	43.85	44.78	63.29
Grade 7	2485.	2488.	2495.	9.09	10.61	11.11	16.84	13.64	14.20	21.21	28.79	27.78	52.86	46.97	46.91
Grade 8	2492.	2493.	2477.	7.09	7.64	7.76	14.89	15.61	7.16	21.63	21.02	24.18	56.38	55.73	60.90
All Grades	N/A	N/A	N/A	7.62	9.13	7.83	15.66	14.40	11.02	24.12	26.35	25.34	52.61	50.13	55.81

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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	4.62	5.97	0.63	45.38	47.01	36.08	50.00	47.01	63.29
Grade 7	10.10	11.82	12.35	40.74	41.21	39.51	49.16	46.97	48.15
Grade 8	7.45	10.19	8.36	47.87	44.27	37.61	44.68	45.54	54.03
All Grades	8.04	10.15	8.45	44.43	43.44	38.07	47.53	46.40	53.49

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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	2.31	8.21	1.27	53.85	50.00	44.30	43.85	41.79	54.43
Grade 7	10.77	7.27	9.26	48.82	54.85	54.32	40.40	37.88	36.42
Grade 8	7.80	7.32	7.46	46.45	50.00	52.84	45.74	42.68	39.70
All Grades	8.04	7.46	6.98	48.80	52.06	51.77	43.16	40.49	41.25

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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	6.15	9.70	3.16	58.46	58.96	56.96	35.38	31.34	39.87
Grade 7	8.42	7.58	8.02	66.33	63.33	63.27	25.25	29.09	28.70
Grade 8	6.38	5.10	5.37	67.73	62.42	53.43	25.89	32.48	41.19
All Grades	7.19	6.94	6.00	65.44	62.21	58.02	27.36	30.85	35.99

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Conclusions based on this data:

1. In the 22-23 school year, the percentage of students who scored at the Exceeded Standards level on the CAASPP decreased to 7.83%.
2. In the 22-23 school year, the percentage of students who scored at the Met Standards level on the CAASPP decreased to 11.702%.
3. In the 22-23 school year, the percentage of students who tested increased to 817.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1537.3	1550.2	1552.8	1541.9	1554.8	1550.9	1532.1	1545.3	1554.2	47	48	76
7	1540.4	1550.3	1554.3	1539.7	1545.9	1552.0	1540.4	1554.2	1556.2	84	86	89
8	1558.3	1569.2	1555.2	1560.2	1578.1	1547.1	1555.9	1559.9	1562.8	66	71	83
All Grades										197	205	248

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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	21.28	33.33	40.79	46.81	45.83	30.26	23.40	16.67	23.68	8.51	4.17	5.26	47	48	76
7	15.66	29.07	32.95	48.19	38.37	44.32	28.92	24.42	12.50	7.23	8.14	10.23	83	86	88
8	24.24	32.39	21.69	42.42	46.48	44.58	25.76	18.31	22.89	7.58	2.82	10.84	66	71	83
All Grades	19.90	31.22	31.58	45.92	42.93	40.08	26.53	20.49	19.43	7.65	5.37	8.91	196	205	247

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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	36.17	60.42	52.63	51.06	31.25	34.21	6.38	4.17	9.21	6.38	4.17	3.95	47	48	76
7	33.73	37.21	47.73	46.99	43.02	36.36	15.66	15.12	7.95	3.61	4.65	7.95	83	86	88
8	40.91	53.52	38.55	39.39	39.44	31.33	13.64	5.63	22.89	6.06	1.41	7.23	66	71	83
All Grades	36.73	48.29	46.15	45.41	39.02	34.01	12.76	9.27	13.36	5.10	3.41	6.48	196	205	247

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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	10.64	16.67	21.05	27.66	27.08	30.26	36.17	45.83	35.53	25.53	10.42	13.16	47	48	76
7	10.84	15.12	15.91	30.12	36.05	40.91	36.14	36.05	27.27	22.89	12.79	15.91	83	86	88
8	7.58	7.04	14.46	34.85	43.66	43.37	36.36	42.25	24.10	21.21	7.04	18.07	66	71	83
All Grades	9.69	12.68	17.00	31.12	36.59	38.46	36.22	40.49	28.74	22.96	10.24	15.79	196	205	247

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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	26.09	20.83	23.68	63.04	68.75	67.11	10.87	10.42	9.21	46	48	76
7	13.25	15.12	22.73	79.52	74.42	64.77	7.23	10.47	12.50	83	86	88
8	22.73	16.90	19.28	66.67	74.65	69.88	10.61	8.45	10.84	66	71	83
All Grades	19.49	17.07	21.86	71.28	73.17	67.21	9.23	9.76	10.93	195	205	247

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	76.19	82.98	68.42	21.43	12.77	26.32	2.38	4.26	5.26	42	47	76
7	68.67	65.12	70.45	26.51	32.56	23.86	4.82	2.33	5.68	83	86	88
8	70.31	74.65	54.22	23.44	25.35	37.35	6.25	0.00	8.43	64	71	83
All Grades	70.90	72.55	64.37	24.34	25.49	29.15	4.76	1.96	6.48	189	204	247

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	18.75	18.42	42.55	45.83	46.05	44.68	35.42	35.53	47	48	76
7	15.66	18.60	22.73	36.14	51.16	53.41	48.19	30.23	23.86	83	86	88
8	21.21	18.31	25.30	39.39	46.48	45.78	39.39	35.21	28.92	66	71	83
All Grades	16.84	18.54	22.27	38.78	48.29	48.58	44.39	33.17	29.15	196	205	247

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	25.53	31.25	47.37	70.21	64.58	52.63	4.26	4.17	0.00	47	48	76
7	8.43	22.09	26.14	84.34	74.42	61.36	7.23	3.49	12.50	83	86	88
8	1.54	2.82	9.64	93.85	94.37	84.34	4.62	2.82	6.02	65	71	83
All Grades	10.26	17.56	27.13	84.10	79.02	66.40	5.64	3.41	6.48	195	205	247

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In the 22-23 school year, the percentage of students for all grades who scored at level 4 on the ELPAC increased to 31.58%.
2. In the 22-23 school year, the percentage of students for all grades who scored at level 3 on the ELPAC increased to 40.08%.
3. In the 22-23 school year, the percentage of students for all grades who scored at the "Well Developed" level 4 on the writing domain of the ELPAC increased to 27.13%.

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
851	60.3	31.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Marvin A. Dutcher Middle.	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	271	31.8
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	513	60.3
Students with Disabilities	120	14.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.7
American Indian	5	0.6
Asian	9	1.1
Hispanic	655	77
Two or More Races	4	0.5
Pacific Islander	3	0.4
White	160	18.8

Conclusions based on this data:

- In the 22-23 school year, the largest significant subgroup is our Socioeconomically Disadvantaged at 60.3% of our student population.

2. In the 22-23 school year, the largest race/ethnic group is our Hispanic group at 77%.

3. In the 22-23 school year, the second largest race/ethnic group is White at 18.8%

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.

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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
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Red
Mathematics Orange		
English Learner Progress Yellow		

Conclusions based on this data:

1. In the 22-23 school year, the California dashboard indicator for the ELA Academic Performance is orange.
2. In the 22-23 school year, the California dashboard indicator for Math Academic Performance is orange.
3. In the 22-23 school year, the California dashboard indicator for Suspension Rate is Red.

School and Student Performance Data

Academic Performance English Language Arts

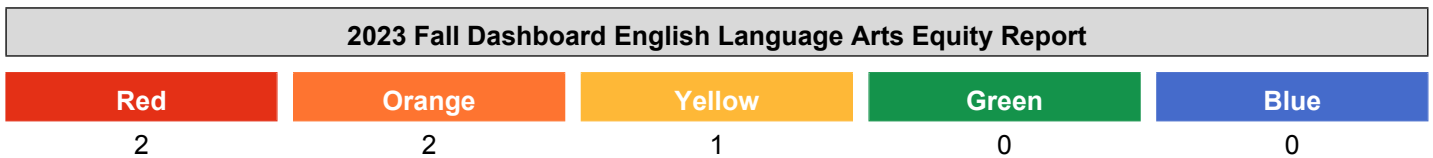
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Orange</p> <p>35.1 points below standard</p> <p>Decreased Significantly -26.1 points</p> <p>816 Students</p>	<p>English Learners</p> <p>Red</p> <p>74.8 points below standard</p> <p>Decreased Significantly -35.5 points</p> <p>346 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>55.4 points below standard</p> <p>Decreased Significantly -25.8 points</p> <p>563 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>115.7 points below standard</p> <p>Decreased -12.8 points</p> <p>119 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46.6 points below standard Decreased Significantly - 24.5 points 634 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	 Yellow 7 points above standard Decreased Significantly - 29.7 points 150 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
104.9 points below standard Decreased Significantly -23.1 points 242 Students	4.8 points below standard Decreased Significantly -29 points 104 Students	14 points below standard Decreased Significantly -23.4 points 383 Students

Conclusions based on this data:

1. In the 22-23 school year, the California dashboard indicator for ELL in ELA is red. 74.8 points below standard.
2. In the 22-23 school year, the California dashboard indicator for SED in ELA is orange. 55.4 points below standard.
3. In the 22-23 school year, the California dashboard indicator for SWD in ELA is red. 115.7 points below standard.

School and Student Performance Data

Academic Performance Mathematics

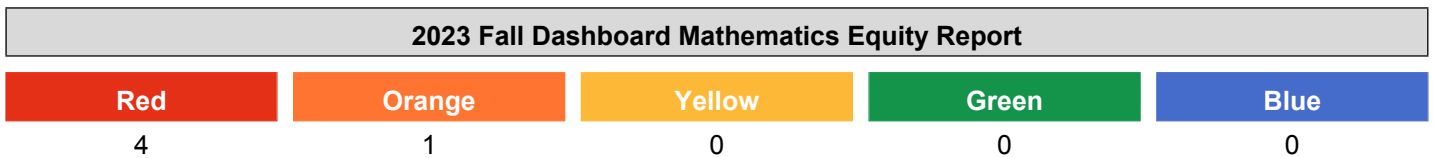
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



This section provides 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		
<p>All Students</p>  Orange 92.9 points below standard Decreased -10.7 points 809 Students	<p>English Learners</p>  Red 129.3 points below standard Decreased Significantly -17.2 points 342 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Red 109.5 points below standard Decreased -6.5 points 558 Students	<p>Students with Disabilities</p>  Red 179.8 points below standard Decreased -13.4 points 115 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 105 points below standard Decreased -9.1 points 629 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	 Orange 47.9 points below standard Decreased -9.2 points 149 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
151.9 points below standard Maintained -1.1 points 238 Students	77.7 points below standard Decreased Significantly -23.4 points 104 Students	71.1 points below standard Decreased -8.2 points 380 Students

Conclusions based on this data:

1. In the 22-23 school year, the California dashboard indicator for ELL in Math is red. 129.3 points below standard.
2. In the 22-23 school year, the California dashboard indicator for SED in Math is red. 109.5 points below standard.
3. In the 22-23 school year, the California dashboard indicator for SWD in Math is red. 179.8 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

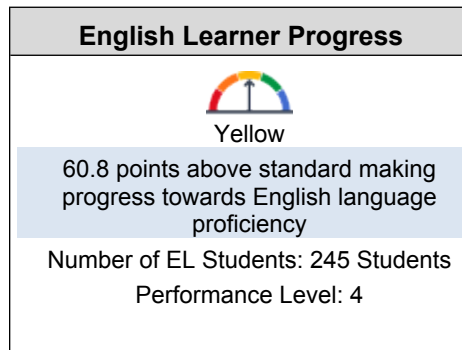
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
43	53	21	128

Conclusions based on this data:

1. In the 22-23 school year, the California dashboard indicator for English Learner Progress is yellow. 60.8 points above standard.
2. In the 22-23 school year, 128 students progressed at least one ELPI Level.
3. In the 22-23 school year, 21 students maintained an ELPI Level 4.

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.

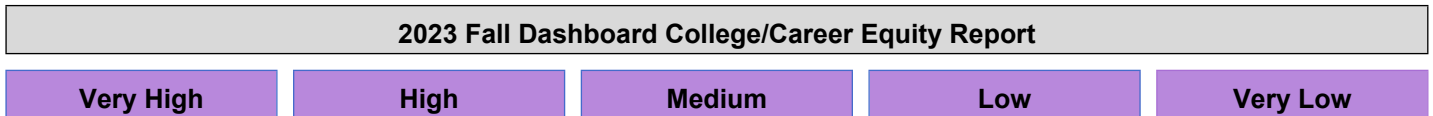
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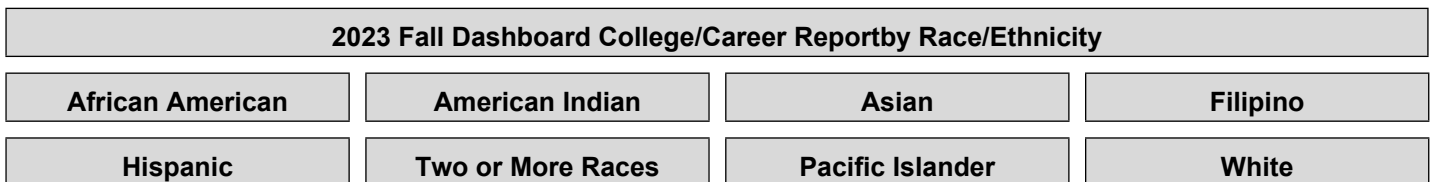
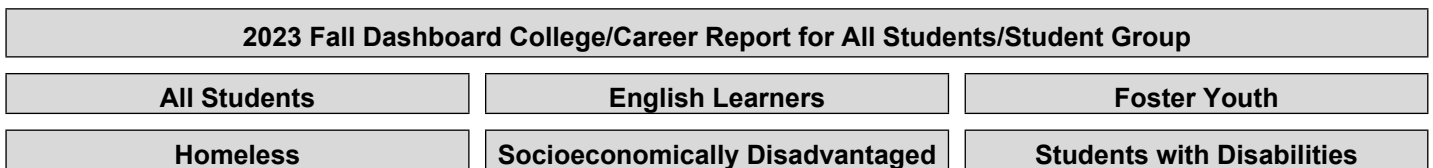
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

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		
All Students	English Learners	Foster Youth
 Yellow 21.7% Chronically Absent Declined Significantly -4.5 870 Students	 Yellow 25.2% Chronically Absent Declined Significantly -4 278 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 24.5% Chronically Absent Declined Significantly -6.1 603 Students	 Orange 30.8% Chronically Absent Declined -9.7 130 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 22.7% Chronically Absent Declined Significantly -3.7 666 Students	15.4% Chronically Absent Declined -17.9 13 Students	Less than 11 Students 3 Students	 Yellow 17.3% Chronically Absent Declined Significantly -6 168 Students

Conclusions based on this data:

1. In the 22-23 school year, the percentage of ELL students who were Chronically Absent is yellow. 25.2%
2. In the 22-23 school year, the percentage of SED students who were Chronically Absent is yellow. 24.5%
3. In the 22-23 school year, the percentage of SWD who were Chronically Absent is orange. 30.8%

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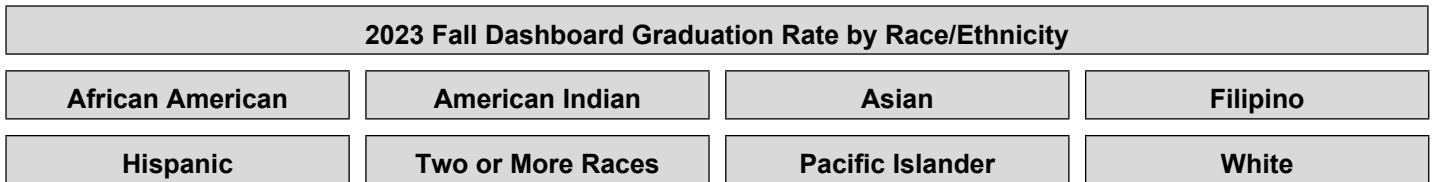
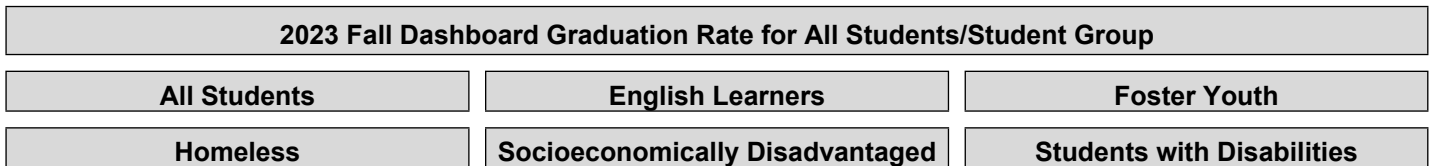
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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.



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

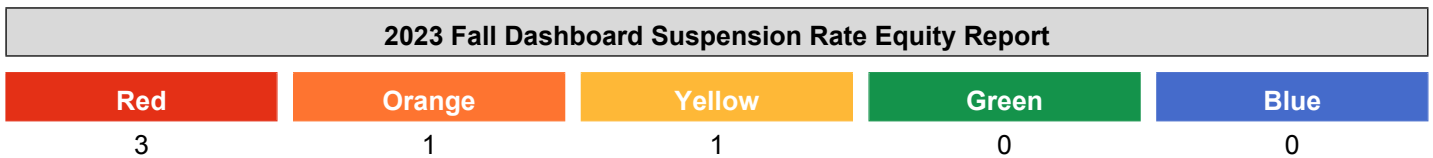
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Red</p> <p>14% suspended at least one day</p> <p>Maintained 0.1 878 Students</p>	<p>English Learners</p> <p>Red</p> <p>17.8% suspended at least one day</p> <p>Increased Significantly 5 281 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>16.6% suspended at least one day</p> <p>Maintained 0.2 608 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>15.3% suspended at least one day</p> <p>Declined -11 131 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 15.2% suspended at least one day Increased 1.2 671 Students	0% suspended at least one day Maintained 0 13 Students	Less than 11 Students 3 Students	 Yellow 11.1% suspended at least one day Declined -2.5 171 Students

Conclusions based on this data:

1. In the 22-23 school year, the California dashboard indicator for suspension rate shows red for the following: all students, ELLs, and SED
2. In the 22-23 school year, the California dashboard indicator for suspension rate shows yellow for the following: SWD
3. In the 22-23 school year, the California dashboard indicator for suspension rate shows red for the following race/ethnicity: Hispanic

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.

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

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.

Our District and school vision and fundamental belief is that all students can learn and grow academically and social-emotionally with school-wide and classroom supports.

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
Smarter Balanced ELA	In the 22-23 school year, the ELA dashboard indicator is 35.1 points below standard.	Decrease
Math Dashboard Indicator	In the 22-23 school year, the Math dashboard indicator is 92.9 points below standard.	Decrease
English Learner Progress Indicator	In the 22-23 school year, the English Learner Progress dashboard indicator is 60.8% making progress.	Increase
Chronic Absenteeism Indicator	In the 22-23 school year, the Chronic Absenteeism dashboard indicator is 21.7% chronically absent.	Decrease
SBAC ELA % met & exceeded	In the 22-23 school year, the percentage of students that met and exceeded standards in ELA is 35.65%.	Increase
SBAC math % met & exceeded	In the 22-23 school year, the percentage of students that met and exceeded standards in Math is 18.85%.	Increase
Percentage of students earning C or higher (3rd quarter)	Site 82% ELs 64% SED 79% SWD 79%	Increase

	Foster Youth 100%	
Reclassification #s		
Summative ELPAC Overall % level 4	In the 22-23 school year, the percentage of students that were at achievement level 4 on the ELPAC was 16.50%	Increase
CHKS Average %	School Connectedness: 60% Caring Adult in School: 57% Parent Involvement in Schooling: 52%	Increase
Attendance Rates (AERIES)	95%	Increase
California Science Test	In the 22-23 school year, the percentage of students that met and exceeded standards in science is 30.18%.	Increase
iReady ELA	in the 22 -23 school year, the overall % of students at grade level: 39%	Increase
iReady Math	In the 22-23 school year the overall % of students at grade level: 21%	Increase
# of counseling referrals	400	Increase
Total # of Care Referrals	28	Increase

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	Strategy/Activity 1 = Teacher Collaboration and SPED Curriculum Work (Grades 6th - 8th) / CLAD Stipends and substitutes	All Students	10000 ESS Substitutes CLAD Stipends 10000 General Fund Substitutes CLAD Stipends 8796 Site Collaboration Curriculum Work 31258 General Fund Curriculum Work Teachers 5058 SPED-LCAP Goal 3/Action 26 Curriculum Work
1.2	Strategy/Activity 2 = Eureka Math, IXL Math, and iReady (Grades 6th - 8th)	All Students	0 Title I Materials and Supplies
1.3	Strategy/Activity 3 = Springboard ELA, STAR SLA, Academic Vocabulary Toolkit (AVT), PBIS, and	All Students	12000 ESS

	Support Materials and Supplies (Student Planners) (Grades 6th - 8th) Textbooks and Other Books / Technology Equipment / Service Contracts / Professional Services / Rents/Leases		Materials and Supplies 26600 General Fund Materials and Supplies Textbooks/Other Books 9288 Title I Materials and Supplies AVT 27000 ESS Textbooks and Other Books 5000 ESS Technology Equipment 10000 General Fund Technology Equipment Non-Capitalized Equipment 16000 General Fund Service Contracts and Professional Services Equipment Maintenance Contracts / Rents/Leases 6480 Mandated Costs
1.4	Strategy/Activity 4 = Homework Lab (Grades 6th and 7th)	All Students	3240 Clerical-LCAP Goal 3/Action 10/C Classified Support
1.5	Strategy/Activity 5 = Edgenuity (Grades 7th - 8th) /Homework Lab Grades 6-8) / Math and ELA Tutorial	All Students	10523 ESS Certificated Extra Duties 10000 General Fund Certificated Extra Duties
1.6	Strategy/Activity 6 = National Geographic History (Grades 6th - 8th)	All Students	
1.7	Strategy/Activity 7 = Materials and Supplies / Duplicating	All students	12000 General Fund Duplicating 12349 ESS Duplicating 1000 Title I Duplicating
1.8	Strategy/Activity 8 = Study Trips	All Students	6480

			Study Trips LCAP Goal 3/Action 11 Student Study Trips 10000 General Fund Student Study Trips
1.9	Strategy/Activity 9 =Travel Conference	All Staff and Students	3754 General Fund Professional Development Travel Conference
1.10	Strategy/Activity 10 = Additional Classified Support(Paraprofessional and Clerical)	All Students	9000 ESS Classified Support Paraprofessional and Clerical 16000 General Fund Classified Support Para Extra Hours and Substitutes / Clerical Extra Hours

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.

In the 23-24 school year, Dutcher Middle School successfully Implemented the iReady assessment for Reading and Math 3X a year for grade levels 6-8.

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

DMS intended to provide Homework Lab for every grade level, however we were only able to staff Homework Lab for grades 6 and 7. Additionally Math 180 was no longer supported by our district as a supplement to the Eureka Math curriculum.

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.

DMS is planning to add 4 additional art elective classes funded through Prop 28. DMS is also planning to add a STEM elective class.

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.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

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.

Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

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
Suspension Indicator	Our 2023-2024 CHKS data revealed that: 60% had a connection to our school; 57% felt there were caring adults on campus and 52% of parents felt there were opportunities for parent involvement in schooling.	Increase
Total # of Suspensions	14% of all students were suspended at least one day.	Decrease
Total # of Office Referrals for Discipline		

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
2.1	Strategy/Activity 1 = Admin / Categorical AP	All Staff and Students	2000 General Fund Materials and Supplies Admin / Categorical AP
2.2	Strategy/Activity 2 = SEL Curriculum / Student Led Equity Curriculum	All Students	

2.3	Strategy/Activity 3 = New Equipment / Replacement Equipment - Instruction	All Staff and Students	12000 General Fund Materials and Supplies New Equipment/Replacement Equipment - Instruction
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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.

Actions and services such as utilizing CARE clinicians and recognizing students daily and monthly for modeling character traits were implemented throughout the school year.

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

Considering that the 2022-23 CHKS data revealed that: 55% had a connection to our school; 51% felt there were caring adults on campus and 51% perceived school as very safe or safe, we are hopeful next year's data will show growth in these areas.

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

We will continue to make students aware of: CARE clinicians, clubs, homework labs, and extra-curricular activities to improve their connection to school, connection with a caring adult, and feeling safe at school.

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.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

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.

Our District and school vision and fundamental belief is that all students can learn and grow academically with school-wide and classroom supports.

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
ELA Dashboard Indicator	In the 22-23 school year, the ELA dashboard indicator is 35.1 points below standard.	decrease the points below standard
Math Dashboard Indicator	In the 22-23 school year, the Math dashboard indicator is 92.9 points below standard.	decrease the points below standard
English Learner Progress Indicator	In the 22-23 school year, the English Learner Progress dashboard indicator is 60.8% making progress.	increase the % of students making progress
SBAC ELA % met & exceeded	In the 22-23 school year, the percentage of students that met and exceeded standards in ELA is 35.65%.	Increase the % of students that met and exceeded standards
SBAC math % met & exceeded	In the 22-23 school year, the percentage of students that met and exceeded standards in Math is 18.85%.	Increase the % of students that met and exceeded standards
Summative ELPAC Overall % level 4	In the 22-23 school year, the percentage of students that were at achievement level 4 on the ELPAC was 16.50%	Increase the % of students that achieve level 4
Ed Rounds total	140	Increase the Ed Rounds total
Physical Fitness Participation Rates (5th, 7th, 9th)	98.23%	Increase the Physical Fitness Participation Rates (5th, 7th, 9th)

CAST	In the 22-23 school year, the percentage of students that met and exceeded standards in science is 30.18%	
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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
3.1	Strategy / Activity 1 = Teachers / Paraprofessionals / Clerical Staff Salaries (+ Benefits)	All Students	97785 Title I Certificated Salaries Paraprofessional and Classified Salaries
3.2	Strategy/Activity 2 = Career Day (Grades 6th - 8th)	All Students	200 General Fund Materials and Supplies
3.3	Strategy/Activity 3 = College Awareness Week and College Fair (Grades 6th - 8th)	All Students	200 General Fund Materials and Supplies
3.4	Strategy/Activity 4 = Classroom Instruction - Materials and Supplies	All Students	
3.5			
3.6	Strategy/Activity 5 = Academic and Character Recognition	All Students	3000 General Fund Materials 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.

For the 22-23 school year, the English Learner progress percentage rate was 60.8%

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

For the 24-25 school year, DMS will increase academic recognition for metric indicators.

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.

For the 23-24 school year, DMS made math a focus and increased the percentage of Math edrounds per month.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

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 has demonstrated that the higher the level of parent and community involvement and engagement, the higher the level of student success.

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
ELAC, # of meetings and participants	(Meetings - 4) (Participants - 8)	Maintain (Meetings - 4) (Participants - 8)
SSC, # of meetings and participants	(Meetings - 4) (Participants - 8)	Maintain (Meetings - 4) (Participants - 8)
Total # of parent events and total # of parent participation	(6 events) (Approximate # of participants per event - 200)	Increase the total # of parent events and parent participants
PIQE Total number of parent participants	(Participants - 20)	(Participants - 20)
Followers on social media: Facebook, Instagram, twitter		
# of home visits by community liaison		

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
4.1	Strategy/Activity 1 = Parent Information Nights / Materials and Supplies (All Parents)	All Students and Parents	3794 Title I - Parental Involvement Materials and Supplies
4.2	Strategy/Activity 2 = PEP or PIQE (All Parents)	All Students and Parents	3000 Title I Parent Engagement

4.3	Strategy/Activity 3 = Postage / Telephone	All Students	2132 General Fund Postage Telephone

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.

In the 23-24 school year, 100 parents participated in the PIQE parent engagement program.

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

For the 23-24 school year, DMS split the cost for the PIQE program with TJHS and \$3000 towards the total cost, \$6000.

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 structure of our Open House will change to a "Showcase" format to increase student attendance and additional parent information nights will be added.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

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.

Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

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
Total # of safety meetings:	4	Increase the number of safety meetings as needed.
CHKS % perceived safe and/or very safe	In the 23-24 school year, 63% of students perceived the school as very safe or safe.	Increase of 5% in "School perceived as a very safe or safe" on the CHKS.

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
5.1	Strategy/Activity 1 = Counseling Referrals (Grades 6th - 8th) By end of Qtr 3 - Approximately 400	All Students, Staff, and Counselors	
5.2	Strategy/Activity 2 = Care Referrals (Grades 6th - 8th) By end of Qtr 3 - Total 28	All Students, Staff, and Counselors	
5.3	Strategy/Activity 3 = Student Success Teams (SST's) (Grades 6th - 8th) - Total 54	All Students, Staff, and Counselors	
5.4	Strategy/Activity 4 = 33.33% (+ Benefits) Health Tech	All Students	25128 ESS Classified Support Safety
5.5	Strategy/Activity 5 = Campus Supervisors / Extra Hours - Support Services	All Students	5000 General Fund Security

			1500 LCAP Security Additional Hours for Campus Supervisors
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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.

In the 23-24 school year, there was an increase in the percentage of students that perceived the school as very safe or safe.

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

In the 23-24 school year, DMS continued to have a part-time CARE clinician which had 28 CARE referrals.

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.

DMS counselors will implement an accountability system/spreadsheet to record the # of counseling visits and CARE referrals.

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	\$525350
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$427,565.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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 (\$)
Title I	\$111,073.00

Subtotal of additional federal funds included for this school: **\$111,073.00**

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

State or Local Programs	Allocation (\$)
Clerical-LCAP Goal 3/Action 10/C	\$3,240.00
ESS	\$111,000.00
General Fund	\$170,144.00
LCAP Security	\$1,500.00
Mandated Costs	\$6,480.00
Site Collaboration	\$8,796.00
SPED-LCAP Goal 3/Action 26	\$5,058.00
Study Trips LCAP Goal 3/Action 11	\$6,480.00
Title I - Parental Involvement	\$3,794.00

Subtotal of state or local funds included for this school: **\$316,492.00**

Total of federal, state, and/or local funds for this school: **\$427,565.00**

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
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Expenditures by Funding Source

Funding Source	Amount
Clerical-LCAP Goal 3/Action 10/C	3,240.00
ESS	111,000.00
General Fund	170,144.00
LCAP Security	1,500.00
Mandated Costs	6,480.00
Site Collaboration	8,796.00
SPED-LCAP Goal 3/Action 26	5,058.00
Study Trips LCAP Goal 3/Action 11	6,480.00
Title I	111,073.00
Title I - Parental Involvement	3,794.00

Expenditures by Budget Reference

Budget Reference	Amount
	27,000.00
Additional Hours for Campus Supervisors	1,500.00
Certificated Extra Duties	20,523.00
Certificated Salaries	97,785.00
Classified Support	53,368.00
Curriculum Work	45,112.00
Duplicating	25,349.00
Materials and Supplies	69,082.00
Parent Engagement	3,000.00
Postage	2,132.00
Professional Development	3,754.00
Security	5,000.00

Service Contracts and Professional Services	16,000.00
Student Study Trips	16,480.00
Substitutes	20,000.00
Technology Equipment	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Classified Support	Clerical-LCAP Goal 3/Action 10/C	3,240.00
	ESS	27,000.00
Certificated Extra Duties	ESS	10,523.00
Classified Support	ESS	34,128.00
Duplicating	ESS	12,349.00
Materials and Supplies	ESS	12,000.00
Substitutes	ESS	10,000.00
Technology Equipment	ESS	5,000.00
Certificated Extra Duties	General Fund	10,000.00
Classified Support	General Fund	16,000.00
Curriculum Work	General Fund	31,258.00
Duplicating	General Fund	12,000.00
Materials and Supplies	General Fund	44,000.00
Postage	General Fund	2,132.00
Professional Development	General Fund	3,754.00
Security	General Fund	5,000.00
Service Contracts and Professional Services	General Fund	16,000.00
Student Study Trips	General Fund	10,000.00
Substitutes	General Fund	10,000.00
Technology Equipment	General Fund	10,000.00
Additional Hours for Campus Supervisors	LCAP Security	1,500.00
	Mandated Costs	6,480.00

Curriculum Work	Site Collaboration	8,796.00
Curriculum Work	SPED-LCAP Goal 3/Action 26	5,058.00
Student Study Trips	Study Trips LCAP Goal 3/Action 11	6,480.00
Certificated Salaries	Title I	97,785.00
Duplicating	Title I	1,000.00
Materials and Supplies	Title I	9,288.00
Parent Engagement	Title I	3,000.00
Materials and Supplies	Title I - Parental Involvement	3,794.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	271,826.00
Goal 2	14,000.00
Goal 3	101,185.00
Goal 4	8,926.00
Goal 5	31,628.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Robert Ruiz	Principal
Jean Zimmer	Other School Staff
Amanda Morales	Classroom Teacher
Gloria Ontiveros	Classroom Teacher
Alex Carrillo Prasad	Classroom Teacher
Jesse Ceja	Parent or Community Member
Homero Mejia	Parent or Community Member
Ali Klikna	Parent or Community Member
Marcela Barraza	Parent or Community Member
Esmeralda Pedraza	Parent or Community Member
Leticia Farias	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

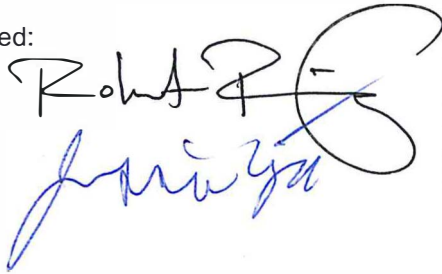
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/2024.

Attested:



Principal, Robert Ruiz on 5/20/2024

SSC Chairperson, Jesse Ceja on 5/20/2024