



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Anthony W. Ochoa Middle School	01611926056956	April 17, 2025	June 25, 2025

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).

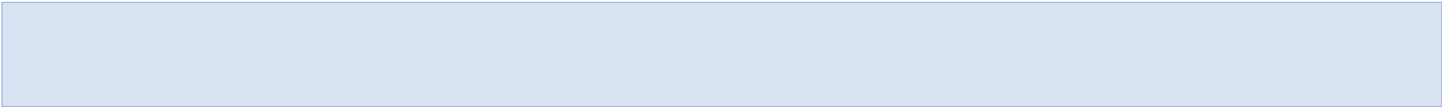
The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with 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 Anthony W. Ochoa Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).



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.

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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 Anthony W. Ochoa Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Anthony Ochoa Middle School developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma-informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These four goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

Educational Partner Involvement

How, when, and with whom did Anthony W. Ochoa 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

We have consulted with students, staff, families and a number of committees including our Instructional Leadership Team (ILT), Site Based Decision Making Team (SBDM), School Site Council (SSC), English Language Advisory Committee (ELAC), SpEd Dept. African American Student Achievement Initiative (AASAI) and our Local Curriculum Council (LCC). With respect to the site's Local Curriculum Council and Site Based Decision Making committees, we meet and receive input regularly throughout the school year. This is achieved by conducting periodic surveys with our community, students, staff and families and incorporating their input and feedback into the updated SPSA, i.e., Panorama district-wide Surveys, Student, Staff, California Healthy Kids (CHKS) and Parent School surveys "Dreams for Ochoa".

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.

Anthony Ochoa Middle School was exited from the Comprehensive School of Improvement Program. Students demonstrated positive improvements in four out of five areas of the California school dashboard in 2022; areas of improvement: chronic absenteeism, multi language learner progress, English Language Arts and Mathematics. We continued to make positive gains and improvements annually in the dashboard areas listed above as well as our student suspension rate.

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.

There have been significant improvements in most indicators of the California dashboard. Specifically there were marked improvements in performance at the Yellow/Medium to Green/High range in the areas of mathematics, multilingual learner progress, chronic absenteeism. However, our English Language Arts and Suspension Rates fall in the orange/low range. We anticipate continued growth in all five areas moving forward.

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.

N/A

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Anthony W. Ochoa 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.43%	0.25%	0.27%	2	1	1
African American	7.58%	7.86%	6.40%	35	32	24
Asian	7.58%	9.58%	9.33%	35	39	35
Filipino	12.99%	12.29%	13.33%	60	50	50
Hispanic/Latino	59.31%	57.49%	57.33%	274	234	215
Pacific Islander	4.76%	4.67%	5.87%	22	19	22
White	2.60%	3.19%	3.73%	12	13	14
Two or More Races	4.55%	4.18%	3.47%	21	17	13
Not Reported	0.22%	0.49%	0.27%	1	2	
Total Enrollment				462	407	375

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	220	190	193
Grade 8	242	217	182
Total Enrollment	462	407	375

Conclusions based on this data:

1. We had been experiencing a decline in enrollment, each year, at a rate of approximately 8% as reflected above. In spite of this fact, our overall demographic remains consistent. Our LatinX students continue to make up over 57% of our student population, Filipino students make up just over 12%, and our African American student population remains below 10% of our student population. The impact of a potential school closure immediately following the Global COVID 19 Pandemic, has also had a direct impact on our already declining enrollment, making projections for 2024-25 even lower than originally anticipated. As a result we have increased our recruitment efforts, community outreach and parent and student engagement initiatives. This student recruitment plan helped us realize an increase enrollment. 2023-24 was when we first began to realize a larger incoming class of seventh grade students, which was a positive sign that enrollments were increasing. In 2024-25 enrollments increased by almost fifty additional students. Original projections for 2024-25 were 369 and 415 were enrolled at the start of the 2024-25 school year.
2. We continue to evaluate our course offerings, and programs at our site to make our site more competitive with neighboring public, private and charter schools in the area.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	112	98	64	24.2%	24.1%	17.1%
Fluent English Proficient (FEP)	172	132	137	37.2%	32.4%	36.5%
Reclassified Fluent English Proficient (RFEP)	141	116	117	30.5%	28.5%	31.2%

Conclusions based on this data:

1. From 21-23, there has been a decrease in the number of enrolled MLLs; however they continue to represent approximately 24% of our population. Our FEP students continue to make up approximately 32% of our enrollment. MLL
2. We will work to continue to support our Multilingual Learners (MLLs) through high interest electives and culturally responsive reading materials such as e-books, audiobooks, and dual language applications. We will provide high-interest elective courses, tutoring support, and focused ELD interventions in small groups with our EL Specialist. This will develop their skills in the four domains (reading, writing, speaking, and listening) this will be achieved through our English Language Specialist and the Case Manager Supports. We will offer a Summer Bridge program as a way to enrich their English Language development.
3. The district office provides the .50 EL Specialist position; staff will attend professional development, that focuses on SDAIE strategies. Additionally, we offer a series of ESL Life Skills, technology and parenting support workshops for the parents of MLLs and recently reclassified MLLs. The site has purchased Rime Magic and the District level supports now include Summit K12 to support english language development for students and up to four family members.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	218	189	199	206	183	190	206	183	190	97.2	97.9	95.5
Grade 8	241	218	180	235	208	171	235	203	170	97.9	95.8	95
All Grades	459	407	379	448	394	361	441	386	360	97.6	96.8	95.3

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2518.	2507.	2505.	7.77	8.74	8.42	27.18	28.42	24.74	33.01	22.40	30.00	32.04	40.44	36.84
Grade 8	2538.	2536.	2508.	6.38	9.36	8.24	31.91	28.57	20.00	34.47	34.48	31.18	27.23	27.59	40.59
All Grades	N/A	N/A	N/A	7.03	9.07	8.33	29.71	28.50	22.50	33.79	28.76	30.56	29.48	33.68	38.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	8.74	14.29	6.35	61.65	52.75	62.43	29.61	32.97	31.22
Grade 8	12.34	14.29	8.24	62.98	53.20	51.18	24.68	32.51	40.59
All Grades	10.66	14.29	7.24	62.36	52.99	57.10	26.98	32.73	35.65

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	10.29	13.81	13.76	66.67	50.28	48.68	23.04	35.91	37.57
Grade 8	8.51	11.33	7.65	60.00	60.10	51.18	31.49	28.57	41.18
All Grades	9.34	12.50	10.86	63.10	55.47	49.86	27.56	32.03	39.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	8.74	8.79	12.11	71.84	69.78	63.16	19.42	21.43	24.74
Grade 8	8.09	11.82	5.29	77.45	70.44	75.88	14.47	17.73	18.82
All Grades	8.39	10.39	8.89	74.83	70.13	69.17	16.78	19.48	21.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	12.14	13.11	14.21	68.93	58.47	57.89	18.93	28.42	27.89
Grade 8	17.02	14.78	14.12	63.40	68.97	62.94	19.57	16.26	22.94
All Grades	14.74	13.99	14.17	65.99	63.99	60.28	19.27	22.02	25.56

Conclusions based on this data:

1. When we review student group details by demographic three out of five student groups scored at the Med to High range on the dashboard. For the ELA portion, there are two composite areas 1)Reading & Listening- this speaks to how well students understand written and spoken information. 2)Writing & Research-determines How well did students use research skills and communicate in writing. Our 7th and 8th graders are approaching standard met at 50.79% and 47% respectively; with 10.58% and 8.82% exceeding standards. Areas of growth will be to continue to develop reading comprehension and writing; areas of success are listening and research/inquiry.
2. Our multi-tiered system of supports include identifying focal students in early August/September each year. Identifying and removing barriers to their learning and offering needed supports. Students have access to tutoring support, executive functioning skills. An area of growth, to improve reading comprehension and writing. Students must be able to decode language for understanding across all disciplines. Our ELA Focal Student Case Manager, will be assigned a group of students for whom additional focused support will be provided throughout the year leading up to the ELPAC and CAASPP tests.
3. Each year focal students are identified and provided regular academic check in's, progress monitoring and other supports are put in place to help students to be more successful. Students will be provided with real-world applications for ELA skills and strategies through a SPARC Poetry (Bay Area Creative) residency in our English classes, student publications such as yearbook, school newsletters to develop writing and podcasting to develop speaking skills for students. In 2023-24, we offered a small grant allocation to our feeder elementary schools to ensure they receive focused supports in ELA for our incoming 7th graders. We will continue to provide interventions as needed, such as Rime Magic and Summit K12.

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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	218	189	199	211	182	190	206	180	190	97.2	96.3	95.5
Grade 8	241	218	180	235	209	172	234	204	172	97.5	95.8	95.6
All Grades	459	407	379	447	391	362	440	384	362	97.3	96.0	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2484.	2488.	2490.	8.25	8.89	7.37	13.11	18.33	18.95	28.64	27.22	27.89	50.00	45.56	45.79
Grade 8	2500.	2487.	2488.	9.40	8.33	9.88	14.10	10.29	13.37	27.35	26.96	18.02	49.15	54.41	58.72
Grade 11															
All Grades	N/A	N/A	N/A	8.86	8.59	8.56	13.64	14.06	16.30	27.95	27.08	23.20	49.55	50.26	51.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	9.22	11.67	12.63	43.69	39.44	42.63	47.09	48.89	44.74
Grade 8	9.83	9.31	9.30	49.57	41.67	38.37	40.60	49.02	52.33
Grade 11									
All Grades	9.55	10.42	11.05	46.82	40.63	40.61	43.64	48.96	48.34

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	5.83	7.22	6.84	52.43	48.33	48.95	41.75	44.44	44.21
Grade 8	6.41	9.31	7.56	55.56	43.63	48.84	38.03	47.06	43.60
All Grades	6.14	8.33	7.18	54.09	45.83	48.90	39.77	45.83	43.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	7.77	8.89	7.37	61.17	65.00	65.26	31.07	26.11	27.37
Grade 8	8.97	5.39	9.30	56.84	62.25	58.14	34.19	32.35	32.56
All Grades	8.41	7.03	8.29	58.86	63.54	61.88	32.73	29.43	29.83

Conclusions based on this data:

1. Ochoa has realized growth in this area, increasing all student outcomes by 3.8% this year. There continues to be opportunities for growth when we look at student demographic groups. Our multilingual learners, including long-term multilingual learners, and Latinx populations continue to remain in the red on the dashboard. The CAASPP for mathematics requires students to demonstrate mastery in three areas, concepts & procedures, problem solving & data analysis, and communicating reasoning. Our areas of growth have been applying Mathematical Concepts and procedures and Problem Solving & Modeling/Data Analysis.
2. Our multi-tiered system of supports include identifying focal students in early August/September each year. Identifying and removing barriers to their learning and offering needed supports. Students have access to tutoring support, executive functioning skills, real-world applications for Math skills and strategies such as Financial Literacy, STEM classes, and cross-curricular project-based instruction that includes project-based learning opportunities focused on building mathematics skills.
3. Each year focal students are identified and provided regular academic check in's, progress monitoring and other interventions are put in place to help students to be more successful. Students will be provided with real-world applications for Math skills and strategies through a onsite tutoring supports, math focused elective offerings such as Financial Literacy, STEM and Computer Applications. In 2024-25, we offered a small grant allocation to our feeder elementary schools to ensure they receive focused supports in Mathematics for our incoming 7th graders. We will continue to provide interventions as needed.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1546.3	1550.3	1545.7	1549.6	1560.1	1546.7	1542.6	1540.0	1544.2	55	46	39
8	1558.0	1546.4	1546.0	1560.9	1556.2	1557.3	1554.7	1536.2	1534.4	32	40	28
All Grades										87	86	67

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	21.82	30.43	21.05	43.64	32.61	42.11	25.45	26.09	34.21	9.09	10.87	2.63	55	46	38
8	25.81	22.50	11.11	41.94	37.50	44.44	22.58	25.00	40.74	9.68	15.00	3.70	31	40	27
All Grades	23.26	26.74	16.92	43.02	34.88	43.08	24.42	25.58	36.92	9.30	12.79	3.08	86	86	65

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	30.91	45.65	36.84	50.91	43.48	47.37	12.73	8.70	15.79	5.45	2.17	0.00	55	46	38
8	48.39	37.50	25.93	35.48	42.50	62.96	12.90	10.00	7.41	3.23	10.00	3.70	31	40	27
All Grades	37.21	41.86	32.31	45.35	43.02	53.85	12.79	9.30	12.31	4.65	5.81	1.54	86	86	65

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	10.91	19.57	7.89	32.73	17.39	18.42	41.82	39.13	57.89	14.55	23.91	15.79	55	46	38
8	9.68	10.00	3.70	41.94	20.00	18.52	35.48	37.50	48.15	12.90	32.50	29.63	31	40	27
All Grades	10.47	15.12	6.15	36.05	18.60	18.46	39.53	38.37	53.85	13.95	27.91	21.54	86	86	65

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	9.09	4.35	15.79	72.73	73.91	68.42	18.18	21.74	15.79	55	46	38
8	6.45	15.00	7.41	77.42	55.00	77.78	16.13	30.00	14.81	31	40	27
All Grades	8.14	9.30	12.31	74.42	65.12	72.31	17.44	25.58	15.38	86	86	65

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	77.78	80.43	73.68	20.37	17.39	26.32	1.85	2.17	0.00	54	46	38
8	67.74	82.50	74.07	29.03	10.00	22.22	3.23	7.50	3.70	31	40	27
All Grades	74.12	81.40	73.85	23.53	13.95	24.62	2.35	4.65	1.54	85	86	65

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	12.73	17.39	7.89	52.73	39.13	55.26	34.55	43.48	36.84	55	46	38
8	22.58	10.00	7.41	41.94	37.50	40.74	35.48	52.50	51.85	31	40	27
All Grades	16.28	13.95	7.69	48.84	38.37	49.23	34.88	47.67	43.08	86	86	65

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	10.91	19.57	10.53	81.82	67.39	89.47	7.27	13.04	0.00	55	46	38
8	3.23	2.50	3.70	93.55	82.50	88.89	3.23	15.00	7.41	31	40	27
All Grades	8.14	11.63	7.69	86.05	74.42	89.23	5.81	13.95	3.08	86	86	65

Conclusions based on this data:

1. Our 2023-24 ELPAC results show an overall increase of 8.8% in our multilingual student outcomes. Our long-term multilingual students increased in this area by 9.2%. Overall ELPAC results indicate that 24 out of 38 7th grade students scored 3s or 4s and 15 out of 27 8th grade students scored 3s or 4s. This means students are "at" or "above" English Language Proficiency.
2. Even though our MLLs did not have full and consistent access to individual language supports due to staffing, they were successful due to the integrated supports provided in their ELA classes and their ability to build language skills in high interest elective classes (AVID, PUENTE, Financial Literacy, Choir, Band, Orchestra, Guitar, Leadership). Over the past three years, we have needed to rely upon our district team and supports from external partnerships. Our teachers continue to integrate SDAIE strategies in all content areas, the use of REALIA, as well as increased opportunities for reading informational text and project-based learning.

There will continue to be a focus on trust and relationship building with staff, culturally responsive teaching and pedagogy, the integration and use of technology for academic purposes, and curriculum and instruction to support

critical thinking skills and to ensure students are acquiring not only language proficiency, (Speaking, Listening, Reading, and Writing) but the 21st century skills that will help them to thrive in this global economy.

3. In 2023-24 there was an overall increase in performance on the ELPAC test, taken by our multilingual students. The ELPAC or English Language Proficiency Assessment of California seeks to have students demonstrate mastery in four domains, reading, speaking, listening, and writing in English. This increase in outcomes is likely due to supports provided by our district office English Language Support Team and the highly engaging elective offerings that allow students to better access language in the four domains. Currently, our district provides a part-time English Language Specialist, whose role is to meet with students offering support individually, small group and via classroom push in. Students will benefit when there are more focused and consistent language supports, via one on one and or small group instruction (pull out/push in), as well as the opportunity to attend elective classes to support areas of high interest, which promote academic language acquisition.

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
375	85.1%	17.1%	0.0%
Total Number of Students enrolled in Anthony W. Ochoa Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	64	17.1%
Foster Youth	0	0.0%
Homeless	9	2.4%
Socioeconomically Disadvantaged	319	85.1%
Students with Disabilities	68	18.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	6.4%
American Indian	1	0.3%
Asian	35	9.3%
Filipino	50	13.3%
Hispanic	215	57.3%
Two or More Races	13	3.5%
Pacific Islander	22	5.9%
White	14	3.7%

Conclusions based on this data:

- Although there have been significant changes in our enrollment numbers, our demographic and special population data breakdown are relatively consistent. In 2022-23 we began to create learning partnerships with our feeder

patterns (elementary schools) and our families. We increased family and community involvement, by offering parent workshops, literacy and technology classes as well as broadened our elective offerings so as to improve student engagement. We hosted drop in sessions, Coffee with the Principal at our feeder Elementary schools, hosted school tours, community-based open houses where we introduced incoming families and friends to other community and school resources.

In 2024 we were named a Community School and we will continue to maintain those partnerships and create new ones that support positive student enrollment and outcomes.

2. While, Hispanic, Filipino, and African American students are our highest represented demographic, it is imperative that we spend time learning about the cultures of all students, creating a safe and inclusive learning environment for all students that includes culturally and linguistically responsive instruction.

School and Student Performance Data

Overall Performance






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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.
- Through focused supports we will begin to see our student ELA/Math scores begin to rise to more acceptable levels. This can be achieved by improving student attendance and creating safe and inclusive learning environments for students that acknowledge their assets and integrates culturally and linguistically responsive instruction.

We have implemented various SEL programs, a wellness center and student groups to support good decision-making, healthy relationships, as well as restorative counseling sessions for students to aid in conflict resolution.

2. Chronic absenteeism can be improved through the education of students and families. As attendance meetings are held each month, we have an obligation to educate both students families about the direct correlation between absenteeism and student academic success.
3. We can begin to improve our suspension rates by continuing to take a more restorative approach to discipline. Providing more proactive opportunities to educate students and families about trends in behavior; repair harm cause by educating students and families about what Ed Code requires regarding discipline and attendance. Educating students and families about what is and is not appropriate, providing space for student meditations before conflicts arise. Inviting families to participate in those mediations to establish collaborative partnerships within the school community. Providing more interactive Parent Day workshops, Coffee with the Principal (parents), and Kickbacks with the Principal (students) to educate and empower families.

School and Student Performance Data

Academic Performance English Language Arts

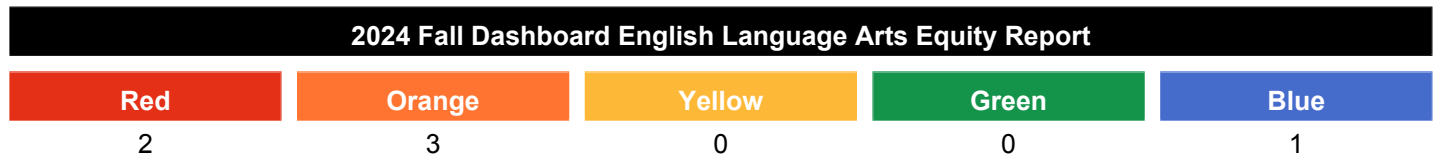
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>50.5 points below standard</div> <div>Declined 12.8 points</div> <div>350 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>95.0 points below standard</div> <div>Declined 14.7 points</div> <div>125 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Red</div> <div>110.0 points below standard</div> <div>Declined 10.1 points</div> <div>66 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>201.5 points below standard</div> <div>11 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>56.3 points below standard</div> <div>Declined 15.4 points</div> <div>299 Students</div>

Students with Disabilities  Orange 147.9 points below standard Increased 16.3 points 60 Students	African American  No Performance Color 92.8 points below standard Declined 31.8 points 19 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Orange 7.7 points below standard Declined 23.4 points 34 Students	Filipino  Blue 24.0 points above standard Increased 15.0 points 48 Students	Hispanic  Red 74.5 points below standard Declined 25.8 points 201 Students
Two or More Races  No Performance Color 72.7 points below standard Declined 40.0 points 14 Students	Pacific Islander  No Performance Color 40.2 points below standard Increased 45.1 points 21 Students	White  No Performance Color 25.3 points below standard 13 Students

Conclusions based on this data:

1. There is room for improvement in this area. There is a significant need to offer targeted support for neurodivergent students, MLLs, African American and Pacific Islander.
2. We will continue to focus on progress monitoring of focal students, reading comprehension, writing and language acquisition with the use of culturally responsive, fictional novels with high interest topics, cross curricular instructional opportunities for students and daily reading strategies across content areas to promote student academic engagement.

School and Student Performance Data

Academic Performance Mathematics

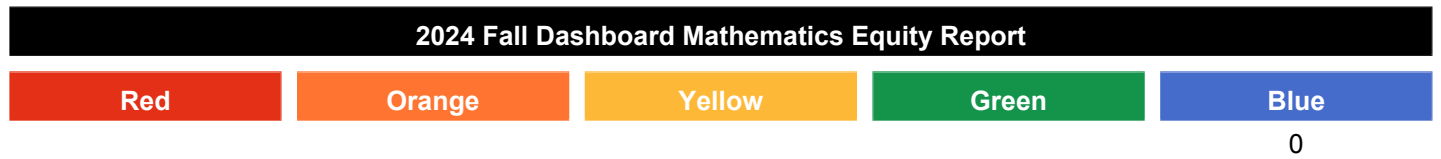
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>86.0 points below standard</div> <div>Increased 3.8 points</div> <div>350 Students</div>	<div>English Learners</div> <div> Red</div> <div>131.5 points below standard</div> <div>Maintained 1.9 points</div> <div>128 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>158.9 points below standard</div> <div>Declined 10.6 points</div> <div>66 Students</div>
<div>Foster Youth</div> <div> No Performance Color Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>212.8 points below standard</div> <div>12 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>92.9 points below standard</div> <div>Maintained 2.5 points</div> <div>300 Students</div>

Students with Disabilities  Orange 182.5 points below standard Increased 14.3 points 61 Students	African American  No Performance Color 155.2 points below standard Declined 5.8 points 18 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Yellow 29.3 points below standard Increased 4.8 points 35 Students	Filipino  Green 12.6 points below standard Increased 33.7 points 49 Students	Hispanic  Red 110.2 points below standard Declined 8.5 points 202 Students
Two or More Races  No Performance Color 67.8 points below standard Declined 9.4 points 13 Students	Pacific Islander  No Performance Color 110.1 points below standard Increased 34.5 points 21 Students	White  No Performance Color 68.9 points below standard 13 Students

Conclusions based on this data:

1. While we have several advanced level math classes (Geometry, Algebra 7, Algebra 8, Compression), the focus continues to be on the acquisition of basic math applications and math reasoning. Again, we will continue our focus on culturally responsive and linguistic teaching and pedagogy and show real world applications for the skill of mathematics.
2. We have invested in tutoring support and several computer based programs/applications (IXL and DESMOS) to support the ongoing monitoring of skills mastery and diagnostics of students. We will invest in teacher professional development to ensure students are able to engage academically and see the relevance and need for mathematical skills in their everyday lives. We will continue to maintain our quarterly student focal monitoring process to ensure academic supports are offered as appropriate.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Green
60% making progress.	60% making progress.
Number Students: 60 Students	Number Students: 50 Students

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.

2024 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
8.3%	30%	0%	61%

Conclusions based on this data:

1. Of the sixty multilingual students sitting for the ELPAC test in 2024; 62% increased at least one ELPI (English Language Proficiency Indicator).Our LTELs (Long-Term EL students) increased proficiency by 9.2%. In 2023, 82 multi-language learners achieved overall performance level of 3 on the ELPAC Test.
2. We will continue to focus on trust and relationship building between students and staff, culturally responsive teaching and pedagogy, increased use of technology for academic purposes, and curriculum and instruction to support critical thinking skills. Students will acquire language proficiency in the four domains (Speaking, Listening, Reading, and Writing). We will support their development of 21st-century skills to help them thrive in this global economy.
3. Students will receive individualized monthly monitoring and weekly push-in support from the EI Specialist. Regular academic intervention meetings and individual student monitoring will support their reading, writing, speaking, and listening needs throughout the school year. Push-in support and individualized progress monitoring in ELA and Math classes will further enhance academic language needs. The EL Spec position is divided between two sites and funded by the district office. In partnership with the Adult School and 'PIQE', we will continue offering life-skills based English as a Second Language workshop series to forge learning partnerships with our families and empower them to proactively support their student's English Language proficiency, with the goal of minimizing student decision making.

School and Student Performance Data

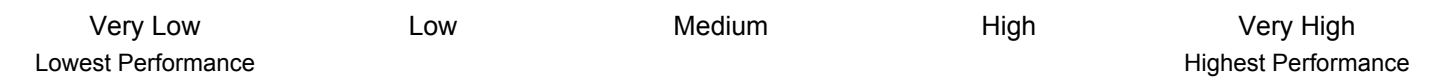
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

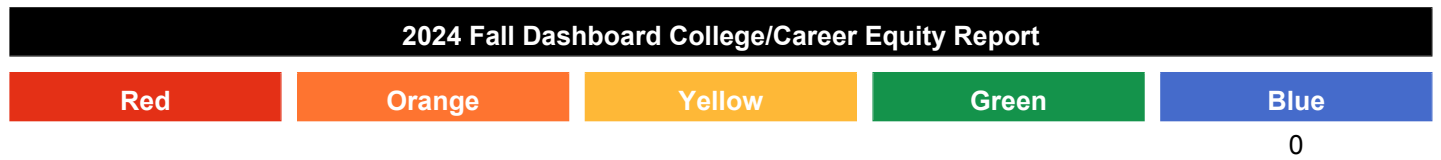
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A- No data to report.
2. We have and will continue to invest in college and career readiness programs such as AVID & Puente. They give students a greater opportunity for success as they enter and go through high school and eventually onto higher education or the workforce. Our goal is to take these college & career strategies school-wide. Each program will have an allocation of \$4500 to support purchases for multicultural books, student and parent orientations, college and career related field trips, parent meetings, student tutoring supports, organizational skills development, career-focused speaker series, and community-building activities.
3. The goal is to continue to grow these programs by increasing the number of sections offered, providing staff with opportunities to be AVID Trained, and integrating WICOR strategies, Focused Note Taking, and the Tutorial model

to promote student critical thinking skills. We have incorporated a virtual college tour series and career-focused speaker series to engage students in the college and career readiness programs. Additionally, each year our school counselors host a college and career day where students can learn and explore career possibilities.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

24.9% Chronically Absent

Declined 5.3

394 Students

English Learners



Red

28.6% Chronically Absent

Maintained 0.4

91 Students

Long-Term English Learners



Red

30.1% Chronically Absent

Increased 1.9

73 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Homeless



No Performance Color

64.3% Chronically Absent

0

14 Students

Socioeconomically Disadvantaged












Yellow

26.2% Chronically Absent

Declined 3.9

336 Students

Students with Disabilities  Orange 38.2% Chronically Absent Declined 6.9 76 Students	African American  No Performance Color 36% Chronically Absent Declined 2.9 25 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Green 7.9% Chronically Absent Declined 7.5 38 Students	Filipino  Yellow 13.2% Chronically Absent Declined 6.4 53 Students	Hispanic  Orange 27.9% Chronically Absent Declined 2.8 222 Students
Two or More Races  No Performance Color 23.5% Chronically Absent Declined 8 17 Students	Pacific Islander  No Performance Color 39.1% Chronically Absent Declined 13.5 23 Students	White  No Performance Color 26.7% Chronically Absent Declined 16.2 15 Students

Conclusions based on this data:

1. In 2024, chronic absenteeism declined by over 5% and in 2023 overall chronic absenteeism declined by over 15%. There are however, specific demographics that continue to struggle with issues of truancy. Improvements in this area, can be attributed to adding a focal student team that provides weekly academic check-ins, provide incentives, and awards as positive reinforcement for those with attendance issues. We have implemented new policies and procedures and positive attendance incentive programs that educate our students and families about the direct correlation between positive school attendance and academic success.
2. We will continue working diligently with our Child Welfare & Attendance (CWA) office and HPD to improve in this area; relying on their support with well-child visits as needed. We have also added technology within the departments to allow for hybrid instruction when students must be absent for COVID-related concerns and other short-term absences.
3. We will continue to implement various incentives throughout the year to support positive attendance outcomes. Personal outreach by Attendance, AP, Community Schools Spec. and Family Engagement Spec., Incentives will include and are not limited to: donated prizes from various community partners such as gift certificates, postcard mailings, gift cards, prizes, and other incentives for milestone attendance improvements.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

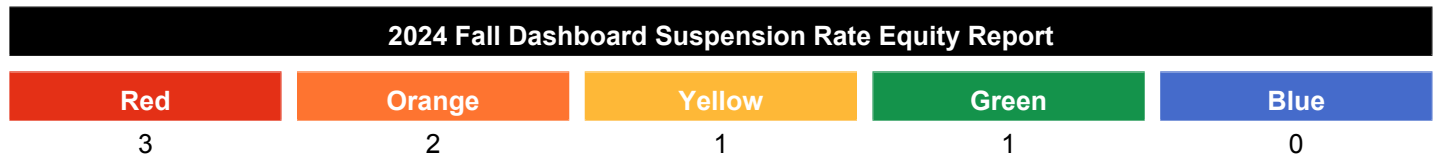
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>12.2% suspended at least one day</div> <div>Declined 1.3%</div> <div>402 Students</div>	<div>English Learners</div> <div> Red</div> <div>16% suspended at least one day</div> <div>Maintained 0%</div> <div>94 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>17.8% suspended at least one day</div> <div>Increased 1.5%</div> <div>73 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>18.8% suspended at least one day</div> <div>16 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>12.6% suspended at least one day</div> <div>Declined 1%</div> <div>341 Students</div>

Students with Disabilities  Orange 19.5% suspended at least one day Declined 1.4% 77 Students	African American  No Performance Color 36% suspended at least one day Increased 14.4% 25 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Red 12.8% suspended at least one day Increased 5.1% 39 Students	Filipino  Green 3.6% suspended at least one day Declined 0.3% 55 Students	Hispanic  Yellow 10.6% suspended at least one day Declined 3.8% 226 Students
Two or More Races  No Performance Color 5.6% suspended at least one day Declined 5% 18 Students	Pacific Islander  No Performance Color 13% suspended at least one day Declined 7% 23 Students	White  No Performance Color 26.7% suspended at least one day Increased 12.4% 15 Students

Conclusions based on this data:

1. This number continues to decline for us each year because we take a proactive approach to issues of discipline by providing conflict management strategies and restorative conversations with students and families; school-climate assemblies, and parent education through weekly parent and student letters, coffee with the principal, quarterly parent days etc. we have reduced the number of repeat suspensions consistently each school year. our California Healthy Kids Survey. (CHKS) shows that we consistently out pace the state average and our Panorama Data has regular positive gains in this area around student supports and connectedness.
2. Middle school students make mistakes; it's the repeated instances that drive the numbers up. We will continue to proactively educate students and families about EdCode and expectations for culture and climate to ensure the number of repeat offenses continues to decline. Empowering students to make better choices.
3. Our suspension rate is being addressed in the following ways:
 - Implementation of Restorative Practices and Positive Behavioral Interventions, alternative means to suspension, and expulsion for students such as a climate room supervisor to support student learning around discipline; Our climate room uses the Advantage Press Discipline Management System as a way to help students learn through their discipline; Creation of a wellness space for students/staff who may need time to regroup
 - The administrative staff changed our lens through which we think of discipline and shared this new focus with staff, students, and families. We began in Aug/Sept by taking a more proactive approach to discipline; having each teacher teach to a specific behavioral expectation based on the locations within our school site.
 - For the past few years, we have had a staff-wide book study on Culturally Responsive Teaching and the Brain; we continue to integrate the concepts of trust and relationship building throughout all of our teacher/staff professional development opportunities.
 - Each year our staff completes a book study about culture and climate; Culturize, by J. Casas, CRT & The Brain, Grading for Equity, The Teacher 50 to name a few

we share these focus areas with staff and families at orientations and family meetings at various times throughout the school year.

- Implementation and integration of restorative circles with students and families providing students with reflective assignments as a tool for learning about making better choices, and student conflict management via mediated conversations (staff, students, admin)

- Advanced counseling interventions where appropriate; such as substance safety and awareness programs with Youth and Family Services and Fred Finch

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.

Deeper Learning -- Language and Literacy

Deeper Learning -- Develop Language and Literacy across content areas. All students will receive culturally responsive literacy instruction that is tailored to their needs, as measured on State (CAASPP ELA) and local assessments. All students will increase performance on CAASPP ELA by 10% annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century Success in ELA : All students will master the Common Core Standards in ELA or demonstrate growth towards mastery.

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.

All students will master the Common Core standards in ELA or demonstrate growth towards mastery removing the predictability of negative outcomes for spec. pops of students.

What data did you use to form this goal (findings from data analysis)?

Data utilized for the analysis will include the following:

- Trend analysis of CAASPP data over three years
- District Benchmark Data (most recent)
-District level data
-State level data
- Student group analysis (Special Ed, African American, English Language Learners, Latino)

Group data to be collected to measure gains:

-All district benchmarks will be analyzed and disaggregated by progress of significant subgroups. Most current data will be analyzed in teams of PLC's during collaboration meetings, as well as at staff and SSC meetings. The site's Curriculum Council will also analyze and utilize the data for planning purposes.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- Ochoa's focal students include significant subgroups of Latino students, students in Special Education, English Language Learners, and African American students

Anticipated annual growth for each group:

- The expected growth is for students to increase their performance on these standards, annually by 10%. The school will be administering the CAASPP in grades 7-8 in the Spring of 2024 which will provide baseline data the SSC will evaluate the data and will create growth targets.

Means of evaluating progress toward this goal:

-The data collected will include formative assessments, district benchmarks, and the most recent CAASPP from the spring of 2024.

How does this goal align to your Local Educational Agency Plan goals?:

- All students will master the Common Core Standards in ELA or demonstrate growth towards mastery.

What did the analysis of the data reveal that led you to this goal?

- the data shows predictably low results for specific student populations

Which stakeholders were involved in analyzing data and developing this goal?

Stakeholders involved in analyzing this data include ILT, Local Curriculum Council, School Site Council, ELAC, AASAI Parent representatives, Dept. chairs, and SBDM.

Due to positive attendance gains, and scores on ELA and Math CAASPP testing, Ochoa is no longer a Comprehensive Support and Improvement (CSI) school.

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
Classroom Observations (formal/informal)	Current instructional formats- collaborative vs. individualized	Increase project based and collaborative instruction by 10% from prior year.
Improved outcomes on standardized tests (CAASPP & ELPAC)	ELA scores CAASPP & ELPAC	Improve student outcomes in ELA by one step from the prior year; 10% increase in number of students in the Met and Exceeded categories
HMH Growth Measure; Adaptive Benchmark Assessment (ELA)	Baseline measure 2024	Student improved outcomes in ELA
Improved quarterly grades	Qtr 1-4 grades	Quarterly grades will progressively improve by quarter 4.

Professional Development, Staff Mtg, PLC, Collaboration Mtg Agendas & Minutes		Increased student engagement through project based learning opportunities and engaging instruction
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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
1.1	Ochoa Middle School will provide teachers with literacy focused professional development and regularly scheduled collaboration time, that will allow them to analyze assessment data, review student work product, and determine next steps, including equitable intervention or enrichment for special student populations (ELLs, GATE, SpEd, etc) who would benefit from it and with a focus on equity for all students.	Teachers at Ochoa Middle School are placing a focus on literacy with an integrated focus on language and vocabulary development through professional development; the implementation of weekly SSR activities with students and book clubs; parent training and informational workshops as well as high interest elective offerings that support language development (Podcasting, Student Gov't, Study Skills, Reading support workshops/classes).	<p>3,000 Title I 4000-4999: Books And Supplies Updated reading materials for SSR; culturally relevant novels; SPARC Poetry, Scholastics</p> <p>Comprehensive Support and Improvement (CSI) 0000: Unrestricted Other supplemental literacy focused edtech applications; floabulary, nearpod, CANVA, etc 7,000 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Professional development through conferences and other resources for teachers that support literacy across all content areas; ; PIQE, Parent literacy workshops trainings; Deeper learning Conf. Through their PLCs, teachers will participate in PD around project based/challenge based learning and participate in cycles of inquiry. Teachers are afforded release time for observation of other teacher leaders to improve and grow their practice.</p> <p>8,000 Title I 1000-1999: Certificated Personnel Salaries Tutoring support; Ochoa staff and outside tutoring partners</p>

Annual Review

SPSA Year Reviewed: 2024-25

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.

Through the english department students have worked with SPARC poetry as a way to further support language and literacy for students through spoken word, Students participate in silent reading weekly for an hour as well as learn from and create podcasts in the English classes.

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

With these initiatives, students are approaching standard.

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.

Students will continue in these focus areas to improve their literacy skills development. We anticipate positive growth each year.

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.

Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All students will receive differentiated mathematics instructions and support through an equity lens, as measured on State (CAASPP Math) and local assessments. All students will increase performance on CAASPP Math by 10% annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students master the Common Core State Standards as demonstrated on the CAASPP California Assessment of Student Performance and Progress

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.

What data did you use to form this goal (findings from data analysis)?

The data collected will range from a number of levels Specifically, data utilized for the analysis will include the following;

- District Benchmark 1 and 2 and CAASPP administered in the spring 2024
- end of year district data

-Panorama Survey data

-Student group Analysis

- 3 year trends

Group data to be collected to measure gains:

- We will monitor and analyze all district benchmarks. Additionally, our PLCs will use our Cycle of Inquiry aligned with SMART goals to monitor and evaluate the data.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- Ochoa's focal students include significant subgroups of African American students, Special Education, and Hispanic/Latinx students.

Anticipated annual growth for each group:

- The expected growth is for students to increase their performance on these standards by 10% in the next assessment. The SSC will evaluate the data and will create growth targets

Means of evaluating progress toward this goal:

- The data collected will include formative assessments, ICA (interim assessments), district benchmarks, and the most recent CAASPP from the spring

How does this goal align to your Local Educational Agency Plan goals :

- The LEA Plan has the same goal in this subject area; to increase their performance on these standards by 10% in the next assessment.

What did the analysis of the data reveal that led you to this goal?

- The goal, is for students to increase their performance on these standards by 10% annually. Growth towards the achievement of these standards will be measured using multiple assessments (i.e. HUSD benchmarks, formative assessments, CAASPP, etc.).

Which stakeholders were involved in analyzing data and developing this goal?

- The following stakeholders were involved in analyzing and developing this goal: department chairs at our site's Curriculum Council, School Site Council, AASAI meeting, ELAC, community surveys, and colleagues from our math and History departments, as well as the site administration.

Actions to improve achievement to exit program improvement (if applicable).

-We have been exited from the CSI program

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
Classroom observations (formal/informal)	Observations of classroom instruction at the start of the year	Increased collaborative math learning opportunities
Improved outcomes on standardized tests (CAASPP)	Current CAASPP/Math outcomes	2024 CAASPP math outcomes will improve one step from the year prior for 10% of students.
Improved grades with each quarter	Quarter 1-4 grades	Improved grades by quarter 4.
Quarterly benchmark assessments for Math	Baseline data at the start of the year	Improved outcomes due to collaborative instruction at year end.
Professional Development, Staff Mtg, PLC, Collaboration Mtg Agendas & Minutes	Comparative analysis of math grades during the year; baseline levels of student engagement	Increased use of project based learning and interactive student practice to improve engagement

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	Ochoa Middle School will provide teachers with focused collaboration time to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it. This year we will focus on vertical articulation for all students; Using EdTech and PD/collaboration to create opportunities to build their knowledge of mathematics concepts and procedures and math reasoning skills.	All students	5,000 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Teacher Professional development and collaboration that supports vertical articulation, project based math instruction opportunities for students and supplemental math based resources 5,000 Title I 4000-4999: Books And Supplies Materials related to math instruction including ed tech applications, manipulatives, and books etc. Math supports such as lunchtime, after school tutoring by staff and outside tutoring contractors; math academy None Specified None Specified 5000 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Other supplemental mathematics focused edtech and applications
2.2	Through their PLCs, teachers will participate in PD around project based/challenge based learning and participate in cycles of inquiry. Teachers are afforded release time for observation of other teacher leaders to improve and grow their practice.	All students	5,000 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

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.

Students have received individual focal supports as well as tutoring and progress monitoring as interventions in this area. While there have been improvements however there are a couple of student groups that might benefit from additional support; students with disabilities, and our multilingual learners.

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

Students continue to be slightly below standard here .

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.

Students continue to work on skill building and reasoning abilities with various district and site specific applications such as IXL, DESMOs, and the math adoption

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.

Deeper Learning -- English Language Development

Deeper Learning -- English Language Development: Multilingual students will receive instruction that increases their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by one or more proficiency (1-2-3-4) levels annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students will improve by one or more proficiency level on the ELPAC test annually.

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.

What data did you use to form this goal (findings from data analysis)?

- current ELPAC scores CAASPP scores and Progress monitoring of grades ELA/Math for multilingual learners

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- Long-term multilingual learners and Special Education students are the focal students for this goal.

*long-term MLL's are defined as those not yet reclassified as English proficient, before middle school.

Anticipated annual growth for each group:

- It is expected that Ochoa will reclassify 10% more students in 2023-24 than in the previous year.

Means of evaluating progress toward this goal:

- ELPAC Test
- Reclassification data
- Formative assessments /Basic Skills Assessments
- CAASPP assessments
- Individual Progress and goal monitoring forms
- EL Spec. Case management and progress monitoring

How does this goal align to your Local Educational Agency Plan goals?:

- The LEA Plan has the same goal in this subject area; students will increase by one or more proficiency level on the ELPAC

What did the analysis of the data reveal that led you to this goal?

- Ochoa's reclassification rate has improved. The number of students reclassified has increased from the year prior.

Ochoa offers high engagement elective courses through which MLLs begin to acquire language in the four domains (reading, speaking, listening, writing).

Our electives include financial literacy, choir, band, intro to architecture, orchestra, guitar/piano, home ec, leadership, computer applications, STEM, AVID and Puente.

Which stakeholders were involved in analyzing data and developing this goal?

- SSC, ELAC, SBDM, Curriculum Council, EL Specialist and Administrator will analyzing data related to this goal.

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
Progress Monitoring	Quarterly Grades for ELL and RFEP students	Final quarter grades for ELL and RFEP students
HMH Growth Measures Assessment (ELA)	HMH Baseline measures 2024	Final assessment HMH measures improve quarterly
Annual Reclassification Rates	Number of students identified as RFEP (2024)	Number of RFEPs increases by 10%+ annually
Professional Development, Staff Mtg, PLC, Collaboration Mtg agendas and minutes	Students will begin to acquire language skills through focused progress monitoring	Increases student outcomes in ELA and Math
ELPAC Outcomes	2023-24 baseline data	increase proficiency levels by 1 annually
Basic Skills Assessment Data	2023-24 baseline data	increased proficiency levels in English

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	Ochoa Middle School will provide teachers with additional collaboration time and PD for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content as well as strategies to support collaborative learning models in the classroom. Our Multilingual Learners (MLLs, LTELs, and RFEP) will benefit from focused small group interventions/support provided by our EL Spec that develops their academic vocabulary, high level reading, writing and speaking skills. This will be achieved by providing teacher PD and strategies for supporting ELD students.	Our Multilingual Learners (MLLs, LTELs, and RFEP) will benefit from focused small group	8,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development for staff to support the needs of ELLs and RFEPs; Tutoring ; and language support academy 3,000. LCFF Supplemental and Concentration Funds 0000: Unrestricted ELPAC Academies; Technology courses for EL families, to build agency and life-skills that will enable families to learn to better support the needs of their students. Bridge Program - Weekly summer bridge sessions to support the needs of all students (ELA, Math, and MLL focused) Learning partnerships: PIQE, Adult School etc, Familia Adelante, Bully Proof 1,500 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Related supplies (books, materials, ed tech applications) for ELL & RFEP student support

Annual Review

SPSA Year Reviewed: 2024-25

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.

This year our multilingual learners achieved an overall performance level of "3" on the ELPAC (English Language Proficiency Assessment for California). Increasing their ELPI by 1 level.

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

Through CSI funding, students were able to obtain additional supports and interventions such as tutoring, executive functioning/organizational skills building and individual progress monitoring supports.

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.

As of this year 2023-24, our CSI grant funding will end.

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.

Deeper Learning -- Visual and Performing Arts (VAPA)

Deeper Learning -- Visual and Performing Arts: Ochoa Middle School will promote arts education, through an equity lens, by ensuring that all students have access to VAPA-related activities each year, either through standalone VAPA course offerings (e.g. Art, Theatre, Music) or through school-wide activities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase student enrollment in the VAPA program by 10% annually; through the arts students learn self expression that requires use of the English Language in all four domains.

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 VAPA program's success is dependent upon continued education, marketing and recruitment of students into the programs to maintain continued growth.

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
Annual increase of students in the students who elect VAPA programs	Prior year's VAPA program enrollment	Increased enrollment and participation in the VAPA programs by 5% annually.
Recruitment efforts and advertisements	2024-25 VAPA program enrollment one hundred-fifteen students	Increased enrollment and participation in the VAPA programs by 5% annually. (tentative 184 students)
Department and district collaboration meeting agendas and minutes	Prior year's VAPA program enrollment one hundred-fifteen students	Increased enrollment and participation in the VAPA programs by 5% annually. (tentative 184 students)

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	Ochoa Middle School will promote arts integration by offering VAPA course offerings, hosting performances, showcasing student work (2+), providing teachers with arts integration professional development, offering additional sections, and offering after school enrichment, etc. Increase enrollment and experiences in and with the visual and performing arts so that all students are eligible to select a VAPA elective course that will provide exposure to the arts.	VAPA enrolled students	500.00 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Art Galleries, School Performances, Family Nights (by dept) 5,500.00 LCFF Supplemental and Concentration Funds

			4000-4999: Books And Supplies Annual program offerings, ed tech to support collaboration, and related supplies. 500.00 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Marketing campaign to support the continuous growth of VAPA programs.
4.2	In addition to the activities listed above, we will be using the 2024-2025 school year to develop our Proposition 28 Site Plan.	All students	

Annual Review

SPSA Year Reviewed: 2024-25

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.

This year we realized an increase in the number of students electing to enroll in the VAPA programs:
Vapa offerings include Art, Intro to Architecture Chorus, Guitar/Piano, Band and Orchestra.

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

Currently various sections of the VAPA programs will be funded through Prop 28 grant funds to support new VAPA Programing

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.

Most sections of the VAPA programs will be funded through Prop 28 grant funds; 69,598 was awarded to Anthony Ochoa for the 2024-25 school year.

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.

Relationship-Centered Schools -- School Climate and Social Emotional Learning

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

All students will have access to a safe and welcoming school environment. Ochoa will promote a focus on the whole child by ensuring that all students have access to MTSS that includes SEL related supports annually, either through stand alone SEL curriculum or culture/climate initiatives. All students and families will report a 10% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS), Panorama and other student/family surveys. The school will use survey data to measure student growth in SEL based on the SEL-related strategies the site implements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase district survey outcomes by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school.

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.

The role of Family Engagement and Equity Specialist is crucial to supporting students and families when there are external barriers to their learning. Students and families who need resources and have concerns around things such as food insecurity, housing insecurity, language barriers, and so much more require the support of this role. Our SSC has committed to supporting the additional 20 hours for this position, provided funding does not avail itself through another source. When there are issues with the family, it often occupies students too, which creates a barrier for their learning. Family support varies, but includes our Ochoa Closet, Adopt A Family initiatives, and Spirit N Giving fundraisers. We want our students to thrive so we work to support the needs of the whole child.

What data did you use to form this goal (findings from data analysis)?

-Number of families engaged in school activities and events; the goal is to increase parent participation so as to grow the learning community for student success.

- Number of students involved in positive monthly behavior intervention school wide as well as the Referral and Suspension

-School climate data from CHKS (7th gr), Panorama Student & Parent Data, Site-Level Surveys (Mid Yr & EOY), Staff surveys and ongoing feedback forms used by the community; Family Engagement Data and Surveys

Group data to be collected to measure gains :

- Data will be shared periodically at LCC, SSC, ELAC, COST, and SBDM

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- Special Education students, English Language Learners, African American students, and Hispanic/Latino students are the focus students.

Anticipated annual growth for each group:

- It is expected that Ochoa will reach the goal of at least a 10% reduction in suspensions.

-Ochoa will continue to increase family engagement and community building each year.

Means of evaluating progress toward this goal:

- Monthly suspension reports, COST meeting minutes, student discipline data from PBIS, and California Healthy Kids data.

-Family sign in sheets; workshops, coffees with the principal, quarterly parent days and more.

How does this goal align to your Local Educational Agency Plan goals?:

- The LEA plan has the same goal in this area.

What did the analysis of the data reveal that led you to this goal?

- Suspension rates have continued to decline over the past three years, but structured school climate systems can further reduce referrals, suspensions, and expulsions. SSC, ELAC, COST, SBDM, and Student Government were involved in developing this goal

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
District Survey-Panorama (community)	prior year survey results	improved positive outcomes by 5%
School Mid Year & Year End Survey (Students & Staff) School Climate & Student Connectedness	prior year survey results 51% Connected & 81%	improved positive outcomes by 59% connected/Ochoa exceeds the state standards in all areas of climate/culture 86%
California Healthy Kids	prior year CHK Survey results	improved positive outcomes by 6%

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	Ochoa Middle School will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices. We will continue with our PBIS/Restorative Programs to encourage positive behavioral outcomes.	All students	5,000 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies SEL Supports: Ed tech, Character Strong, PBIS and restorative practices. School currency, drug and alcohol awareness program and positive interventions/store None Specified None Specified LCFF 1000-1999: Certificated Personnel Salaries SEL Counselor or Youth Intervention Specialist position;
5.2	Workshops & PDs: PIQE Parent Workshops, Familia Adelante, Coffee with the Principal and quarterly parent days support this initiative and 2 Annual SEL Days, and Community events	all students	12000 LCFF Supplemental and Concentration Funds
5.3	Our SSC wishes to continue with the level of support currently offered by the FES position in the retention of our Family Engagement & Equity Specialist position, twenty hours, provided there are no additional/other funding sources for the position. Funding toward twenty hours of family engagement. Therefore, twenty hrs for this position, if not funded by another source, will be divided equally between LCFF, Title I, and Community Schools grant for the coming year.		39000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Title I 2000-2999: Classified Personnel Salaries Other 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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.

We continue to build relationship centered practices with our stakeholders. This has had positive outcomes in student reporting they feel safe at school and families and staff report positive climate and culture for learning.

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

We will continue with partnerships above as well as work to develop new partnerships that will improve family/student/staff connectedness.

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.

During the 2023-24 school year, we supported this goal with CSI funding and will need to now rely on other LCFF, Title 1 funding and community schools grant funds.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Relationship-Centered Schools -- Parent Engagement

Relationship-Centered Schools -- Parent Engagement: Ochoa Middle School will increase the number of parents participating in school activities, including parent advocacy groups (SSC, SBDM, AASAI) and Coffee with the Principal and Qtrly Parent days, by 10% annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Creating relationship centered schools

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 are looking to establish a parent leader program that extends through our feeder pattern of schools.

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
Surveys; Panorama, LCAP; Site-Level	2024 Outcomes	Positive outcomes (i.e. students feeling supported; positive climate/culture indicators)
Parent Participation and engagement	Parent Mtg Attendance-SSC; SBDM; Coffee with Principal; AASAI, ELAC; Qtrly Parent Days and other school events	Increased parent engagement
Family & Community Engagement Rubric	in 2024 we were in the Emerging to Developing category	As we close 2025 we are in the Developing to Thriving categories on the F&CE Rubric.

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
6.1	Ochoa Middle School will continue to provide additional options and opportunities for parents to participate in school activities by offering more flexible timing and mediums for meetings, interpretation for parents, and more emphasis on parent-requested topics of discussion. The goal is to create a learning partnership with the family that allows for input from all community stakeholders.	All students/community	1,000 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Parent workshops, promotion, and training tools (books, ed tech applications etc) 1,500

			LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Parent workshops, promotion, and training tools (books, ed tech applications etc) and related materials 2000 LCFF Supplemental and Concentration Funds 0000: Unrestricted Equipment and supplies for the parent center, Ochoa Closet to support parental involvement.
6.2	Invitations for parents to attend annual conferences such as AAREA, CAASA etc	All families	4500 Title 1: Parent Allocation

Annual Review

SPSA Year Reviewed: 2024-25

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.

Ochoa is working to develop the Parent Leaders/Partnership program; we have worked to engage students/families in our feeder pattern and beyond so as to begin building and recruiting our community of learners.

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

6th grade families were invited to various parent meetings with PIQE, Coffee with the Principal, Familia Adelante etc.

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.

Ochoa has recently been named a Community School. The associated funding will help us better support the needs of students and families as well as build parental involvement, through our new buddy program.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Ochoa Middle School will decrease chronic absenteeism by 10% in the 23-24 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improved student attendance and engagement. Our goal for attendance rate is 98% or above. We are currently holding at 95%

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.

There is a need to create learning partnerships with our families and engage the community by providing resources for families and students that remove barriers to learning.

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
Monthly attendance reports	Monthly reports from prior years	Increased positive rate of attendance goal of 98%
Attendance Meetings/Contract adherence	attendance conference data A2A	Increase the educational opportunities with students and parents around attendance expectations/goals
Surveys (CHKS and Panorama)	students report feeling safe and having trusted adults in which they can confide.	Increased sense of safety and engagement for students who feel safer and seen on campus.

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
7.1	Ochoa Middle School staff (AP and Attendance Clerk) will collaborate with the district's Child Welfare and Attendance division weekly, to reduce families' barriers to attendance, including early intervention and COST services. Educate families about attendance goals and the impact positive attendance has on academic outcomes.	All students; chronically absent/truant	0. Comprehensive Support and Improvement (CSI) 0001-0999: Unrestricted: Locally Defined Incentives, rewards, and positive behavioral program 700 Title I 1000-1999: Certificated Personnel Salaries

			Parent education through various monthly meetings; Coffee, Truancy Support Meetings etc. 700 LCFF Supplemental and Concentration Funds 0000: Unrestricted Attendance related educational materials and supplies.
7.2	COST Supports; Attendance Education	All truant students	3000 Title I: Schoolwide Program

Annual Review

SPSA Year Reviewed: 2024-25

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.

Ochoa continues to educate students and families early and often about the impact of positive attendance on academic outcomes

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

We will continue to remove and or minimize barrier to student attendance/learning; offering AC transit bus card, and other transportation resources

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.

Ochoa was named a Hayward Community School in 2023-24 and was the recipient of the Learning Heros grant for improved Family invovelement.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

Technology Development (Students, Staff, and Families)

Deeper Learning-Students will have an opportunity to learn with various technology focused programs and applications to support instructional proficiency and time management; and as a way to develop their skills in a 21st century learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Deeper Learning-Integration of technology for learning

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.

Professional development for staff will include literacy-based instruction, SDAIE strategies to support the integrated ELD model, building learning partnerships with families, CPR Training and more.

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
Student and staff capacity and technology acumen.	Pre assessment and self inventory of students/teachers	Post assessment and self inventory of students/teachers
Professional development agendas and training presentations.	Pre assessment and self inventory of students/teachers	Post assessment and self inventory of students/teachers

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
8.1	Students and staff will work to integrate more ed technology in their instruction and learning for their specific content areas.	All students and chronically absent students improved attendance outcomes.	5,000 LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Improved technology and resources
8.2	Staff professional development to support the use of integrated technology for education tools	All Students	Title I 5800: Professional/Consulting Services And Operating Expenditures 5000.00

Annual Review

SPSA Year Reviewed: 2024-25

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.

Ochoa purchased a MAC computer lab in Nov. 2022; this lab supports technology growth and development for students, staff and families. Students are able to develop their research skills, speaking and listening skills by creating podcasts, STEM, and use this space as a language lab with the addition of various applications like IXL and Rosetta Stone Language Learning program. We continue to identify new ways to integrate technology into student learning experiences. Each year we add programs to support increased technology, in 2025-26 students will now have access to the adobe creative suite, this is a free ed tech platform offered by our district EIT.

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

This purchase and technology integration was made possible with CSI grant funding. We will continue to find ways to integrate the use of tech and 21st century skills in daily instruction for students.

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 integration of technology will allow students to improve their research skills, public speaking skills. and increase their awareness of technology focused career paths.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

Science: Improve science outcomes on CAASPP and increase S.T.E.A.M opportunities

Deeper Learning -- Science (8th grade): All students will receive Science instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Science) and local assessments. All students will increase performance on CAASPP Science by 10% annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All 8th grade students are required to demonstrate mastery of the Next Generation Science Standards as demonstrated on the CAST; California Science Test (CAASPP for Science).

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.

There was a slight reduction in the outcomes for our 8th grade students assessed in CAASPP science score/CAST. As a district we are working to adopt a new NGSS aligned science curriculum after many years. Additionally, our site has experienced a significant amount of attrition in the science department that may also contribute to outcomes.

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
Quarter grades CAASPP test results (8th grade)	2024 CAASP scores	Students will increase scores on the CAST by 5-7%

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
9.1	new NGSS science curriculum adoption	8th graders	None Specified
9.2	STEM & STEAM related programs and or clubs	all students	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures 5000.00

Annual Review

SPSA Year Reviewed: 2024-25

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.

Ochoa's 8th graders scored fell approximately 8%. We continue to review science curriculum that will best support student outcomes. With the new adoption next year, we anticipate s

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

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

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	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$131,400.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$0.00
Title I	\$24,700.00
Title I Part A: Parent Involvement	\$1,000.00

Subtotal of additional federal funds included for this school: \$25,700.00

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 (\$)
LCFF - Supplemental	\$49,000.00
LCFF Supplemental and Concentration Funds	\$49,200.00
Title 1: Parent Allocation	\$4,500.00
Title I: Schoolwide Program	\$3,000.00

Subtotal of state or local funds included for this school: \$105,700.00

Total of federal, state, and/or local funds for this school: \$131,400.00

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
LCFF	\$24,300	24,300.00
Title I	\$39,365	14,665.00
Unrestricted	\$34,445	34,445.00
Other	\$32,000.	32,000.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	0.00
LCFF - Supplemental	49,000.00
LCFF Supplemental and Concentration Funds	49,200.00
Title 1: Parent Allocation	4,500.00
Title I	24,700.00
Title I Part A: Parent Involvement	1,000.00
Title I: Schoolwide Program	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	17,000.00
0000: Unrestricted	5,700.00
0001-0999: Unrestricted: Locally Defined	6,500.00
1000-1999: Certificated Personnel Salaries	8,700.00
2000-2999: Classified Personnel Salaries	39,000.00
4000-4999: Books And Supplies	20,000.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	21,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	Comprehensive Support and Improvement (CSI)	0.00
	LCFF - Supplemental	5,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	5,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	39,000.00
	LCFF Supplemental and Concentration Funds	12,000.00
0000: Unrestricted	LCFF Supplemental and Concentration Funds	5,700.00
0001-0999: Unrestricted: Locally Defined	LCFF Supplemental and Concentration Funds	1,500.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	12,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	12,000.00
	Title 1: Parent Allocation	4,500.00
1000-1999: Certificated Personnel Salaries	Title I	8,700.00
4000-4999: Books And Supplies	Title I	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,000.00
	Title I: Schoolwide Program	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,000.00
Goal 2	20,000.00
Goal 3	12,500.00
Goal 4	6,500.00
Goal 5	56,000.00

Goal 6
Goal 7
Goal 8

9,000.00
4,400.00
5,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Sarah West-Carpenter	Classroom Teacher
Emmaline Tibon	Parent or Community Member
Sonia Hiester	Other School Staff
Adrian Estacio	Classroom Teacher
Paulette Frichettevong	Parent or Community Member
Jacob Mondoy	Secondary Student
Blanca Gamino-Valverde (non-voting ELAC)	Parent or Community Member
Kenia Cerros (non voting DELAC)	Parent or Community Member
Makilia Rowe-Andrews	Principal

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 5/22/2025.

Attested:



Principal, Makilia Rowe-Andrews on 6/4/2025



SSC Chairperson, Sonia Hiester on 6/4/2025



ELAC Representative, Blanca Vanessa Gamino-Michaca on 06/04/2025