

West Contra Costa Unified School District
School Plan for Student Achievement

2022-23

Lovonya DeJean Middle School



Approval Date:

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Purpose and Description

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

Schoolwide Program

Other The purpose of the school wide plan is to ensure the academic success of all students,

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

Student and school wide data will be collected, analyzed, and monitored monthly by teachers, the Instructional Leadership Team, House leads, and by SSC members during meetings. Data will consist of information gathered through surveys, teacher created common assessments, district wide assessments and input from stakeholders (ELAC, AAPAC, students and families).

CSI

Not Applicable

Focus Areas:

<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Chronic Absenteeism	College and Career
<input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Suspensions	Graduation Rate

Briefly describe the plans for Comprehensive Support and Improvement

Academics (ELA and Math): Focus on current common core standards based lesson planning and data driven instruction in the areas of ELA and Math. We are also focusing on grading for equity and developing systems/structures that support teacher practice and implementation that is needed to ensure data cycles are happening consistently in both the areas of academics as well as culture and climate. Focus on increasing student engagement using technology tools and through school clubs and affinity groups (Black Student Union, LatinX Student Union, Gay Straight Alliance, Art, Leadership and sports teams).

Chronic absenteeism: Provide comprehensive targeted outreach to students demonstrating chronic absenteeism. Suspensions: African American and SWD students are showing the highest suspension rate and to address this we will hire a AP that will focus on lowering suspension rates for our AA and SWD population. Our Admin/AP's will partner with our CSM to provide resources and monitor students that are high risk by matching them with the appropriate behavioral counseling support and developing positive school engagement opportunities as well as community service as a alternative to suspension/detention when possible. Lastly, we will continue to utilize the Positive Behavior Incentives and Restorative Justice practices in order to curb disproportionate suspension numbers, such as Saturday school, and focusing on building school and cultural pride, restorative justice and conflict mediation.

ATSI

x **Not Applicable**

Focus Areas:

AA

AS

HI

WH

EL

HOM

AL

FI

PI

TOM

FOS

SED

Briefly describe the plans for Additional Targeted Support and Improvement

Theory of Action

If teachers are more knowledgeable about the Common Core Standards, and collaborate to unpack those standards in order to grow individual practice, then teachers will be able to implement high-quality, culturally and linguistically responsive lessons that are tied to standards-based/focused curriculum, and students will demonstrate higher academic achievement on measured assessments.

If we are successful at building the knowledge and skill of teachers, then we will observe teachers delivering high-quality lessons and experiencing higher job satisfaction. Teachers will be able to successfully implement standards based lessons and create targeted objectives identifiable to the current standards and increase student engagement and proficiency.

We will reach the goal of students performing higher on all district and state assessments, and students will meet state targets by the end of the school year.

School-Wide Components

Opportunity and Equal Educational Access

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

To enhance student achievement we have been providing the following support: tutorial support both during the school day and after school, teacher led after school homework help, in class individualized differentiated instruction, support from the full service community schools team, community partners (YMCA, RPAL), implementing grading for equity strategies, student study team, staff equity training, culturally and linguistically responsive teaching and learning strategies and support from the school's CARE team.

Evidence-based educational practices to raise student achievement

Teachers and instructional staff receive regular training in culturally responsive teaching and learning and other evidence based programs, frameworks, and strategies. Staff work in teams to progress monitor student performance, examining state and district assessment data including but not limited to STAR Reading and STAR Math data, SBAC, district Interim Benchmark Assessments, curriculum assessments, and teacher created standards based assessments. We provide consistent observation, monitoring and feedback to teachers bi-weekly to enhance the instructional program making necessary modifications when needed.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school site leadership consults with School Site Council (SSC), attends and participates in Annual Title I Meetings, meets with Families of African American Students Team (FAAST), the Instructional Leadership Team (ILT), English Learner Advisory Committee (ELAC) and the African American Parent Advisory Committee (AAPAC).

Site Administration, in collaboration with teacher leaders, work in conjunction with the ILT to identify strengths of the academic program as well as identifying areas of growth. Based on the identified needs, goals are created and related actions are put in place. In addition site admin and the school's leadership team consults with stakeholder groups, such as the SSC, to ensure that all stakeholder groups have opportunities to provide meaningful input. Staff works in partnership with our Full Service Community Schools Director to implement plans in order to meet goals and implement school wide initiatives for increasing academic achievement.

SSC meets minimally once a quarter or as needed. All other groups meet monthly.

Resource Inequities

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

Resource inequities based on administrative support and the unduplicated count of children: foster youth; English learner; Special Education; low income; etc. Need of additional Campus Safety Specialist (CSS). Need for additional instructional aides. Need for an additional .8FTE for a teacher. Need for additional admin support.

Goals, Strategies, & Proposed Expenditures 1 For All Students

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

LEA/LCAP Goal 1

Achieving Students: Deepen the implementation of quality learning, teaching, and leadership practices in our classrooms and schools for all students.

Site Goal 1

Teachers will develop and implement mastery-based feedback for students. This will be evidenced through the use of 1. Exit tickets 2. End-of-unit assessments and 3. Performance-based writing tasks. This year our teachers will also provide quarterly conferencing with students to set goals for improvement and track mastery. Teachers will work in collaborative teams and focus on developing structures that support vertical alignment and improving the rigor at our site for each core subject area. Teachers will consistently expose students to rubrics and provide students with the opportunity to look at their own data to support in goal setting. This structure of support and consistent monitoring and feedback will encourage students to develop their speaking/listening skills and allow them to discuss their progress towards mastery. By May 2023, 80% of teachers will implement the above measures and be working towards creating mastery based common assessments for writing assessments/performance tasks across all core subject areas. Lastly, we intend to reach this goal by supporting all our students with a schoolwide focus on culturally relevant teaching practices and literacy.

Identified Needs to Support Early Literacy, Critical Thinking & Content Competency and College/Career Readiness

<u>Early Literacy:</u> Pre-school - grade 2	N/A
<u>ELA:</u> Grades - 3-12	There is a need for Tier 2 and Tier 3 interventions. We need to continue to focus on literacy in all our classes while providing focused intervention for those students that showing a lack of interest and growth. Teachers need training on small group instruction and PD for culturally responsive teaching practices that support relationship building with our students. A additional need is funding for PD, Training and extra time to support for field trips connected to project based learning opportunities that relate to anchor texts of study. We also need PD's that focus on specific strategies that can be implemented schoolwide that lift student voice, promote mindfulness, increase student engagement and ultimately promotes literacy. Lastly we need funding for class libraries that feature independent books that students can read on their own.
<u>Math:</u> grades 3-12	There continues to be a need to refine our Desmos Math curriculum strategies to best promote academic progress in math for all our students. We also need to refine tiered intervention for our students.
<u>College and Career:</u> Grades 6-12	We will continue to offer a college and career readiness course to students. We will also provide workshops, field trips, and guidance for our students to prepare them for high school and beyond.

Practices to Improve Student Performance

Site Goal Area	Teaching Actions	Leadership Actions
Early Lit (TK-3)	n/a	n/a
Critical Thinking & Content Mastery	Use of culturally relevant teaching strategies and academic discourse to engage students. Focus on common core standards of focus, backwards planning and data driven cycles of inquiry. Growth and reflection through collaboration and professional development opportunities.	Support with professional development around CRT and literacy strategies. Create a PD calendar that allows for ongoing provide professional development, collaboration, and data review. We will achieve this by providing more PD's that focus on engaging students in their learning through, PBL assignments that make connections to real world experiences. Lastly we will focus on progress towards mastery based teaching practices while also providing tiered support for our struggling learners.
College and Career	Integrate college and career discussions in curriculum on an ongoing basis. Invite guest speakers and plan field trips that explore various career paths for students.	Work with academic counselors and FSCS director to plan college and career support for students. Engage with community partners to bring guest speakers and programs to campus.

Annual Measurable Outcomes/Local Measures

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<u>Early Lit - All:</u> (iReady or STAR)	N/A	N/A
<u>ELA - All:</u> (STAR)	61% of our students are showing typical to high growth in ELA.	71% of our students will show typical to high growth in ELA.
<u>Math - All:</u> (STAR)	57% of our student population is showing typical to high growth in Math.	67% of our students will show typical or high growth in Math.
<u>ELA - All:</u> (SBAC)	TBD in fall	TBD fall
<u>Math - All:</u> (SBAC)	TBD in fall	TBD fall
<u>College/Career:</u> (A-G Completion)	N/A	N/A
<u>College/Career:</u> (Graduation Rate)	N/A	N/A
Other Site Based Measure:		

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Teacher Collaboration and Planning time: Support Grade Level Houses and Departments in improving teacher practice and increasing as well as focusing instructional strategies on academic discourse across core subject areas, exit tickets for formative and summative assessments.	Sept 22- June 23	All	Teachers	Teacher hours for PD/collab	1000-1999: Certificate d Personnel Salaries	Title I	6,314
Purchase online licenses for both distance learning and on-campus instruction improving: Moby Max, NearPod, Pear Deck, EdPuzzle, NewsELA.	Aug - Dec. 22	All	Office Manager	Online lincenses	5000-5999: Services And Other Operating Expenditures	Title I	14,500
Purchase materials and supplies for students that will increase student achievement: Paper, Pencils, Whiteboard Markers, etc.	Aug 22 - April 23	All	Office Manager/ Teachers	Materials and supplies	4000-4999: Books And Supplies	LCFF	40,516
Technology for students: Headphones.	Aug 22 - June 23	All	Office Manager/ Teachers	See above for funds	4000-4999: Books And Supplies	LCFF	
Pay for part time intervention staff to work with students during the day.	Aug 22 - June 23	EL an AA	Admin				

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Contracts to provide student support services and interventions in the areas of mental health and SEL, including, BACR, Seneca, Familias Unidas, RPAL, and Bay Area Transitional Services	Aug 22 - June 23	All	Admin	Contract with BACR	5000-5999: Services And Other Operating Expenditures	CSI	20,000
				Contracts with other vendors	5000-5999: Services And Other Operating Expenditures	Title I	50,000
				Additional contracts	5000-5999: Services And Other Operating Expenditures	Title I	14,410
Teachers and instructional staff to support academic success for students through tutoring; materials and supplies for tutoring and/or enrichment	Aug 22 - June 23	All	Teachers	Teacher hours for tutoring	1000-1999: Certificated Personnel Salaries	CSI	10,046
				Materials and supplies for tutoring	4000-4999: Books And Supplies	LCFF	5,510
Provide opportunities for study trips to enhance student learning through exposure and experience to learning opportunities outside the classroom	Aug 22 - June 23	All	Teachers	Study trips	5000-5999: Services And Other Operating Expenditures	Title I	8,000
Materials and supplies (printer, books, repair supplies) for the library to support student literacy.	Aug 22 - June 23	All	Librarian				
Hire .8 FTE to reduce class sizes in core subject areas.	Aug 22 - June 23	All	Admin				
Purchase anchor texts for instruction by department	Aug 22 - June 23	All	Admin	Materials and supplies	4000-4999: Books And Supplies	CSI	2,448

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Extra Time and Pay for Librarian to work on restructuring library stacks and book labeling for easier access by genre for students	Aug 22 - June 23	All	Librarian				

Goals, Strategies, & Proposed Expenditures 1 For African American/ Black Students

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

LEA/LCAP Goal 1

Achieving Students: Deepen the implementation of quality learning, teaching, and leadership practices in our classrooms and schools for all students.

Site Goal 1

Admin and teachers will work towards implementation of true PLC and training will be provided on working in collaborative teams with a focus on improving the rigor at our site for our AA students. AA Students will be trained on utilizing rubrics, looking at their own data to support in goal setting, and discussing their progress towards mastery. By May 2023, 65% of AA students will average a 3 or higher, as indicated by the rubric on writing assessments/performance tasks. Lastly, we intend to reach this goal by supporting our AA students with a schoolwide focus on culturally relevant teaching practices and literacy. We will achieve this by supporting teachers with culturally responsive teaching PD, partnership with OAASA and working closely with our AAPAC committee to support and lift the voices and needs of our AA student population. AA students will be familiar with the rubrics, their own data, and apply it in their mastery progress. By May 2023, 70% of AA students will average a 3 or higher, as indicated by the rubric on writing assessments/performance tasks. Lastly we will engage our African American students with a culturally relevant curriculum, hands on learning opportunities, and cross curricular projects while also providing tiered ELA and Math intervention for students scoring below grade level or showing low growth.

Identified Needs to Support Early Literacy, Critical Thinking & Content Competency and College/Career Readiness

<u>Early Literacy:</u> Pre-school - grade 2	n/a
<u>ELA:</u> Grades - 3-12	There remains a high need to target focused literacy intervention strategies toward our AA students who continue to struggle in the area of ELA.
<u>Math:</u> grades 3-12	Our African American students have shown the highest growth of all our subgroups. We will continue to use Desmos curriculum combined with the Moby Max intervention strategy to support the growth of our students.
<u>College and Career:</u> Grades 6-12	Ensuring African American students are aware of the college and career choices available to them and the steps needed to reach their goals.

Practices to Improve Student Performance

Site Goal Area	Teaching Actions	Leadership Actions
Early Lit (TK-3)	n/a	n/a
Critical Thinking & Content Mastery	Teachers will engage in culturally relevant PD. Coaching support in the areas of ELA and Math. Teachers will work collaboratively with grade level colleagues to develop cross curricular projects. Teachers will differentiate instruction and implement tiered support.	Work with ILT to develop culturally relevant PD with a focus on engaging our African American students. Review data with our ILT and House Teams and monitor progress of our AA students. Review and monitor academic, attendance, out of class/suspension data. Provide teachers with collaboration time to develop cross curricular projects that support culturally responsive teaching that supports our AA learners.
College and Career	Integrate college and career discussions into curriculum with a focus on career opportunities where African Americans are underrepresented.	Provide students with a opportunity to have AA mentors and establish AASAT that will work to partner with high schools and colleges to lift student voice which will in turn prepare them for College and beyond. Highlight examples teaching practices that integrate a college and career focus.

Annual Measurable Outcomes/Local Measures

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<u>Early Lit - AA:</u> (iReady or STAR)	n/a	n/a
<u>ELA - AA:</u> (STAR)	52% of our African American students are showing typical or high growth in ELA	By May 2023, 80% of teachers will participate in site led PD to support implementing mastery based common assessments for writing assessments/performance tasks across all core subject areas. We intend to reach this goal by supporting our AA students with a schoolwide focus on culturally relevant teaching practices and literacy. 62% of our African American students will show typical or high growth in ELA.
<u>Math - AA:</u> (STAR)	63% of our AA students are showing typical to high growth in Math	By May 2023, 80% of teachers will participate in site led PD to support implementing mastery based common assessments

<u>ELA - AA:</u> (SBAC)	Not available yet	for writing assessments/performance tasks across all core subject areas. We intend to reach this goal by supporting our AA students with a schoolwide focus on culturally relevant teaching practices and 73% of our AA students will show typical to high growth in Math.
<u>Math - AA:</u> (SBAC)	Not available yet	Not available yet
<u>College/Career:</u> (A-G Completion)	n/a	n/a
<u>College/Career:</u> (Graduation Rate)	n/a	n/a
Other Site Based Measure:		

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Purchase materials and supplies to support an increase in the academic deficits amongst AA/ Black students	Aug 22 - June 23	AA	Teachers	See Goal 1 All for funds	4000-4999: Books And Supplies	LCFF	
Pay for mental health/ academic support contracts for AA students	Aug 22 - June 23	AA	Admin	See Goal 1 All for funds	4000-4999: Books And Supplies	CSI	
Conduct Equity PD and CRT trainings to help support the AA students and community	Aug 22 - June 23	AA	Admin				
Use SCOW and counselors to conduct parent outreach targeting AA families	Aug 22 - June 23	AA	SCOW/ Counselors				
Use counselors for academic engagement and empowerment workshops and group intervention sessions	Aug 22 - June 23	AA	Admin/ Counselors				

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Adopt Coordination of Services provider to increase expanded learning opportunities for AA students through strategic partnerships.	Aug 22 - June 23	AA	Admin				
Mindfulness	Aug 22 - June 23	AA	CBO, ASP and Counselors				
Partner with YMCA for homework help and additional support in ASP for students with the highest need.	Aug 22 - June 23	AA	CBO and Admin				
Hire second AP to support climate/culture for our AA students and reduce suspensions.	Aug 22 - June 23	AA	Admin	See Goal 2 for funds	1000-1999: Certificate d Personnel Salaries	CSI	

Goals, Strategies, & Proposed Expenditures 1 For English Learners

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

LEA/LCAP Goal 1

Achieving Students: Deepen the implementation of quality learning, teaching, and leadership practices in our classrooms and schools for all students.

Site Goal 1

Our ELL site goal for this year is to support the language development of our English Learners through focused support in designated ELD classes and help EL students access the core curriculum with the use of SDIAE strategies. By May 2023, we will reclassify 40% of our EL 4 students and 80% of students in EL 1, 2, and 3 will move up a level. Teachers will focus on competency in reading, listening, speaking, and writing of the English language through the development of literacy and academic skills. Additionally by May 2023, 80% of teachers will participate in district training/PD that supports our EL students with specific instructional strategies that move them towards mastery. We intend to reach this goal by training teachers on the use of academic conversations across all content areas.

Identified Needs to Support Early Literacy, Critical Thinking & Content Competency and College/Career Readiness

<u>Early Literacy:</u> Pre-school - grade 2	n/a
<u>ELA:</u> Grades - 3-12	For ELA we need to focus on disaggregating data by ELD level to determine which English Learners are struggling to develop reading, listening and speaking skills. Teachers need to focus on reading development in all core classes. We need to provide our newcomers a double block of English class to accelerate language development.
<u>Math:</u> grades 3-12	We need a greater integration of SIDAE strategies for our English Learners to access the math curriculum. Additional support through PD that focuses on 3 EL specific instructional strategies. 1. Use routines that break down word problems. 2 Focus on mathematical vocabulary 3. Use sentence frames. Additionally, tutoring and online programs such as Moby Max to support our EL students with math.
<u>College and Career:</u> Grades 6-12	Ensure our EL students understand the college and career choices available to them and provide the academic guidance necessary to help students reach their full potential and goals. We also need to provide opportunities for partnerships with our feeder high schools and career exploration opportunities.

Practices to Improve Student Performance

Site Goal Area	Teaching Actions	Leadership Actions
Early Lit (TK-3)	n/a	n/a
Critical Thinking & Content Mastery	EL teachers meet regularly to review language acquisition data and discuss how to support students in moving to the next EL level. Work with district coaches on SIDAE strategies. Focus on sentence deconstruction, academic conversations and academic vocabulary in the classroom.	Provide professional development on SIDAE strategies. Arrange PD with our ELD department. Purchase language intervention programs. By May 2023, leadership will partner with the district to ensure that 90% of ELD teachers will participate in district training/PD's that supports our EL students with specific instructional strategies that move them towards mastery.
College and Career	Integrate college and career discussions into curriculum. Highlight the career advantages that come with being bilingual.	Provide parent support workshops to help engage parents and support them in understanding the A-G requirements, college admission process, and scholarship opportunities.

Annual Measurable Outcomes/Local Measures

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<u>Early Lit - EL:</u> (iReady or STAR)	n/a	n/a
<u>ELA - EL:</u> (STAR)	66% of our EL students are showing typical to high growth in ELA	75% of all our EL students will show typical to high growth in ELA By May 2023. Additionally, we will move 15% of subgroup EL 3 and 4 students towards competency in the understanding, reading, listening, speaking, and writing of the English language through the development of literacy and academic skills, blocked time in core English by grade.
<u>Math - EL:</u> (STAR)	54% of our EL students are showing typical to high growth in Math	65% of all our EL students will show typical to high growth in Math. Additionally, by May 2023, we will move 15% of our subgroup EL 3 and 4 students towards competency in the understanding word problems, mathematical vocabulary and providing EL students with sentences frames that support them with academic discussion.

<u>ELA - EL:</u> (SBAC)	not available yet	n/a
<u>Math - EL:</u> (SBAC)	not available yet	n/a
<u>College/Career:</u> (A-G Completion)	n/a	n/a
<u>College/Career:</u> (Graduation Rate)	n/a	n/a
ELPAC Level Reading Domain: Other Site Based Measure: PD from the district that supports EL practice and teaching.		By May 2023, 80% of ELD teachers will participate in district training/PD that supports our EL students with specific instructional strategies that move them towards mastery.

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Purchase supplemental materials and supplies to support curriculum and student learning	Aug 22 - June 23	EL	Teachers	See Goal 1 All for funds	4000-4999: Books And Supplies	LCFF	
Provide PD training and coaching to support growth in teacher's instructional practice, to increase academic performance of students in the EL program.	Aug 22 - June 23	EL	Admin/Teachers				
Use bilingual SCOW and counselors to conduct parent outreach	Aug 22 - June 23	EL	SCOW/ Counselors				
Provide opportunities for staff to attend conferences focused on ELD instruction: CABE	Aug 22 - June 23	EL	Admin/ Teachers				
Targeted and purposeful after school tutoring focused on support for EL students.	Aug 22 - June 23	EL	Teachers	See Goal 1 All for funds	1000-1999: Certificate d Personnel Salaries	CSI	
Double block of English class for newcomers	Aug 22 - June 23	EL	Admin/Teachers				

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Identify students who are approaching reclassification requirements and implement targeted instructional support.	Aug 22 - June 23	EL	Teachers				
Work with district coaches to engage in cycles of inquiry in support of EL students language acquisition.	Aug 22 - June 23	EL	Teachers				
Partner with families and hire a full-time community manager that can support with community engagement for our EL students	Aug 22- June 23	EL	Admin/Parents and CSM				

Goals, Strategies, & Proposed Expenditures 1 For Student with Disabilities

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

LEA/LCAP Goal 1

Achieving Students: Deepen the implementation of quality learning, teaching, and leadership practices in our classrooms and schools for all students.

Site Goal 1

Our site goal for our SWD population is to provide students with targeted and specific academic support including simplified rubrics, differentiated instruction and access to core curriculum. We will improve outcomes for our SWD population by 10% by May 2023 in the areas of Math and ELA as it relates to their individualized learning plans and continue to monitor their growth in all subject areas.

Identified Needs to Support Early Literacy, Critical Thinking & Content Competency and College/Career Readiness

<u>Early Literacy:</u> Pre-school - grade 2	N/A
<u>ELA:</u> Grades - 3-12	The SPED department needs to strengthen literacy support during tutorial classes. Implementation of the Reading Rewards program for students in the resource program. Students in the MMSN program need ongoing intervention through the use of the Read 180 program.
<u>Math:</u> grades 3-12	Our students in Special Education are showing similar growth patterns as students in the general education setting. We need to increase classroom support and a focus on math skills during the tutorial and MMSN intervention classes.
<u>College and Career:</u> Grades 6-12	Providing SWD information regarding college and career opportunities that capitalize on their strengths.

Practices to Improve Student Performance

Site Goal Area	Teaching Actions	Leadership Actions
Early Lit (TK-3)	n/a	n/a
Critical Thinking & Content Mastery	Differentiate instruction for various levels. Ensure IEP modifications and accommodations are fully implemented. Align intervention with IEP goals.	Work with SPED teachers to implement the ISP model of support. Ensure intervention systems are built into the master schedule and curriculum. Establish a monthly SPED meeting with Admin to offer thought partnership and support as well as planning/calendaring for participation in IEP, 504 and SST meetings.
College and Career	Ensure students with disabilities are connected with college and career opportunities that capitalize on their interests and strengths.	Work with community partners to plan workshops for SWD and their families. Work with teachers to plan field trips to various industries and college campuses.

Annual Measurable Outcomes/Local Measures

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<u>Early Lit - SWD:</u> (iReady or STAR)	n/a	n/a
<u>ELA - SWD:</u> (STAR)	57% of the students with disabilities are showing typical to high growth in ELA	67% of our students with disabilities will show typical to high growth in ELA
<u>Math - SWD:</u> (STAR)	59% of our student in the SPED program are showing typical to high growth in Math	69% of our students with disabilities will show typical to high growth in Math
<u>ELA - SWD:</u> (SBAC)	New goal no baseline available	not available yet
<u>Math - SWD:</u> (SBAC)	New goal no baseline available	not available yet
<u>College/Career:</u> (A-G Completion)	n/a	n/a
<u>College/Career:</u> (Graduation Rate)	n/a	n/a
Other Site Based Measure:		

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Reading rewards, Moby Max. and Read 180 intervention program	Aug 22 - June 23	SWD	Admin	See Goal 1 All for funds	5000-5999: Services And Other Operating Expenditures	Title I	
Move towards and Individualized Service Plan (ISP) model for supporting our SWD population.	Aug 22 - June 23	SWD	Admin/Teachers				
College and career focused field trips	Aug 22 - June 23	SWD	Admin/Teachers	See Goal 1 All for funds			
Hire a 1.0 SPED Teacher	Aug 22 - June 23	SWD	SPED Dept/Admin				

Goals, Strategies, & Proposed Expenditures 2 - Thriving Employees

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

LEA/LCAP Goal 2

Thriving employees: Maintain talented staff through compensation, supportive conditions and quality and personalized professional learning.

Site Goal 2

Our goal for thriving employees is to hire and be fully staffed and work with the ILT and classified staff to develop a schedule of professional development, collaboration, and check-ins that allow each employee to be heard and feel supported in reaching their professional goals. In addition to this, we will work this year to improve culture and climate and collectivism on our campus that supports teacher practice, celebrates teachers and highlights teachers, staff and admin that exemplify the De Jean "Wolfpack" spirit.

Identified Needs:

Safe & Welcoming Classrooms and Schools:	We need to increase support for our teachers to develop a positive classroom culture. We need to train teachers on providing calming corners that will include pillows, flexible seating, aquariums, plants and art which will support SEL, reduce referrals, suspension and ultimately support a positive climate for our teachers. Update halls and classrooms with displays of current student work and achievements as well as poster each area with our schoolwide expectations. Widely display our T.R.A.C.K.S core values and roll out our 6 week school wide focus on climate and culture that outlines our Wolf Pack expectations through assemblies, newsletters and class lessons. Lastly our ILT will lead this work with Admin to provide lessons that teach our school wide expectations from day one.
Differentiated Professional Development and Support:	The professional development calendar needs to be adjusted to provide support for all staff, including classified employees.
Effective Teams:	Increased communication within teams and between teams. Training on true PLC and a anchor text that we will read as a teacher group that supports our thinking around effective teams by the end of quarter 2.

Practices to Improve Conditions

Teaching Actions	Leadership Actions
Establish safe and positive classroom culture through fostering relationships and listening to student voice. Decorate classroom and hallways with student work to create a sense of ownership and belonging.	PD around culturally relevant teaching and building positive relationships. Train staff on restorative practice use of the calming corners in the classroom. Highlight examples of welcoming classrooms.
Identify teacher leaders be part of the Instructional Leadership team and Culture and Climate team. Ensure there is communication between teachers and admin.	Invite all stakeholders to be part of the culture and climate team. Meet regularly to assess campus needs and develop action plans and systems to address needs. Work to solidify a pool of subs to support and reduce period subbing.

Annual Measurable Outcomes/Local Measures

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Teacher Safety:

Data not yet available (CHKS)

Data will determine focus and expected outcome

Teacher Engagement:

Datea not yet available (CHKS)

Data will determine focus and expected outcome

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Professional development, training, and conferences both in person and on-line	Aug 22 - June 23	AA, EL	Admin/Teachers	Conferences	5000-5999: Services And Other Operating Expenditures	Title I	6,136
Purchase materials and supplies and light refreshments for PD and incentives for staff	Aug 22 - June 23	All	Admin	Materials and supplies	4000-4999: Books And Supplies	Title I	3,037
				Light refreshments	4000-4999: Books And Supplies	LCFF	3,000
PD/Collaboration for teachers	Aug 22 - June 23	AA, EL	Teachers	See Goal 1 All for funds	1000-1999: Certificate d Personnel Salaries	Title I	
Subs for academic conferencing and reduce period subbing when teachers are out.	Aug 22 - June 23	All	Admin	Sub days/teacher hours	1000-1999: Certificate d Personnel Salaries	CSI	6,232
Purchase equipment, materials, and supplies to keep campus safe, clean, and support a welcoming environment.	Aug 22 - June 23	All	Admin/Custodial team	See Goal 1 All for funds	1000-1999: Certificate d Personnel Salaries	LCFF	
Hire 1.0 FTE V.P./I.S. The .40 IS is under LCFF and will focus on Coaching/PD Planning and observation for new teachers. The .60 is for Admin/AP duties under CSI). The CSI is focused on reducing suspension rates, supporting SEL and building culture and climate at our site.	Aug 22 - June 23	All	Admin	0.4 FTE VP/IS	1000-1999: Certificate d Personnel Salaries	LCFF	68,475
				0.6 FTE VP/IS	1000-1999: Certificate d Personnel Salaries	CSI	102,713

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Purchase on-line licenses and platforms for PD for teachers and admin	Aug 22 - June 23	All	Admin/District				
Provide additional time quarterly for partnering to do family outreach by teachers/CSM/SCOW's /CBO groups to highlight the positive contributions of students in class and on campus, awards and class/school wide celebrations and showcase teacher practice.	Aug 22 - June 23	All	Teachers/CSM/Admin	Teacher hours for parent outreach/ev ents	1000-1999: Certificate d Personnel Salaries	Title I	1,763

Goals, Strategies, & Proposed Expenditures 3 Caring Schools

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

LEA/LCAP Goal 3

Caring Schools: Create powerful school and district cultures predicated on positivity, trust, inclusion, safety and communication.

Site Goal 3

Our goal is to improve student attendance, engagement, and sense of belonging, as well as, provide multi-tiered systems of social emotional support in order to reduce our suspension rate and disproportionality.

Identified Needs to Support the Whole Child: Empowered, Supported, Safe, Connected, and Engaged:

Attendance:	There needs to be an intense focus on improving student attendance. COVID has greatly affected our attendance rate, but we need to continue to reach out to families and work with the CARE team to ensure students are attending school.
Discipline:	We need to address the disproportionality of AA and SWD suspensions. Need to develop alternative methods to support Tier 1 and Tier 2 behaviors/conflicts. Restore time structure will be put in place to support students and reduce suspensions. Additional hall sweeps will be put in place to support students in getting to class on time.
Student Voice/Engagement/Belonging:	There is a need for increased student voice to provide feedback and involvement in decision making. Students need to be active members of the culture and climate team and SSC.
Social Emotional Learning:	Social emotional learning needs to extend beyond the current half hour per week. The concepts explored during homeroom time need to be reiterated in core classes and throughout campus life.
Parent Engagement:	Parent engagement continues to be a struggle. Attendance at back to school night, open house and other functions has been low. We need to be creative in how we engage our parent population and provide opportunities for parents to connect with events happening on campus.

Practices to Improve Conditions

Teaching Actions	Leadership Actions
Training on restorative practices and relationship focused mindset so teachers are able to deescalate situations with students and re-affirm our values with students. Build social emotional learning into lessons on an ongoing basis. Culture and Climate Team will support in exploring district provided curriculum that meets the specific needs of our students and fosters student voice.	Broaden tier 1 and 2 interventions in order to reduce overall suspension rate and have successful re-entry meetings to lessen conflicts in the future. Establish a effective and active CARE team to provide support for students in need of Tier 3 support. Examine the use of alternatives to suspensions such as mentoring, more engagement opportunities from school day activities, outside partners, ASP and clubs as well as hiring a CSM that will support students and families with resources.
Teachers are active partners in parent outreach and engagement, by communicating with parents via phone, email and in person meetings.	Work with teachers to engage parents through student led conferences and community building events. Engage parents/guardians of our AA students and partner with OAASA for additional community outreach support.

Annual Measurable Outcomes/Local Measures

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<u>Chronic Absenteeism:</u> All	65% of our students are attending regularly.	95% of our students will attend regularly
<u>Absenteeism:</u> AA	53% of our AA students are attending regularly.	95% of our AA students will attend regularly
<u>Absenteeism:</u> EL	63% of our EL students are attending regularly.	95% of our EL students will attend regularly.
<u>Absenteeism:</u> SWD	43% of our students in the Special Education program are attending regularly.	95% of our students in the Special Education program will attend regularly.
<u>Percent of students with 95% attendance:</u> All	Data Unknown	Data Unknown
<u>Percent of students with 95% attendance:</u> AA	Data Unknown	Data Unknown
<u>Percent of students with 95% attendance:</u> EL	Data Unknown	Data Unknown
<u>Percent of students with 95% attendance:</u> SWD	Data Unknown	Data Unknown
<u>Disproportionality:</u> All	n/a	n/a
<u>Disproportionality:</u> AA	AA student are getting suspended 2.7 more times than other subgroups.	The AA suspension rate should not be disproportional as compared to other subgroups.
<u>Disproportionality:</u> EL	EL students are getting suspended 0.7 times more than other subgroups.	The EL suspension rate should not be disproportional as compared to other subgroups.

<u>Disproportionality:</u> SWD	Students in the special education program are getting suspended 1.3 times more than students in the general education program.	The SWD suspension rate should not be disproportional as compared to other subgroups.
<u>Suspensions:</u> All	92 students were suspended during the 2021 - 22 school year.	Reduce the suspension rate by 25% (23 students) Create alternatives to suspension such as community service initiatives and utilize RJ Practices as a additional option when possible instead of punitive measures.
<u>Suspensions:</u> AA	36 AA students were suspended during the 2021 - 22 school year.	Reduce the suspension rate of AA students by 50% (18 students) by creating alternatives to suspension such as community service initiatives and utilize RJ Practices as a additional option when possible instead of punitive measures.
<u>Suspensions:</u> EL	37 EL students were suspended during the 2021 - 22 school year.	Reduce the suspension rate of EL students by 30% (10 students) by creating alternatives to suspension such as community service initiatives and utilize RJ Practices as a additional option when possible instead of punitive measures.
<u>Suspensions:</u> SWD	18 students with disabilities were suspended during the 2021 - 22 school year.	Reduce the suspension rate of SWD by 40% (7 students) Create alternatives to suspension such as community service initiatives and utilize RJ Practices as a additional option when possible instead of punitive measures.
<u>CHKS (student):</u> All	not yet available	not yet available
<u>CHKS (student):</u> AA	not yet available	not yet available
<u>CHKS (student):</u> EL	not yet available	not yet available
<u>CHKS (student):</u> SWD	not yet available	not yet available
<u>CHKS (parent):</u> All	not yet available	not yet available

<u>CHKS (parent):</u> AA	not yet available	not yet available
<u>CHKS (parent):</u> EL	not yet available	not yet available
<u>CHKS (parent):</u> SWD	not yet available	not yet available

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Pay teachers extra hours for collaboration and PD	Aug 22 - June 23	AA, EL	Teachers	See Goal 1 All for funds	1000-1999: Certificate d Personnel Salaries	Title I	
Purchase curriculum, online licenses	Aug 22 - June 23	All	Admin/teacher s	See Goal 1 All for funds	4000-4999: Books And Supplies	LCFF	
Hire 1.0 FTE V.P./I.S. .40 IS is under LCFF focused on Coaching/PD Planning and observation for new teachers. The .60 is for Admin/AP duties under CSI). The CSI is focused on reducing suspension rates, supporting SEL and building culture and climate at our site.	Aug 22 - June 23	All	Admin	See Goal 2 for funds See Goal 2 for funds	1000-1999: Certificate d Personnel Salaries 1000-1999: Certificate d Personnel Salaries	LCFF CSI	
Purchase items for PBIS program and other student incentives including snacks, sporting gear, specialized school materials like unique handbooks and art supplies/tools as well as pop its and fidgets to promote positive culture and behavior.	Aug 22 - June 23	All	Office manager	Light snacks for students See Goal 1 All for materials and supplies funds	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF LCFF	3,000
Purchase materials and supplies to support intermural and afterschool sports	Aug 22 - June 23	All	Office manager	See Goal 1 All for funds	4000-4999: Books And Supplies	LCFF	

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Contract with New Life Movement to work with students to reduce truancy, change negative behavior patterns, and soften tensions between community members	Aug 22 - June 23	All	Admin				
Purchase light snacks for parent events, meetings, and outreach	Aug 22 - June 23	All	Office manager	Light refreshments for parent events	4000-4999: Books And Supplies	Title I	2,000
Pay SCOW extra hours for parent outreach	Aug 22 - June 23	All	Admin	Extra SCOW hours	2000-2999: Classified Personnel Salaries	Title I	1,349
Purchase materials and supplies for school events such as assemblies, awards ceremonies, and promotion.	Aug 22 - June 23	All	Office manager/ Admin	See Goal 1 All for funds	4000-4999: Books And Supplies	LCFF	
Purchase equipment, materials, and supplies for campus safety in order to provide clean, supportive and welcoming environment.	Aug 22 - June 23	All	CSS/ Custodial team	See Goal 1 All for funds			
Extra hours for classified staff to support student and parent communication and activities both during the school day and after regular school hours.	Aug 22 - June 23	All	Admin	Extra CSO hours	2000-2999: Classified Personnel Salaries	LCFF	2,068
				Extra clerical hours	2000-2999: Classified Personnel Salaries	LCFF	2,831
Contracts to provide student support services and interventions in the areas of mental health and SEL, including Familias Unidas, RPAL, and Bay Area Transitional Services	Aug 22 - June 23	EL, SWD, AA	Admin/Health Group	See Goal 1 All for funds	5000-5999: Services And Other Operating Expenditures	CSI	
				See Goal 1 All for funds	5000-5999: Services And Other Operating Expenditures	Title I	

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditure(s)			
				Descriptio	Type	Funding	Amount
Partner with our OAASA dept. and offer after school clubs and mentoring opportunities, including the Bridge Program, Gardening, Art, leadership, dance and other performance arts opportunities to increase student engagement and improve attendance.	Aug 22 - June 23	EL, SWD, AA	Admin				
Provide students with leadership opportunities, such as visiting our feeder schools to provide outreach and orientation to incoming students. Also develop a framework for 8th grade peer mentors to build community and support with lower grades conflicts.	Aug 22 - June 23	All	Admin/Teachers/CSM	See Goal 1 All for funds	5000-5999: Services And Other Operating Expenditures	Title I	
Create a Restore Team that supports with conflict resolution, counseling and resolving disputes. This will be supported by our Culture Climate Team, AP's, Counselors and may be developed to incorporate our outside partners as well.	Aug 22 - June 23	All	Admin/Climate Team/Peer Mentors				
Contract with Growing Together to connect students to the living world around them.	Aug 22 - June 23	All	Admin	See Goal 1 All for funds			

Annual Review

Goals, Strategies, & Proposed Expenditures 1 For All Students - Annual Review SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

As outlined in our plan we increased on focus on literacy (reading and writing standards) across the curriculum. Teachers implemented engaged in PD and coaching around literacy strategies through the support of the Cali Reads Grant. We increased engagement through the use of technology such as NearPod, EdPuzzle, and NewsELA.

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

Due to COVID only there were a limited number of study trips. Tutoring for students was limited due to lack of volunteers to provide afterschool academic intervention.

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

We will continue to build on the literacy work and support student engagement with technology. We need to employ student discourse in math to increase understanding and proficiency in skill set areas. There also continues to be a need for broadening learning through exposure to experiences outside the classroom.

Goals, Strategies, & Proposed Expenditures 1 For African American/ Black Students - Annual Review SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our goal was to provide intensive and extensive supports in the area of reading and writing and math. Support was provided through community partnerships with RPAL, Bay Area Community Resources, and the 3.5 Scholar Athlete Program. Teachers engaged in weekly collaboration including CRT and equity.

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

Although intensive support was implemented for some AA students, there was not a systemic intervention program for all 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.

Implementation of a systematic intervention process for African American students. Development of an active African American Parents Advisory committee. Mental health support for AA students coping with trauma.

Goals, Strategies, & Proposed Expenditures 1 For English Learners - Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our goal was to provide the scaffolding and intervention needed to promote an increase in language acquisition and ensure EL students become fluent in English. Our staff attended the CAFE conference and engaged in ongoing coaching support around strategies to support our English Learners. Our bilingual SCOWS provided support with parent outreach and engagement. We had an active ELAC committee and invited our families to a literacy night. The house model allowed the teachers of students in the ELD program to collaborate closely around student needs. As a result we saw an increase in students moving up a level and reclassifying.

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

Tutoring support for our EL students was not available due to a lack of staffing. There remains a need to increase the PD focus on strategies to support English learners.

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.

Professional development opportunities will be integrated into weekly collaboration. Tutoring support needs to be available to all our EL students. We are restructuring the master schedule to integrate ELD 3 and 4 students with non-ELD students in order to increase language exposure.

Goals, Strategies, & Proposed Expenditures 1 For Student with Disabilities - Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This is a new goal.

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

This is a new 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.

This is a new goal.

Goals, Strategies, & Proposed Expenditures 2 - Thriving Employees - Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our goal was to provide resources for collaboration and professional development as well as mental health support for staff. There was a strong culture of engagement with collaboration and PD opportunities. ILT helped to structure the PD calendar and supported with facilitation of professional development. The culture and climate team provided staff an opportunity to voice concerns and problem solve around climate issues.

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

Teachers attended very few conferences due to constraints around sub coverage. There were also no subs available to provide teachers release time for peer observations and feedback. Mental health support for staff was limited to one part time therapist.

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.

Increased opportunities for peer observation and collaboration. Hiring of teachers and subs so teachers are not called upon to period sub daily and have time to focus on improving their practice. Intentional focus on building a positive staff culture through the support of the climate team and open communication between all employees. Prioritize retention of effective staff members.

Goals, Strategies, & Proposed Expenditures 3 Caring Schools - Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We fell short on both our attendance and suspension reduction. As a result of COVID and COVID related issues our attendance hit an all time low. We also did not have adequate interventions and support for our students with Tier 2 and Tier 3 needs, resulting in an increase in suspensions. We did have a strong Tier 1 PBIS system where students earned rewards for positive behavior and following the "TRACKS". Our FSCSC was able to partner with the community to bring services to campus such as mental health support and enrichment activities.

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

Despite outreach efforts by the attendance clerk and SCOWS it proved difficult to keep improve our attendance rate. We did not have monthly attendance rewards activities. Although restorative practices were implemented school wide we continued to see disproportionality in our suspension rates of our subgroups. We were not able to hold in person assemblies due to COVID restrictions.

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 CARE team will work closely with the Student Attendance Review Team (SART) to provide direction, intervention and support for chronically absent students. We will continue to develop community partnerships to provide interventions and engagement activities that will play a significant role in motivating students to attend school. School personnel will also continue to provide outreach to parents and families of students who have been chronically absent. The Full Service Community Schools Coordinator will support with coordination of services. We will broaden our tier 1 support with additional incentives for positive behavior, attendance and achievement.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$109205
Total Federal Funds Provided to the School from the LEA for CSI	\$141,439
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$374,348.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	125,400	0.00
Title I	109205	1,696.00
CSI	141,439	0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI	\$141,439.00
Title I	\$107,509.00

Subtotal of additional federal funds included for this school: \$248,948.00

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	\$125,400.00

Subtotal of state or local funds included for this school: \$125,400.00

Total of federal, state, and/or local funds for this school: \$374,348.00

School Site Council Membership (Public)

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

Name of Members	Role
Tanisha Gainer	Parent or Community Member
Ruth Avalos	Parent or Community Member
Veronica Castro	Parent or Community Member
Veronica Castro	Parent or Community Member
Mariana Zavala	Secondary Student
Nashon Williams	Classroom Teacher
MikeH George	Classroom Teacher
Rebecca d'Alessio	Classroom Teacher
Scott Olsen	Classroom Teacher
Maria Chavez	Other School Staff
Jaylani M. Cortes	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.

Title I Schools Only

Title I Central Initiatives and Support 2022-2023

For 2022-2023 WCCUSD has designed a plan to provide centralized and coordinated support to Title I schools in areas of identified need based on two factors:

1. Data from WCCUSD local assessments from 2021-22 (STAR Reading Math) other site-based academic assessments
2. Awareness of the impact of state-wide stay-at-home orders for the 2021-22 and the need to provide social-emotional learning (SEL) support to students as they re-enter the in-class learning programs

The AMOs for the use of these funds will be included in the schools' SPSAs and will be aligned with the other Actions and Services included in the school plans.

Based on an awareness of the wide variety of needs at for Title I schools as well as the differences in school programs and approaches to instruction, the centralized support program offers school sites to opportunity to select from a coherent list of evidence-based programs to address both of the identified areas: improving academics and support students with SEL.

The options provided to schools include:

1. Mental Health
2. Targeted Tutoring
3. Reading Acceleration
4. Math Acceleration
5. Family and Community Engagement
6. Parent & Teacher Home Visits
7. Professional Development in the areas of Math, Reading, Restorative Justice and SEL

Content Area experts from WCCUSD's Educational Services and State and Federal Program Office will provide support and collaboration with school instructional leaders on data analysis and interpretation as well as with alignment of programs to meet identified needs.

Allocation of these carryover funds are determined on a per school basis and follow the same formula and percentages used to calculate the original site based Title I allocation for 2022-23.

In addition to the plans that sites create to use the Carryover funds, WCCUSD also retains and utilizes Title I funds to support other critical initiatives for students and families at Title I sites:

1. Staff to support coaching to improve teacher efficacy
2. Staff to support parent outreach initiatives

3. Grad tutors to provide additional instructional support for students
4. Initiatives specifically to support African American students at Title I sites
5. Summer Extended Learning programs for students at Title I sites

CSI Schools Only

CSI Math/ELA Central Initiatives and Support 2022-2023

In 2021-2022, WCCUSD began an initiative to support CSI schools to identify areas of support needed centrally. During the last administration of the Smarter Balanced Assessments, all CSI schools in WCCUSD were in the Red and/or Orange categories on the California Dashboard in Math and ELA. As the CSI central support work evolved, the CSI team noticed similarities across the schools and focused efforts on consultation with principals at the monthly meetings to review, reflect and refine instructional practices to genuinely meet students' needs. Based on those meetings, the CSI team identified supplemental curriculum at use in CSI sites in a variety of ways.

The CSI team will support more coherent and strategic use of supplemental curriculum in the 2022-2023 school year.

In the areas of Math and ELA the team will support the programs listed below. These identified supplemental programs provide additional opportunities for students to have learning opportunities in their identified areas of need as well as skill remediation support.

The CSI team will provide the following:

1. Professional development support to the principals, IS/VP and CSI funded staff with the focus on effective use of instruction and time, curriculum, assessment and intervention structures
2. Work with the administration to analyze and use data as part of the instructional mitigations needed at the sites
3. Work with the administrative team to commit to 1 area of focus, 1 strategy and 1 systems review prior to on an ongoing basis
4. Use the Six Turnaround Practices as a reflective tool to improve student outcomes

Math initiatives: Eureka, Zearn, STAR Math, Desmos IM(Illustrative Mathematics) , LearnZillion (Illustrative Mathematics)

ELA initiatives: Accelerated Reader, Freckle, STAREarly Literacy, STAR Reading, Newsela, additional guided reading and book club collections

5. Provide supplemental curriculum to provide differentiated instruction, skill deficit and multiple opportunities for independent practice

6. On-going site support, inter-site collaboration with other school using the same platforms

Acknowledging that Chronic Absenteeism and Suspensions play a role in students' academic performance sites will evaluate their systems and apply modifications as needed to show growth on the 5x5 chart.

The goal of the site and central partnership is for schools to exit CSI status by improving outcomes for students.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



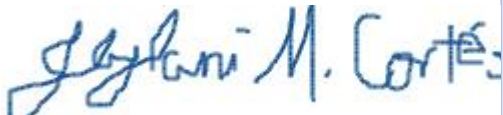
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/21/2022.

Attested:



Principal, Jaylani M. Cortes on 7/6/2022



SSC Chairperson, Guadalupe Enllana on 7/6/2022

Smarter Balanced Assessments Dashboard Data

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.22%	0.2%	0.73%	1	1	3
Black/African American	19.06%	16.9%	12.93%	85	70	53
Asian	4.04%	3.9%	4.88%	18	16	20
Filipino	0.67%	1.0%	0.73%	3	4	3
Hispanic/Latino	72.2%	73.5%	74.63%	322	305	306
Pacific Islander	1.57%	1.7%	1.22%	7	7	5
White	0.45%	1.9%	2.93%	2	8	12
Multiple/No Response	1.79%	1.0%	1.95%	8	4	8
Total Enrollment				446	415	410

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 7	220	203	236
Grade 8	226	212	174
Total Enrollment	446	415	410

Conclusions based on this data:

1. Data too old- not reviewed

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	213	197	232	47.8%	47.50%	56.6%
Fluent English Proficient (FEP)	108	107	87	24.2%	25.80%	21.2%
Reclassified Fluent English Proficient (RFEP)	9	0		4.4%	0.00%	

Conclusions based on this data:

1. Data too old- not reviewed

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	231	202	239	208	0	219	208	0	219	90	0.0	91.6
Grade 8	240	215	174	221	0	160	221	0	160	92.1	0.0	92.0
Grade 11												
All Grades	471	417	413	429	0	379	429	0	379	91.1	0.0	91.8

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	2426.		2435.	2.40		1.37	8.17		13.70	16.83		17.35	72.60		67.58
Grade 8	2453.		2465.	0.90		4.38	9.95		13.75	20.81		23.75	68.33		58.13
Grade 11															
All Grades	N/A	N/A	N/A	1.63		2.64	9.09		13.72	18.88		20.05	70.40		63.59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	3.86		3.20	21.26		46.12	74.88		50.68
Grade 8	2.26		6.25	27.15		39.38	70.59		54.38
Grade 11									
All Grades	3.04		4.49	24.30		43.27	72.66		52.24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	4.35		3.20	28.99		32.42	66.67		64.38
Grade 8	3.62		2.53	37.10		34.18	59.28		63.29
Grade 11									
All Grades	3.97		2.92	33.18		33.16	62.85		63.93

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	3.86		5.02	40.10		61.19	56.04		33.79
Grade 8	1.81		6.25	48.87		62.50	49.32		31.25
Grade 11									
All Grades	2.80		5.54	44.63		61.74	52.57		32.72

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	6.28		5.48	28.50		48.40	65.22		46.12
Grade 8	4.52		8.13	28.96		65.00	66.52		26.88
Grade 11									
All Grades	5.37		6.60	28.74		55.41	65.89		37.99

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Data too old- not reviewed

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	231	202	239	223	0	228	223	0	227	96.5	0.0	95.4
Grade 8	240	215	174	234	0	165	234	0	165	97.5	0.0	94.8
Grade 11												
All Grades	471	417	413	457	0	393	457	0	392	97	0.0	95.2

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	2386.		2388.	0.90		0.44	2.69		2.64	10.31		12.33	86.10		84.58
Grade 8	2410.		2404.	0.85		0.61	2.14		3.64	10.26		12.12	86.75		83.64
Grade 11															
All Grades	N/A	N/A	N/A	0.88		0.51	2.41		3.06	10.28		12.24	86.43		84.18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	1.80		1.33	6.31		18.14	91.89		80.53
Grade 8	1.28		0.00	8.12		26.06	90.60		73.94
Grade 11									
All Grades	1.54		0.77	7.24		21.48	91.23		77.75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	1.35		0.44	14.80		31.72	83.86		67.84
Grade 8	1.71		0.61	17.95		32.12	80.34		67.27
Grade 11									
All Grades	1.53		0.51	16.41		31.89	82.06		67.60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	0.45		0.44	31.39		45.37	68.16		54.19
Grade 8	0.85		1.21	29.49		45.45	69.66		53.33
Grade 11									
All Grades	0.66		0.77	30.42		45.41	68.93		53.83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Data too old- not reviewed

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	1482.3	1504.6	1510.5	1478.3	1506.8	1506.4	1485.9	1501.8	1514.2	106	88	143
8	1472.0	1498.9	1513.6	1461.1	1493.6	1513.7	1482.4	1503.6	1513.2	103	99	80
All Grades										209	187	223

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	16.04	10.96	13.87	23.58	24.66	26.28	20.75	26.03	31.39	39.62	38.36	28.47	106	73	137
8	5.83	6.06	15.19	18.45	27.27	22.78	31.07	21.21	27.85	44.66	45.45	34.18	103	66	79
All Grades	11.00	8.63	14.35	21.05	25.90	25.00	25.84	23.74	30.09	42.11	41.73	30.56	209	139	216

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	31.13	21.92	23.36	21.70	27.40	40.15	10.38	26.03	13.14	36.79	24.66	23.36	106	73	137
8	14.56	19.70	29.11	20.39	28.79	29.11	22.33	15.15	16.46	42.72	36.36	25.32	103	66	79
All Grades	22.97	20.86	25.46	21.05	28.06	36.11	16.27	20.86	14.35	39.71	30.22	24.07	209	139	216

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	3.77		7.30	21.70		9.49	23.58		37.96	50.94		45.26	106		137
8	1.94		3.80	12.62		15.19	25.24		36.71	60.19		44.30	103		79
All Grades	2.87		6.02	17.22		11.57	24.40		37.50	55.50		44.91	209		216

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	7.55	11.27	8.82	43.40	45.07	60.29	49.06	43.66	30.88	106	71	136
8	2.91	6.15	12.82	39.81	56.92	50.00	57.28	36.92	37.18	103	65	78
All Grades	5.26	8.82	10.28	41.63	50.74	56.54	53.11	40.44	33.18	209	136	214

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	45.28	47.89	48.87	23.58	32.39	30.08	31.13	19.72	21.05	106	71	133
8	31.07	42.00	39.74	33.01	28.00	33.33	35.92	30.00	26.92	103	50	78
All Grades	38.28	45.45	45.50	28.23	30.58	31.28	33.49	23.97	23.22	209	121	211

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	5.66	2.82	8.03	33.96	21.13	30.66	60.38	76.06	61.31	106	71	137
8	6.80	7.69	7.59	19.42	16.92	21.52	73.79	75.38	70.89	103	65	79
All Grades	6.22	5.15	7.87	26.79	19.12	27.31	66.99	75.74	64.81	209	136	216

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	3.77	1.45	8.03	53.77	65.22	62.04	42.45	33.33	29.93	106	69	137
8	0.00	1.59	0.00	63.11	61.90	72.73	36.89	36.51	27.27	103	63	77
All Grades	1.91	1.52	5.14	58.37	63.64	65.89	39.71	34.85	28.97	209	132	214

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Data too old- not reviewed

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
415	89.6	47.5	0.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	197	47.5
Foster Youth	3	0.7
Homeless	16	3.9
Socioeconomically Disadvantaged	372	89.6
Students with Disabilities	66	15.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	70	16.9
American Indian or Alaska Native	1	0.2
Asian	16	3.9
Filipino	4	1.0
Hispanic	305	73.5
Two or More Races	4	1.0
Native Hawaiian or Pacific Islander	7	1.7
White	8	1.9

Conclusions based on this data:

- 1.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="306 751 360 779">Red</p>	<p data-bbox="672 667 946 699">Chronic Absenteeism</p>  <p data-bbox="782 751 836 779">Red</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1261 751 1315 779">Red</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="306 951 360 978">Red</p>		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

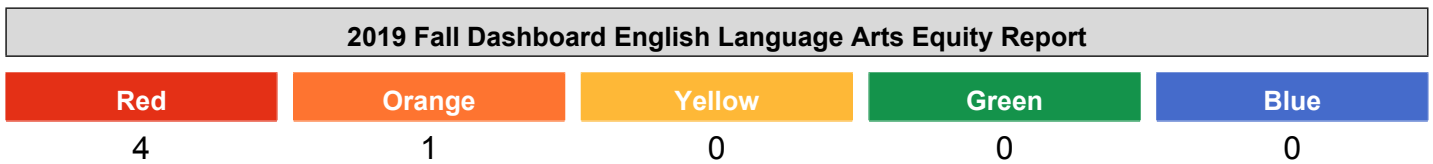
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Red 117.8 points below standard Declined Significantly -20.3 points 412	<p>English Learners</p> Red 135.1 points below standard Declined Significantly -18.4 points 245	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p> No Performance Color 156.6 points below standard Declined Significantly -54.6 points 25	<p>Socioeconomically Disadvantaged</p> Red 119.4 points below standard Declined Significantly -21 points 390	<p>Students with Disabilities</p> Red 160.4 points below standard Maintained ++0.9 points 69

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 123.9 points below standard Increased ++6.5 points 84	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 96.3 points below standard Declined Significantly -33.2 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 118.2 points below standard Declined Significantly -25 points 288	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
166.9 points below standard Declined Significantly -16.7 points 171	61.5 points below standard Declined Significantly -20.3 points 74	115.2 points below standard Declined -7.9 points 117

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

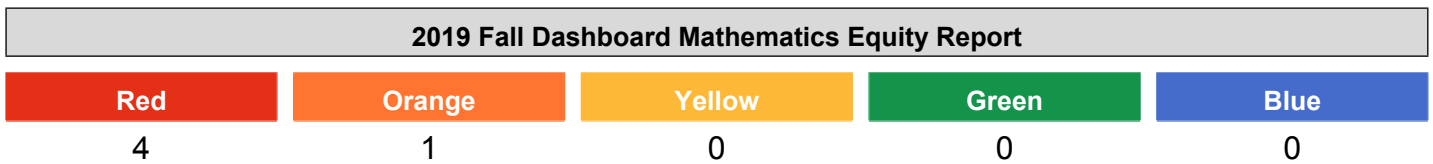
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Red 172.8 points below standard Declined Significantly -17.1 points 415	<p>English Learners</p> Red 183.9 points below standard Declined -14.1 points 246	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p> No Performance Color 200 points below standard Declined Significantly -35.3 points 25	<p>Socioeconomically Disadvantaged</p> Red 173.5 points below standard Declined Significantly -16.6 points 393	<p>Students with Disabilities</p> Orange 211.2 points below standard Increased ++7.5 points 70

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 194.2 points below standard Declined -9.9 points 85	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 127.5 points below standard Declined Significantly -19 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 170.3 points below standard Declined Significantly -16.5 points 290	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
207.7 points below standard Declined Significantly -19.2 points 172	128.5 points below standard Maintained -1.4 points 74	177.5 points below standard Declined Significantly -15.5 points 118

Conclusions based on this data:

- 1.

School and Student Performance Data

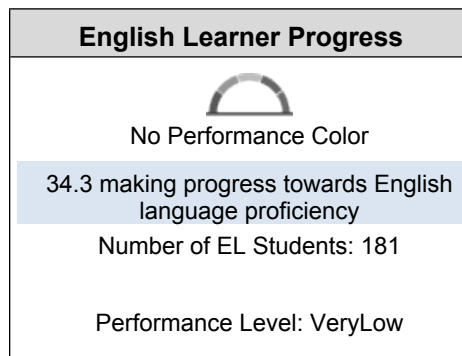
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
19.8	45.8	2.7	31.4

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

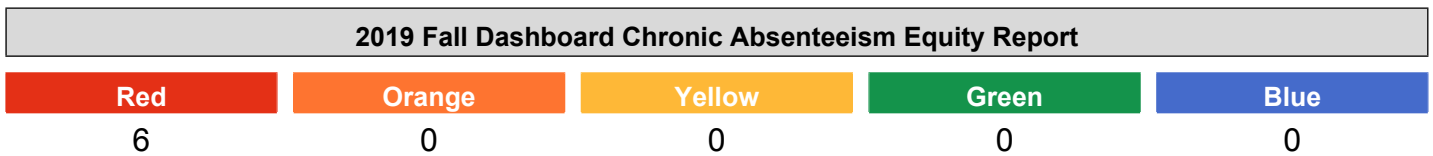
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Red 31.6 Increased Significantly +10.1 507	<p>English Learners</p> Red 26.7 Increased Significantly +10.2 225	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p> Red 55.6 Increased +12.7 36	<p>Socioeconomically Disadvantaged</p> Red 31.7 Increased Significantly +9.7 477	<p>Students with Disabilities</p> Red 43.8 Increased +4.6 80

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 41.7 Increased +5 115	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 15.4 Increased +8 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 29 Increased Significantly +11.2 348	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

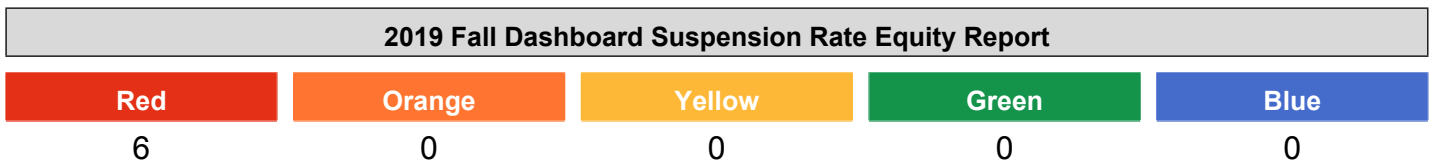
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>18.3</p> <p>Increased Significantly +4.4</p> <p>536</p>	<p>English Learners</p> <p>Red</p> <p>13.9</p> <p>Increased +4</p> <p>238</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>
<p>Homeless</p> <p>Red</p> <p>25</p> <p>Increased +9.8</p> <p>40</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>19</p> <p>Increased +3.7</p> <p>501</p>	<p>Students with Disabilities</p> <p>Red</p> <p>25.6</p> <p>Increased +5.8</p> <p>86</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 30.9 Increased +2 123	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 3.8 Declined -7.3 26	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 14.9 Increased Significantly +4.7 368	 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 3

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	13.9	18.3

Conclusions based on this data:

- 1.

Local Measures Local Assessment Data