

2021-22 White Hill School Plan for Student Achievement (SPSA)



OVERVIEW

The White Hill Middle School SPSA aligns with our District LCAP goals, identifying needs for instructional interventions, developing effective curricular practices and engagement for all student groups.

SCHOOL SITE COUNCIL MEMBERSHIP

- Principal-Matt Catanzarite
- Assistant Principal- Maria Lubamersky
- Teacher-Amanda Wagner
- Parent-Inga Wahle, Sue Pierce, Ruth Ann Binder, Scott Kreinberg, Tiffany Nemo, Para Ambardar
- Classified staff-Cary Adriatico

EDUCATIONAL PARTNER INVOLVEMENT PROCESS FOR THE SPSA AND ANNUAL REVIEW AND UPDATE:

List meeting dates here as well as meeting dates with other groups (SELAC, P/G ETF)

- WH P/G ETF/Site Council 9/22/21
- WH P/G ETF/Site Council 3/3/22
- WH P/G ETF/Site Council 4/18/22

GREATEST PROGRESS IN ALIGNMENT WITH LCAP GOALS:

- MTSS Partner worked collaboratively with Electives and English departments to create curriculum with equity focus
- Math department attended several professional development sessions and were given release time to embark on the journey of detracking math so that all students have access to accelerated math pathways.
- Student equity task force was created and student voice was gathered through multiple surveys via categories that included equity and inclusion and social emotional well being

GREATEST NEEDS ACCORDING TO LOCAL PERFORMANCE INDICATORS:

- State Testing
 - Math scores in 6th grade were significantly lower (a 13% drop) than previous years
 - 100% of our students who identify as Black/African American tested standard nearly met or lower in Math and a majority tested standard nearly met or lower in ELA
- School Climate
 - Via student surveys we learned that we need to work on creating a sense of belonging on campus through building stronger connections with the students.
- Attendance
 - Attendance data shows a dip in average daily attendance, most likely due to Covid and the reentry requirements that it presented, but also due to the social emotional issues that have surfaced over the last two years
 - To address the attendance, we will reintroduce the SART and SARB process in the coming year.

DISTRICT LCAP GOALS AND ACTIONS

Goal 1: Assess student learning in mathematics and English language arts/ELD and provide interventions and supports as needed.

Actions:

1. Refinement of District MTSS for academic support of students.
2. Develop a plan for accelerating learning to close any potential learning gaps.

3. Engage teachers in district-wide data review.

Site Progress Towards Goal and Actions:

- MTSS Design team created plan to establish system for identifying students for Tier 1 & Tier 2
- Identified intervention strategies appropriate for Tier 1 & Tier 2 for English and Math
- Designated EL case managers for EL students. Established goals, pushed in and pulled out for extra support
- Led staff in a data dive session of test scores with Equity focus. Used protocol with Equity Pause. Came up with a plan to Individualize and differentiate lessons in order to address gaps.

Goal 2: Create a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences, and are empowered to thrive socially, emotionally, and academically.

Actions:

1. Refinement of district-wide MTSS for wellness practices and social-emotional supports for all students
 2. Provide professional development around practices that support students' social-emotional well-being
 3. Identify/develop/implement curriculum that supports students' social-emotional wellbeing
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Site Progress Towards Goal and Actions:

- Professional Development around building relationships and trauma informed practices.
- Practiced response circle discussions regularly, as well as in response to global/community events
- MTSS Design team created plan to more effectively address the needs of our most vulnerable students through shared practices and data collection.

Goal 3: Engage in a continuous cycle of collaborative input and feedback involving colleagues, students and parents/guardians on the climate and learning experience of all students.

Actions:

1. Develop and deepen processes for authentic feedback - surveys, listening sessions, parent education, coffee chats.
 2. Foster greater participation in and access of underrepresented parents into the life and operation of the schools
 3. Engage staff in planning and implementation of district initiatives
 4. Increase participation in DELAC
 5. Increase communication with Special Education families to share resources and information.
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Site Progress Towards Goal and Actions:

- Developed surveys for Staff, Students and Parents/Families, using Panorama Education
- Started sited based Parent Equity team
- Increased direct teacher/parent communication in SDC class
- EL teachers and Administration attended DELAC meetings; EL teachers had direct line to families through their EL Advisory class to invite them to DELAC
- Engaged EL teachers to plan and implement EL curriculum and address how to case manage our EL students

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.13%	0.26%	0.5%	1	2	3
African American	1.75%	1.31%	1.3%	13	10	9
Asian	2.42%	2.61%	2.8%	18	20	19
Filipino	0.27%	0.39%	0.5%	2	3	3
Hispanic/Latino	11.16%	11.9%	12.4%	83	91	83
Pacific Islander	0.13%	0.26%	0.2%	1	2	1
White	77.69%	77.78%	77.8%	578	595	521
Multiple/No Response	5.78%	4.58%	3.9%	43	35	26
Total Enrollment				744	765	670

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	203	261	195
Grade 7	280	219	257
Grade 8	261	285	218
Total Enrollment	744	765	670

Conclusions based on this data:

1. Total enrollment is declining.
2. Demographic information is roughly staying the same with 23% BIPOC kids.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	16	19	22	2.2%	2.5%	3.3%
Fluent English Proficient (FEP)	54	50	42	7.3%	6.5%	6.3%
Reclassified Fluent English Proficient (RFEP)	5	1	3	83.3%	6.3%	15.8%

Conclusions based on this data:

1. Although enrollment is declining, our English Learner numbers are increasing.
2. Covid made reclassification testing more difficult to administer.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	279	210	204	272	202	194	272	202	193	97.5	96.2	95.1
Grade 7	261	281	254	250	276	234	250	276	234	95.8	98.2	92.1
Grade 8	279	261	216	265	249	188	265	249	188	95	95.4	87.0
All Grades	819	752	674	787	727	616	787	727	615	96.1	96.7	91.4

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2589.	2575.	2560.	42.28	31.19	29.02	36.76	44.55	36.79	15.44	15.84	22.80	5.51	8.42	11.40
Grade 7	2613.	2615.	2604.	36.00	39.49	34.62	43.60	40.94	40.17	16.00	11.59	14.10	4.40	7.97	11.11
Grade 8	2619.	2629.	2614.	31.70	36.14	27.66	44.91	40.16	41.49	16.60	17.27	21.28	6.79	6.43	9.57
All Grades	N/A	N/A	N/A	36.72	36.04	30.73	41.68	41.68	39.51	16.01	14.72	19.02	5.59	7.57	10.73

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	45.96	38.12	33.68	45.59	50.00	54.40	8.46	11.88	11.92
Grade 7	47.60	47.83	35.19	41.60	39.49	53.22	10.80	12.68	11.59
Grade 8	44.15	47.79	34.57	43.77	40.16	54.79	12.08	12.05	10.64
All Grades	45.87	45.12	34.53	43.71	42.64	54.07	10.42	12.24	11.40

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	49.63	36.63	22.92	40.81	50.99	60.94	9.56	12.38	16.15
Grade 7	50.00	48.18	35.90	45.60	44.53	52.14	4.40	7.30	11.97
Grade 8	44.91	45.38	31.91	47.17	47.79	52.66	7.92	6.83	15.43
All Grades	48.16	44.00	30.62	44.47	47.45	55.05	7.37	8.55	14.33

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	32.72	25.74	22.80	62.87	66.83	71.50	4.41	7.43	5.70
Grade 7	28.00	26.81	19.66	65.60	66.30	72.65	6.40	6.88	7.69
Grade 8	35.09	35.34	21.81	60.38	59.84	73.40	4.53	4.82	4.79
All Grades	32.02	29.44	21.30	62.90	64.24	72.52	5.08	6.33	6.18

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	53.31	44.55	26.94	39.34	46.04	66.84	7.35	9.41	6.22
Grade 7	49.20	52.90	41.45	45.60	38.04	51.71	5.20	9.06	6.84
Grade 8	44.53	47.79	30.85	46.79	42.17	63.83	8.68	10.04	5.32
All Grades	49.05	48.83	33.66	43.84	41.68	60.16	7.12	9.49	6.18

2019-20 Data:

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Conclusions based on this data:

1. Nearly 70% of students met or exceeded standards.
2. Attention needs to be directed towards the 30% of students who were nearly met standard or performed below standard.
3. Overall, fewer students did not meet or exceed standards compared to previous years.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	279	210	204	271	200	189	271	200	189	97.1	95.2	92.6
Grade 7	261	281	254	249	275	219	249	275	219	95.4	97.9	86.2
Grade 8	279	261	216	264	245	185	264	245	185	94.6	93.9	85.6
All Grades	819	752	674	784	720	593	784	720	593	95.7	95.7	88.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2576.	2566.	2548.	40.59	34.50	26.98	25.09	28.50	26.46	20.30	22.50	30.69	14.02	14.50	15.87
Grade 7	2604.	2596.	2576.	39.76	40.73	31.96	26.51	25.82	28.77	24.90	20.73	21.00	8.84	12.73	18.26
Grade 8	2620.	2625.	2576.	42.05	44.08	22.70	26.14	22.45	24.32	19.70	18.37	32.97	12.12	15.10	20.00
All Grades	N/A	N/A	N/A	40.82	40.14	27.49	25.89	25.42	26.64	21.56	20.42	27.82	11.73	14.03	18.04

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	47.78	45.50	19.68	30.00	33.50	62.23	22.22	21.00	18.09
Grade 7	49.60	50.92	30.88	35.08	28.21	53.92	15.32	20.88	15.21
Grade 8	49.43	50.20	20.00	34.22	33.06	62.16	16.35	16.73	17.84
All Grades	48.91	49.16	23.90	33.03	31.34	59.15	18.05	19.50	16.95

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	38.01	32.00	23.81	45.02	51.50	61.38	16.97	16.50	14.81
Grade 7	45.97	41.45	28.31	42.74	44.73	54.34	11.29	13.82	17.35
Grade 8	42.05	40.82	23.78	45.08	42.45	57.84	12.88	16.73	18.38
All Grades	41.89	38.61	25.46	44.32	45.83	57.67	13.79	15.56	16.86

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	45.76	30.50	24.87	39.48	50.50	65.61	14.76	19.00	9.52
Grade 7	39.11	37.59	26.94	53.23	54.01	61.19	7.66	8.39	11.87
Grade 8	42.21	46.94	18.92	42.97	41.63	66.49	14.83	11.43	14.59
All Grades	42.46	38.80	23.78	45.01	48.82	64.25	12.53	12.38	11.97

2019-20 Data:

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Conclusions based on this data:

1. 55% of White Hill students met or exceeded standards in Math
2. 45% of students were nearly met standard or performed below standard.
3. Fewer students met or exceeded standards compared to previous years.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*		*	*		*	*		*	*		9
7	*		*	*		*	*		*	*		8
All Grades										*		22

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*		*	*		*	*		*	*		*	*		*
7	*		*	*		*			*			*	*		*
All Grades	*		36.36	*		31.82	*		18.18	*		13.64	*		22

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*		*	*		*			*	*		*	*		*
7	*		*	*		*			*			*	*		*
All Grades	*		59.09	*		27.27			4.55	*		9.09	*		22

2019-20 Data:

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*		*			*	*		*	*		*	*		*
7	*		*	*		*	*		*			*	*		*
All Grades	*		9.09	*		22.73	*		45.45	*		22.73	*		22

2019-20 Data:

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*		*	*		*	*		*	*		*
All Grades	*		18.18	*		63.64	*		18.18	*		22

2019-20 Data:

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*		*	*		*	*		*	*		*
All Grades	*		86.36	*		4.55	*		9.09	*		22

2019-20 Data:

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*
All Grades	*		13.64	*		36.36	*		50.00	*		22

2019-20 Data:

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*		*	*		*	*		*	*		*
All Grades	*		9.09	*		77.27	*		13.64	*		22

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. 67% of tested students were overall proficient or advanced.
2. WH students that were tested performed much higher in oral language (speaking and listening)
3. WH students that were tested showed the most need of improvement in reading and writing.