School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
White Hill Middle School- See Attachment for more detail	21 750026024285	3/14/23	

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)

Additional Targeted Support and Improvement

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.

Our plan aligns with our District LCAP goals which are to assess student learning in mathematics and English Language Arts and provide interventions and supports as needed; 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; 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.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Formal and informal surveys are done regularly with parents and students. An annual survey in the topics of Cultural Awareness and Action, Diversity and Inclusion, and Sense of Belonging is conducted each spring for students. Parents are also given an annual survey with questions about topics such as: school safety, family support, learning behaviors, family efficacy, school climate, school fit, and family engagement.

White Hill Middle School
2021-2022 Student Survey Results Summary
% of students reporting favorably
Cultural Awareness and Action 62%
Diversity and Inclusion 71%
Sense of Belonging 44%

Highlights
83% of students responded favorably to the question: How often do you think about what someone of a different race, ethnicity, or culture experiences?
77% of students responded favorably to the question: At your school, how often are you encouraged to think more deeply about race-related topics?
79% of students responded favorably to the question: When there are major news events related to race, how often do adults at your school talk about them with students?
91% of students responded favorably to the question: How fairly do adults at your school treat people from different races, ethnicities, or cultures?
71% of students responded favorably to the question: At your school, how often do students from different races, ethnicities, or cultures hang out with each other?

Areas to Address
44% of students responded favorably to the question: How confident are you that students at your school can have honest conversations with each other about race?
46% of students responded favorably to the question: How comfortable are you sharing your thoughts about race-related topics with other students at your school?
47% of students responded favorably to the question: How well do people at your school understand you as a person?
25% of students responded favorably to the question: How connected do you feel to the adults at your school?

White Hill Middle School
2021-2022 Parent Survey Results Summary
% of parents reporting favorably
School Safety 67%
Family Support 61%
Learning Behaviors 49%
Family Efficacy 47%
School Climate 46%

School Fit 39%
Family Engagement 15%

Highlights
85% of parents responded favorably to the question: Overall, how unsafe does your child feel at school?
72% of parents responded favorably to the question: How often do you have conversations with your child about what their class is learning at school?

Areas to Address
38% of parents responded favorably to the question: How motivated is your child to learn the topics covered in class?
34% of parents responded favorably to the question: How confident are you in your ability to connect with other parents?
40% of parents responded favorably to the question: How often do you help your child understand the content they're learning in school?
19% of parents responded favorably to the question: How motivating are the classroom lessons at your child's school?

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and informal observations are conducted on a daily basis. A summary of observations include:

- Teachers are incorporating culturally responsive teaching practices into the classroom.
- Teachers have implemented Common Core curriculum in Mathematics and English language arts classes.
- Teachers are integrating NGSS science topics through project-based learning activities.
- Teachers are beginning to implement social justice standards into social studies curriculum.
- Teachers are differentiating their instruction through 1-1 conferring, small group instruction including think/pair/share, offering students choice, gradual release of responsibility, grouping students with similar learning styles and needs, and independent research/inquiry projects.
- Teachers are utilizing technology to support instruction
- Teachers are using both formative and summative assessments to guide instruction
- Teachers are focusing on social-emotional teaching through community circles, counseling supports, and counseling push-ins.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The District calendar is established to provide a minimum day on Wednesday in order to provide opportunities for staff to meet by department or in grade level teams. The teachers meet by department at the school site to analyze data, set goals for instruction, discuss and review teaching strategies and set grade level goals and curriculum scope and sequence.

The District uses a variety of measures to assess students' abilities and uses the results of these measures to plan instruction and interventions for students. Grades K-8 use Fountas & Pinnel Benchmarks and/or Scholastic Reading Inventory and Phonics Inventory to determine a student's reading level. In math, teachers use summative and formative assessments as well as the MDTP to assess student growth and inform teaching. The District has developed a rubric for reclassification of EL students using Fountas & Pinnel or SRI data. These students are progress-monitored for two years to ensure their continued growth.

Data from the CAASPP and the CELDT will be used in conjunction with performance data obtained through multiple measures and student observation in order to plan instruction and meet students' needs.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers utilize both information from conferring with students regularly and from analyzing data from formative assessments to differentiate instruction for all students; including students requiring interventions and those that are high performing who benefit from enrichment opportunities. Teachers use department and grade level team meetings to problem solve and plan instruction. The MTSS Team meets weekly and Student Study Team meetings take place frequently to support general education teachers in developing intervention plans with goals and progress monitoring for students of concern.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the District meet the requirement as "highly qualified."

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

District teachers have appropriate credentials and have sufficient instructional materials that are aligned to the common core. Throughout the year, teachers receive professional development provided by the District and on site.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

RVSD has established a professional development calendar to ensure teachers have access to instructional strategies that are based on results in the core curricular areas. In ELA, teachers continue to collaborate on components of a balanced literacy model that includes Reader's and Writer's Workshop. In Math, the District is using department meetings and release days to further develop the lens for mathematical instruction and exploring math curriculum from Desmos. In addition, teachers have the opportunity to attend training based on specific content area needs. For example, our Math Department has attended several workshops with Fawn Nyugen. The District has also adopted a model to support teachers by providing opportunities for them to personalize their learning by developing a professional development plan to earn continuing education units (CEUs).

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The District has a variety of supports for teachers. For new teachers, the District provides Induction mentors. The District has established a team of teacher leaders (D-LITE) to support instruction and set the professional development mission and goals. MTSS coaches provide 1:1 and full-staff professional development on Tier 1 strategies. Site staff meetings are used for weekly professional development on high-leverage and culturally responsive teaching practices.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Time is regularly provided for site grade level and department teams to collaborate. The District believes that students will benefit by:
- Instructional Strategies and Methodology that is consistent across the grade level.
- Instruction that is vertically aligned from grade level to grade level
- Best practices that are developed and shared by teachers
- Teacher instructional skills that are leveraged across department, grade levels, as well as schools - creating a collaborative culture of support

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The school uses a variety of curricular materials to meet the Common Core Standards in ELA, Math, Social Science, and Science. Teachers use District-adopted curriculum and materials.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

At White Hill School, the Principal and Leadership team develop instructional blocks in reading/language arts and mathematics to provide appropriate instructional minutes.   Each student receives 206 minutes of ELA instruction and 206 minutes of mathematics instruction throughout the week.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Department teams meet to discuss instructional pacing of common core curriculum. Through professional development, teachers are deepening their knowledge of evidence-based practices both English Language Arts and Mathematics and areas of instructional focus. Through discussion at District Administrative meetings principals and District staff work collaboratively to ensure that there is a common understanding of the pace of instruction in all content areas. In the Middle School, the master schedule is developed in a manner that supports the academic intervention needs of the students and collaboration needs of teachers.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The District provides standards-based instructional materials as well as intervention materials to support each student's progress toward grade-level standards. Instructional materials are research-based and support student achievement and increased learning. Some of the materials include TCI in History classes, College Preoperatory Mathematics for Mathematics, Readers/Writers Workshop for English Language Arts.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The District provides scientifically research-based instructional materials that are aligned to the standards. Intervention materials are aligned to the areas of student need and are scientifically research-based.

Opportunity and Equal Educational Access

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

Teachers meet regularly to review initial data and progress monitoring data for students that are receiving interventions. The results from the data is used to guide instruction in alignment with the common core state standards. Teachers differentiate the curriculum in ELA by using the Reader's and Writers Workshop model which also includes guided instruction in small groups to provide instruction in areas of need - all with a goal of closing the achievement gap for underperforming student groups.

Students having difficulty with social-emotional skills receive counseling support to improve motivation and school performance. Special education programs and related services support the needs of special education students through a Multi-Tiered System of Support (MTSS) model. The Student Study Team offers teachers and parents suggestions for strategies to use at home and school and accommodations that can be made in the classroom.   All students who are experiencing difficulty are monitored by the MTSS Team that meets weekly.

Evidence-based educational practices to raise student achievement

Teachers use the District-adopted, research-based, Common-Core aligned curriculum in ELA, math, science, and social science. They additionally receive training in high leverage instructional practices that raise the achievement of all students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The WHMS Parent Club and the YES Foundation support the additional needs at our school. They support students by subsidizing technology, art, music, engineering, poetry, and school assemblies along with teacher grants. We encourage parent volunteers to assist in the classroom and the school site activities on a regular basis. There is a White Hill English Language Advisory Committee as well as District English Language Advisory Committee and Special Education Parent Group and Wellness Committee that meets throughout the school year to provide information on a variety of topics such as reading intervention, executive functioning skills, social emotional learning, health, and safety. Also, the District supports the Ross Valley Healthy Community Collaborative by collaborating with the TAM High School District and both local towns to provide parent education and student programming related to student wellness.

The District staff provides additional support to the school site in the areas of technology, student services, and curriculum. The District has provided support to translate materials and forms for parents in Spanish which is the primary other language spoken by families in the RVSD. Also, the District provides translation at student conferences and Student Success Teams and IEP meetings. There is District support in identifying students that qualify for subsidies for the National School Lunch Program. There is a homeless liaison that works with MCOE to provide supports for students that are identified as homeless or foster students. There are a variety of programs and supports from parents, staff and community to provide necessary supports that will foster student engagement and participation for all students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The District oversees the parents, community representatives, and school staff in planning, implementing, and evaluation of the Consolidated Application to provide students supports district wide.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The district utilizes categorical funds to target instruction for students that are underperforming. The District provides instruction to English Language Learners in ELD primarily focusing on reading and writing support. All of the general education teachers have received their CLAD. Teachers are aware of the importance of developing the students' knowledge of academic vocabulary. In addition, students that qualify for the NSLP receive targeted instruction through Title I. Each site has a designated EL teacher to support multi-lingual students.

Fiscal support (EPC)

The District provides fiscal support for students that are underperforming. The District's general fund supports the additional materials and staff needs that are not funded in their entirety by Federal and State funds. The Director of Student Services, in collaboration with the Chief Business Official, allocates funds to provide additional staff, professional development, and scientifically research-based instructional materials to district sites.

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 planning process for the SPSA began with an initial review of school-wide data including site CAASPP scores, student survey data, and parent survey data. Stakeholder from the following group reviewed data and identified areas of strength and growth for White Hill based on an analysis of the data. Action items for each goal were then identified.

School Site Council 11/15/23, 1/17/23, and 3/14/23
Diversity, Equity, and Inclusion Group 1/31/23
Teacher Staff Meetings 1/4/23

Resource Inequities

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

White Hill does not experience any resource inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.26%	0.5%	0.45%	2	3	3
African American	1.31%	1.3%	1.20%	10	9	8
Asian	2.61%	2.8%	1.96%	20	19	13
Filipino	0.39%	0.5%	0.60%	3	3	4
Hispanic/Latino	11.9%	12.4%	13.55%	91	83	90
Pacific Islander	0.26%	0.2%	0.15%	2	1	1
White	77.78%	77.8%	76.96%	595	521	511
Multiple/No Response	4.58%	3.9%	4.67%	35	26	31
			Total Enrollment	765	670	664

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	261	195	208
Grade 7	219	257	206
Grade 8	285	218	250
Total Enrollment	765	670	664

Conclusions based on this data:

1. District-wide enrollment has seen a decline, particularly post-pandemic.

2. Our student population is predominately white, but there is a slight uptick in diverse groups.

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	19	22	21	2.5%	3.30%	3.2%
Fluent English Proficient (FEP)	50	42	44	6.5%	6.30%	6.6%
Reclassified Fluent English Proficient (RFEP)	1	0		6.3%	0.00%	

Conclusions based on this data:

1. The EL enrollment continues to remain around 20%

2. No students were reclassified in 20-21 or 21-22

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
Overall Participation for All 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 6	210	204	207	202	194	200	202	193	200	96.2	95.1	96.6
Grade 7	281	254	209	276	234	200	276	234	200	98.2	92.1	95.7
Grade 8	261	216	248	249	188	236	249	188	236	95.4	87.0	95.2
All Grades	752	674	664	727	616	636	727	615	636	96.7	91.4	95.8

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.

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
Overall Achievement for All 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
Grade 6	2575.	2560.	2582.	31.19	29.02	36.00	44.55	36.79	37.00	15.84	22.80	18.50	8.42	11.40	8.50
Grade 7	2615.	2604.	2612.	39.49	34.62	35.50	40.94	40.17	40.50	11.59	14.10	16.00	7.97	11.11	8.00
Grade 8	2629.	2614.	2624.	36.14	27.66	38.56	40.16	41.49	36.02	17.27	21.28	18.22	6.43	9.57	7.20
All Grades	N/A	N/A	N/A	36.04	30.73	36.79	41.68	39.51	37.74	14.72	19.02	17.61	7.57	10.73	7.86

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.

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Reading **Demonstrating understanding of literary and non-fictional texts**									
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	38.12	33.68	35.50	50.00	54.40	55.00	11.88	11.92	9.50
Grade 7	47.83	35.19	31.50	39.49	53.22	62.00	12.68	11.59	6.50
Grade 8	47.79	34.57	38.14	40.16	54.79	52.54	12.05	10.64	9.32
All Grades	45.12	34.53	35.22	42.64	54.07	56.29	12.24	11.40	8.49

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 6	36.63	22.92	29.65	50.99	60.94	57.79	12.38	16.15	12.56
Grade 7	48.18	35.90	49.75	44.53	52.14	40.20	7.30	11.97	10.05
Grade 8	45.38	31.91	34.75	47.79	52.66	55.08	6.83	15.43	10.17
All Grades	44.00	30.62	37.85	47.45	55.05	51.26	8.55	14.33	10.88

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 6	25.74	22.80	22.50	66.83	71.50	73.50	7.43	5.70	4.00
Grade 7	26.81	19.66	24.00	66.30	72.65	71.50	6.88	7.69	4.50
Grade 8	35.34	21.81	26.69	59.84	73.40	69.07	4.82	4.79	4.24
All Grades	29.44	21.30	24.53	64.24	72.52	71.23	6.33	6.18	4.25

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 6	44.55	26.94	32.50	46.04	66.84	62.00	9.41	6.22	5.50
Grade 7	52.90	41.45	32.00	38.04	51.71	63.50	9.06	6.84	4.50
Grade 8	47.79	30.85	39.83	42.17	63.83	53.81	10.04	5.32	6.36
All Grades	48.83	33.66	35.06	41.68	60.16	59.43	9.49	6.18	5.50

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. The majority of White Hill students met or exceeded standards in ELA.

2. Attention needs to be directed towards the students who were nearly met standard or performed below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 6	210	204	207	200	189	195	200	189	195	95.2	92.6	94.2
Grade 7	281	254	209	275	219	198	275	219	197	97.9	86.2	94.7
Grade 8	261	216	248	245	185	231	245	185	230	93.9	85.6	93.1
All Grades	752	674	664	720	593	624	720	593	622	95.7	88.0	94.0

* 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.

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 6	2566.	2548.	2562.	34.50	26.98	29.74	28.50	26.46	26.67	22.50	30.69	30.77	14.50	15.87	12.82
Grade 7	2596.	2576.	2578.	40.73	31.96	30.96	25.82	28.77	25.38	20.73	21.00	27.41	12.73	18.26	16.24
Grade 8	2625.	2576.	2607.	44.08	22.70	42.17	22.45	24.32	15.22	18.37	32.97	25.22	15.10	20.00	17.39
All Grades	N/A	N/A	N/A	40.14	27.49	34.73	25.42	26.64	22.03	20.42	27.82	27.65	14.03	18.04	15.59

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.

Grade Level	Concepts & Procedures — Applying mathematical concepts and procedures								
	% 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 6	45.50	19.68	21.54	33.50	62.23	62.05	21.00	18.09	16.41
Grade 7	50.92	30.88	31.98	28.21	53.92	52.79	20.88	15.21	15.23
Grade 8	50.20	20.00	40.00	33.06	62.16	42.61	16.73	17.84	17.39
All Grades	49.16	23.90	31.67	31.34	59.15	51.93	19.50	16.95	16.40

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 6	32.00	23.81	29.23	51.50	61.38	56.41	16.50	14.81	14.36
Grade 7	41.45	28.31	26.40	44.73	54.34	58.38	13.82	17.35	15.23
Grade 8	40.82	23.78	34.35	42.45	57.84	52.61	16.73	18.38	13.04
All Grades	38.61	25.46	30.23	45.83	57.67	55.63	15.56	16.86	14.15

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 6	30.50	24.87	29.23	50.50	65.61	59.49	19.00	9.52	11.28
Grade 7	37.59	26.94	29.95	54.01	61.19	57.36	8.39	11.87	12.69
Grade 8	46.94	18.92	30.87	41.63	66.49	56.09	11.43	14.59	13.04
All Grades	38.80	23.78	30.06	48.82	64.25	57.56	12.38	11.97	12.38

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. Mathematics performance has improved since the 20-21 school year with around 56% of students at or above standard, however this is not yet back to pre-pandemic levels of 65% at or above standard.

2. The percentage of students who are performing above standard is decreasing while the number of students at or near standard is increasing.

3. The percetage of students who are performing below standard is about one percent more than pre-pandemic levels.

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
6		*	*		*	*		*	*		9	5
7		*	*		*	*		*	*		8	10
8		*	*		*	*		*	*		5	5
All Grades											22	20

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
6		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades		36.36	15.79		31.82	47.37		18.18	21.05		13.64	15.79		22	19

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
6		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades		59.09	21.05		27.27	57.89		4.55	5.26		9.09	15.79		22	19

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
6		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades		9.09	5.26		22.73	10.53		45.45	57.89		22.73	26.32		22	19

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
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades		18.18	10.53		63.64	68.42		18.18	21.05		22	19

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
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades		86.36	61.11		4.55	22.22		9.09	16.67		22	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.

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
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades		13.64	10.53		36.36	31.58		50.00	57.89		22	19

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
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades		9.09	0.00		77.27	84.21		13.64	15.79		22	19

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. There are less than 20 students taking the ELPAC which is why we don't have detailed scores.

2. 77% of students are at a level 3 or 4 on oral language proficiency. Speaking has the highest number of students performing in the well developed range. Writing has 77% moderately developed on this assessment.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
664	**12.7**	**3.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in White Hill Middle School- See Attachment for more detail.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	21	3.2
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	84	12.7
Students with Disabilities	81	12.2

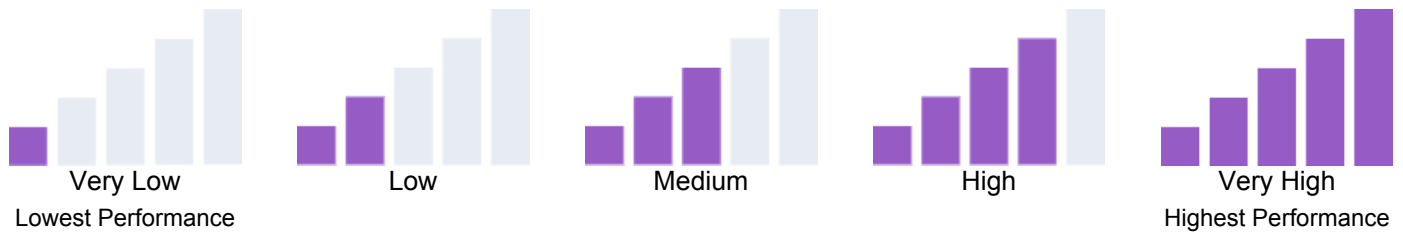| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.2
American Indian	3	0.5
Asian	13	2.0
Filipino	4	0.6
Hispanic	90	13.6
Two or More Races	31	4.7
Pacific Islander	1	0.2
White	511	77.0

Conclusions based on this data:

1. 12.2% of students at White Hill have been identified as students with disabilities.

2. Enrollment by Race/Ethnicity shows that 77% of students at White Hill are white, following by Hispanic at 13.6%, and two or more races at 4.7%.

3. 12.7% are socioeconomically disadvantaged. This data supports our continued focus on building an equitable school environment focused on inclusion.
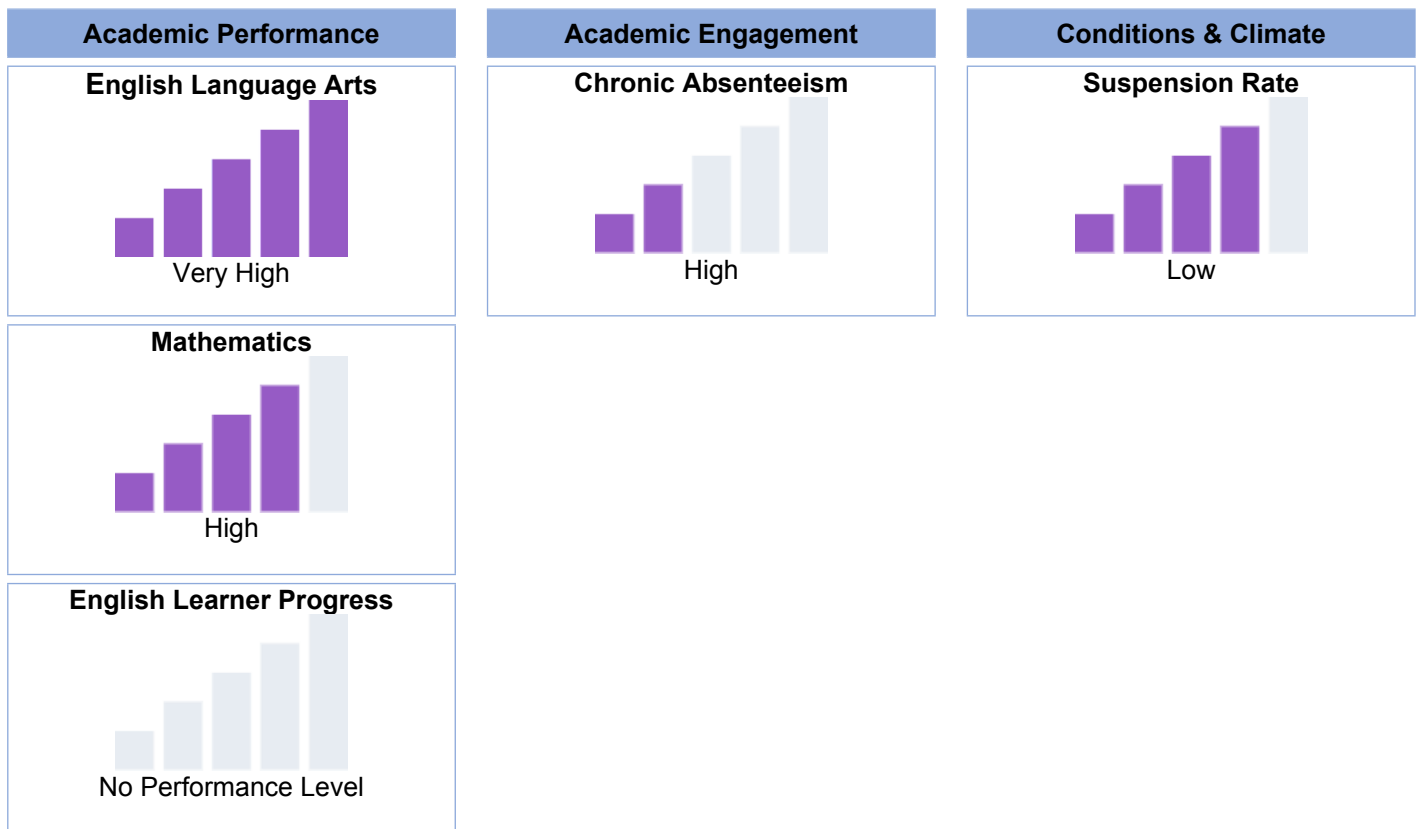
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — Very High	**Chronic Absenteeism** — High	**Suspension Rate** — Low
Mathematics — High		
English Learner Progress — No Performance Level		

Conclusions based on this data:

1. English Language Arts and Mathematics performance ranks in the very high and high category indicating that our school-wide curriculum and instruction is strong.

2. Chronic absenteeism falls in the high category indicating that we have too many overall absences primarily due to Covid, illness and travel. We need to develop a comprehensive absenteeism plan to help reduce avoidable school absences.

3. The suspension rate ranks in the low category indicating the success of restorative practices and social emotional learning.
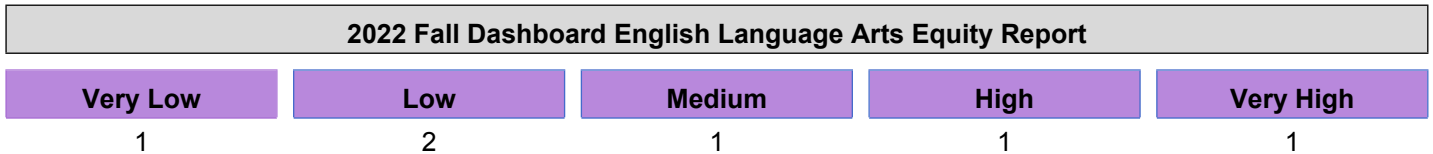
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
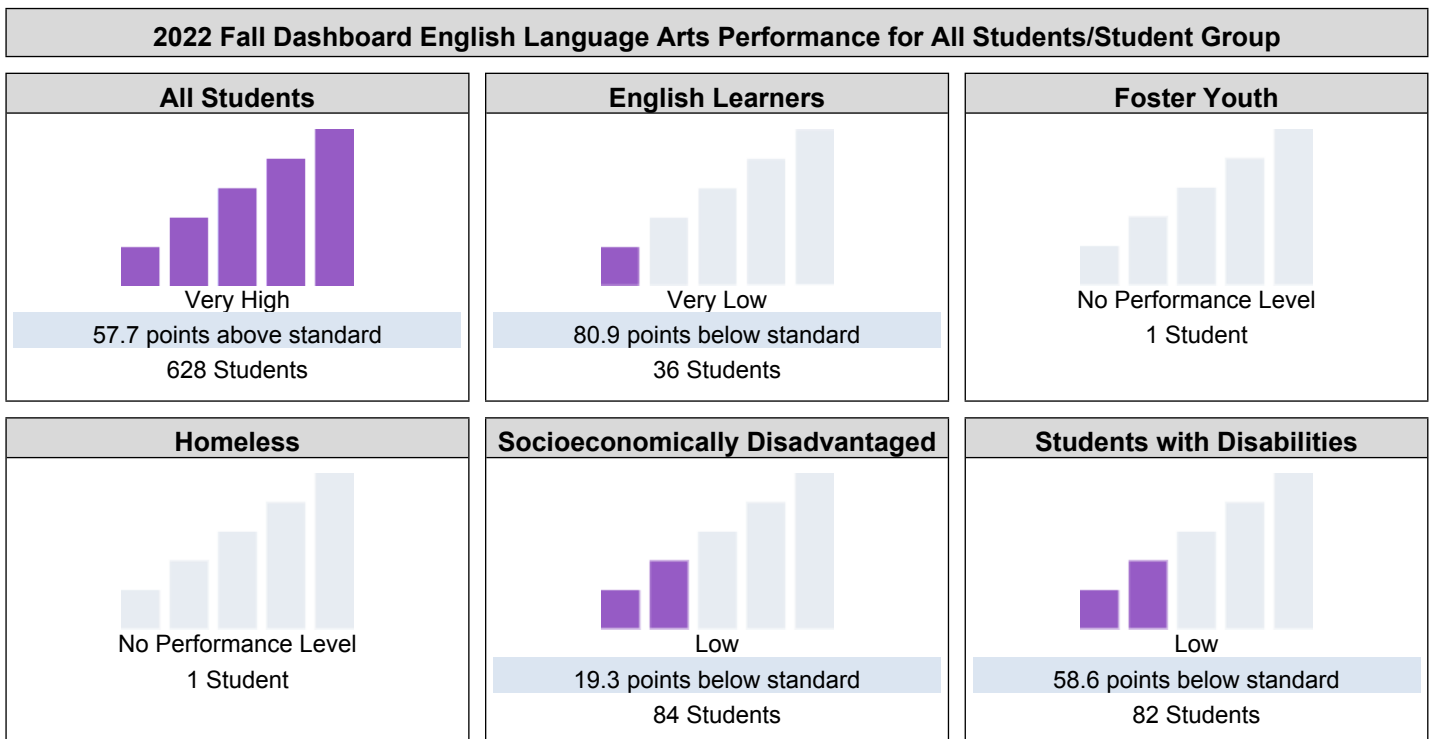
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

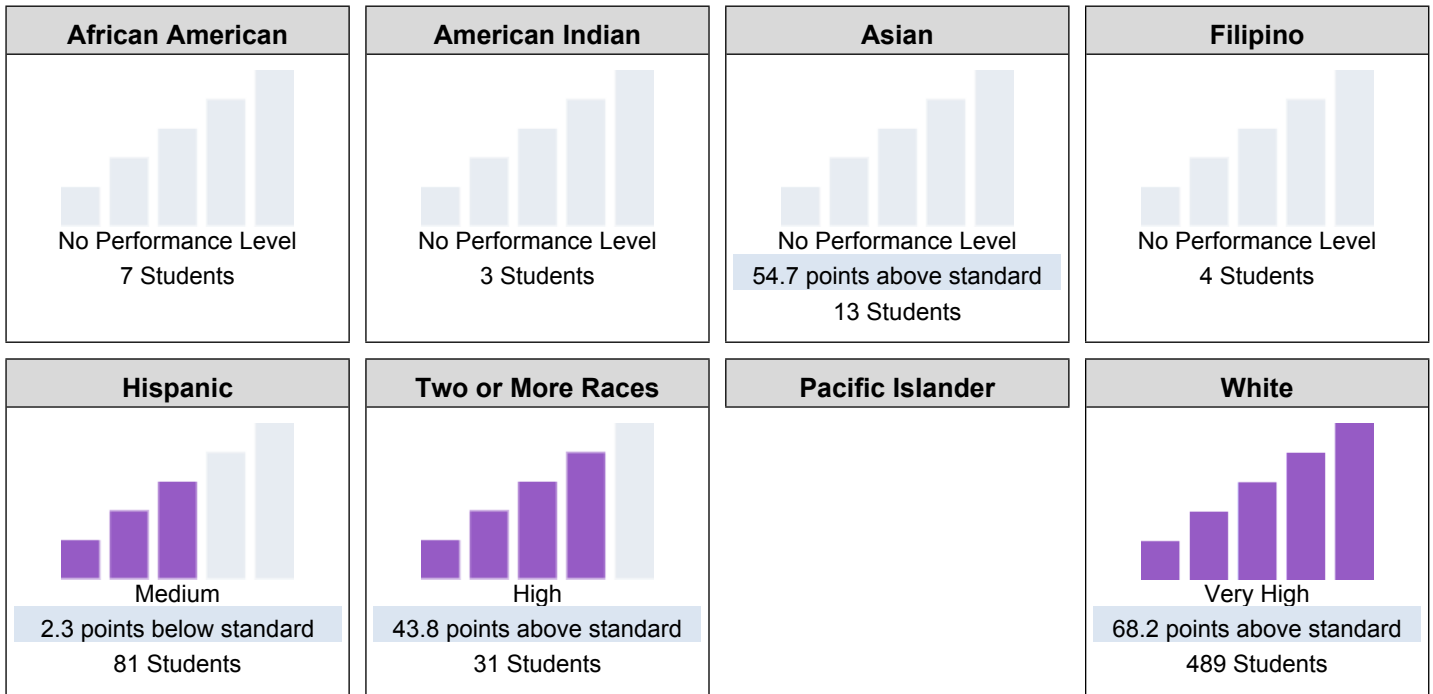| 2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	1	1	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Very High	Very Low	No Performance Level
57.7 points above standard	80.9 points below standard	1 Student
628 Students	36 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Low
1 Student	19.3 points below standard	58.6 points below standard
	84 Students	82 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
7 Students	3 Students	54.7 points above standard	4 Students
		13 Students	

Hispanic	Two or More Races	Pacific Islander	White
Medium	High		Very High
2.3 points below standard	43.8 points above standard		68.2 points above standard
81 Students	31 Students		489 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
148.2 points below standard	33.5 points below standard	67.4 points above standard
17 Students	20 Students	570 Students

Conclusions based on this data:

1. Our White subgroup is performing very high in ELA and our Two or More Races subgroup is performing high in ELA.

2. Our Hispanic subgroup is performing medium in ELA.

3. Our students with disability subgroup and socioeconomically disadvantaged subgroups are performing low in ELA and our English Learner subgroup is performing very low. Based on this data we need to ensure that there is ongoing support and interventions focused on these subgroups to make progress toward grade-level content proficiency in ELA.
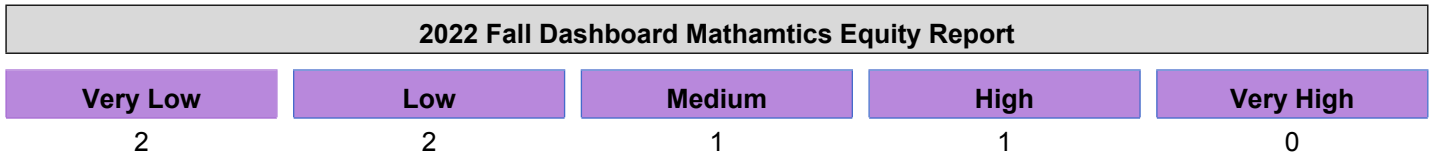
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
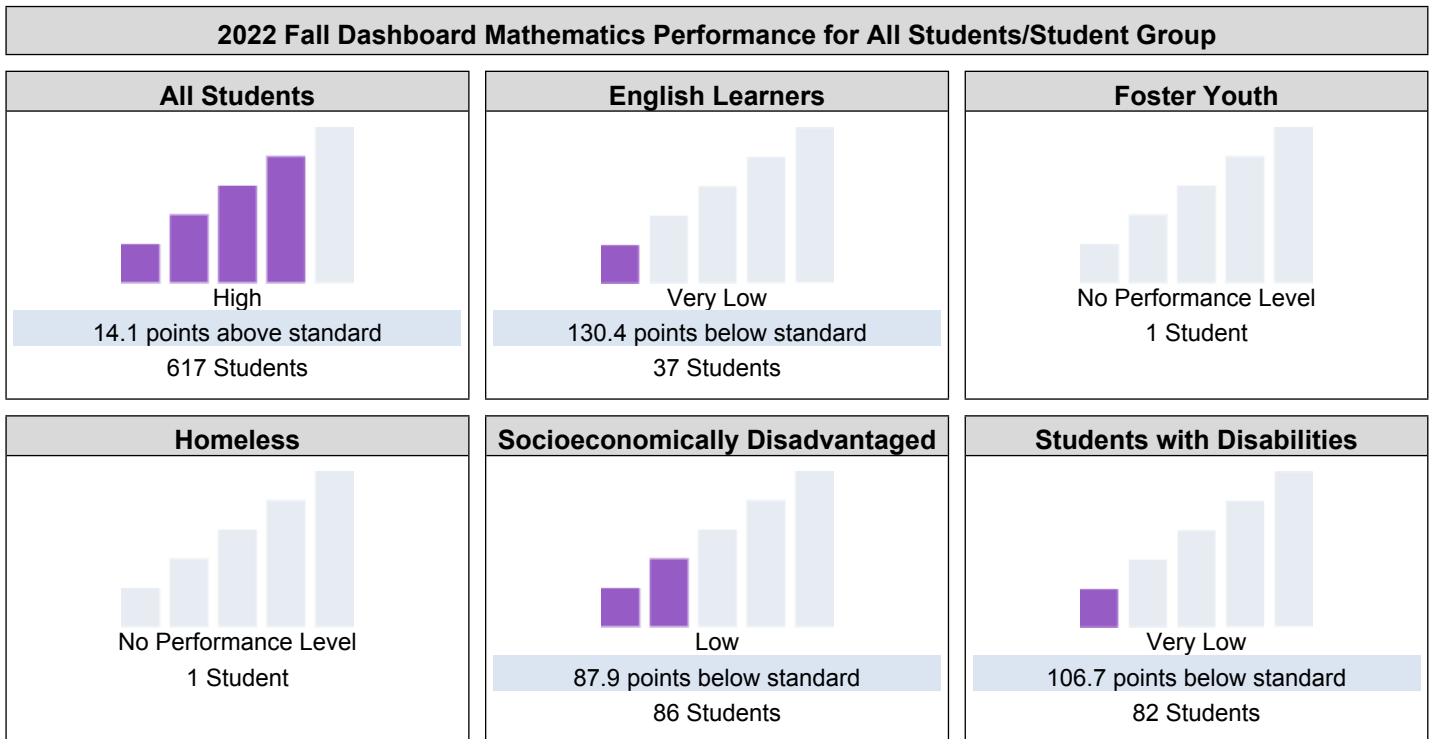
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
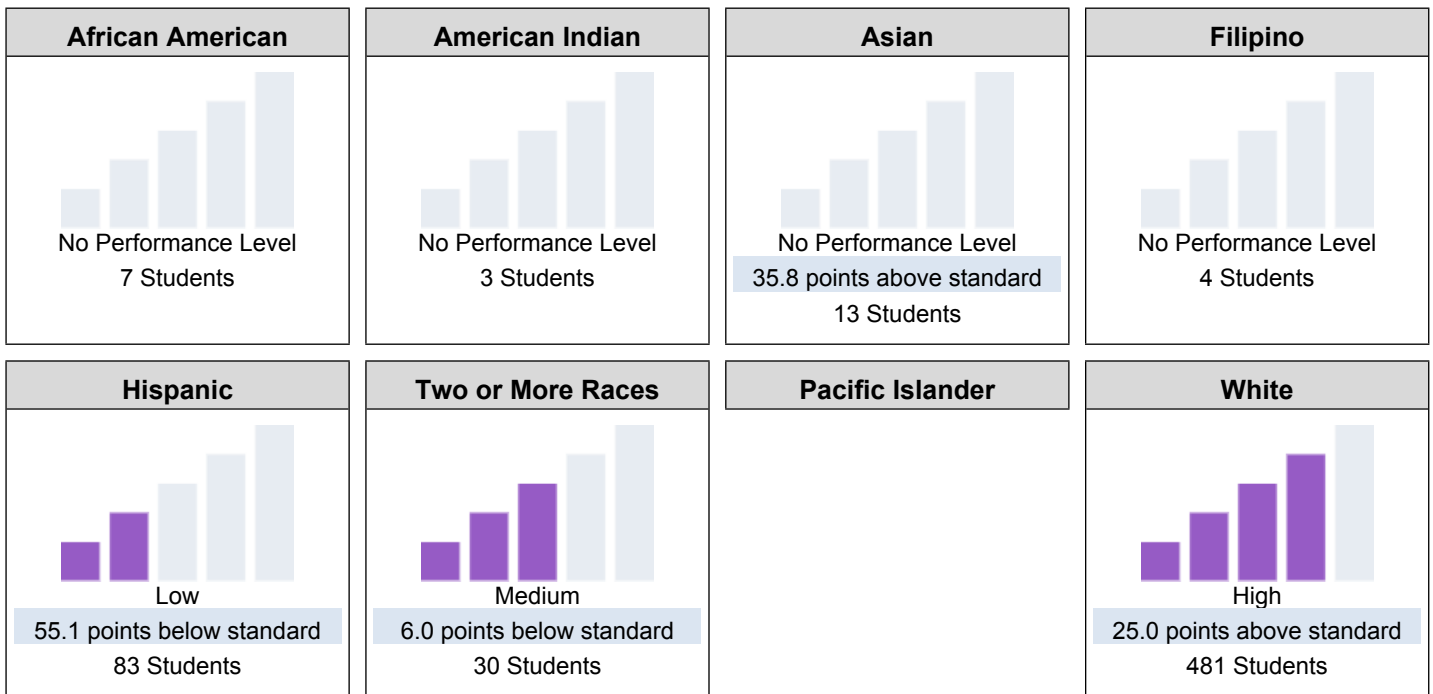
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	2	1	1	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High 14.1 points above standard 617 Students	Very Low 130.4 points below standard 37 Students	No Performance Level 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 1 Student	Low 87.9 points below standard 86 Students	Very Low 106.7 points below standard 82 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
7 Students	3 Students	35.8 points above standard	4 Students
		13 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low	Medium		High
55.1 points below standard	6.0 points below standard		25.0 points above standard
83 Students	30 Students		481 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
162.2 points below standard	103.3 points below standard	23.8 points above standard
17 Students	20 Students	561 Students

Conclusions based on this data:

1. Mathematics performance for English language learners is ranked very low indicating a strong need to look at current curriculum, instruction, and support for ELLs in mathematics.

2. Mathematics performance for students with disabilities is ranked very low indicating a strong need to look at current curriculum, instruction, and support for special education students in mathematics.

3. Mathematics performance for students from lower socioeconomic backgrounds is ranked very low indicating a strong need to look at current curriculum, instruction, and support for special education students in mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
56.3 making progress towards English language proficiency
Number of EL Students: 16 Students
Performance Level: No Performance Level
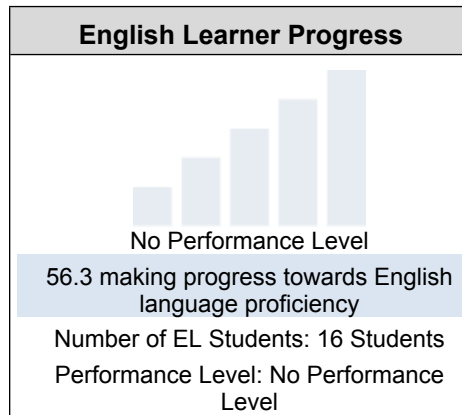
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

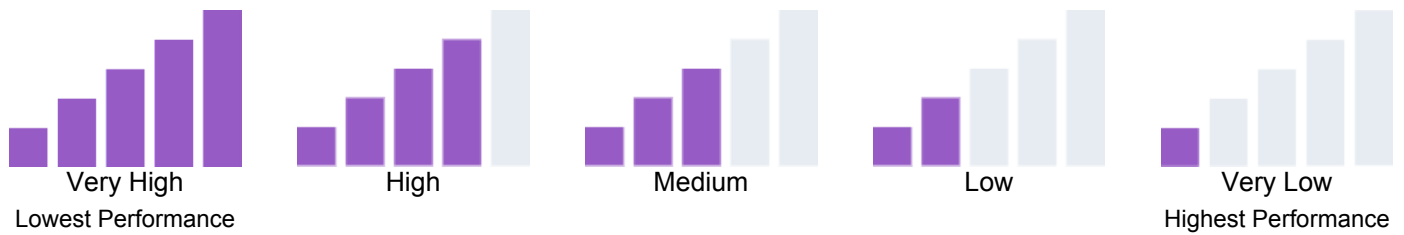| 2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.3%	37.5%	6.3%	50.0%

Conclusions based on this data:

1. 50% of our English Language Learners progressed at least one level on the ELPAC. This indicates that many English Learners are making progress in their overall English Language Development but we need to improve this level.

2. 37.5% of our English Language Learners maintained their overall ELPAC levels and a deeper dive into each students' ELPAC report is indicated to determine which domains (listening, speaking, reading, and writing) is necessary to target English Language Development instruction.
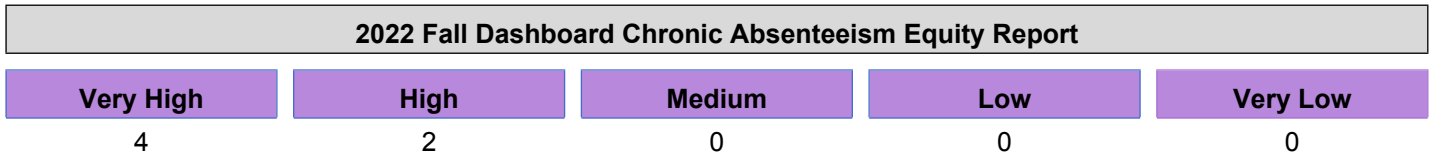
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
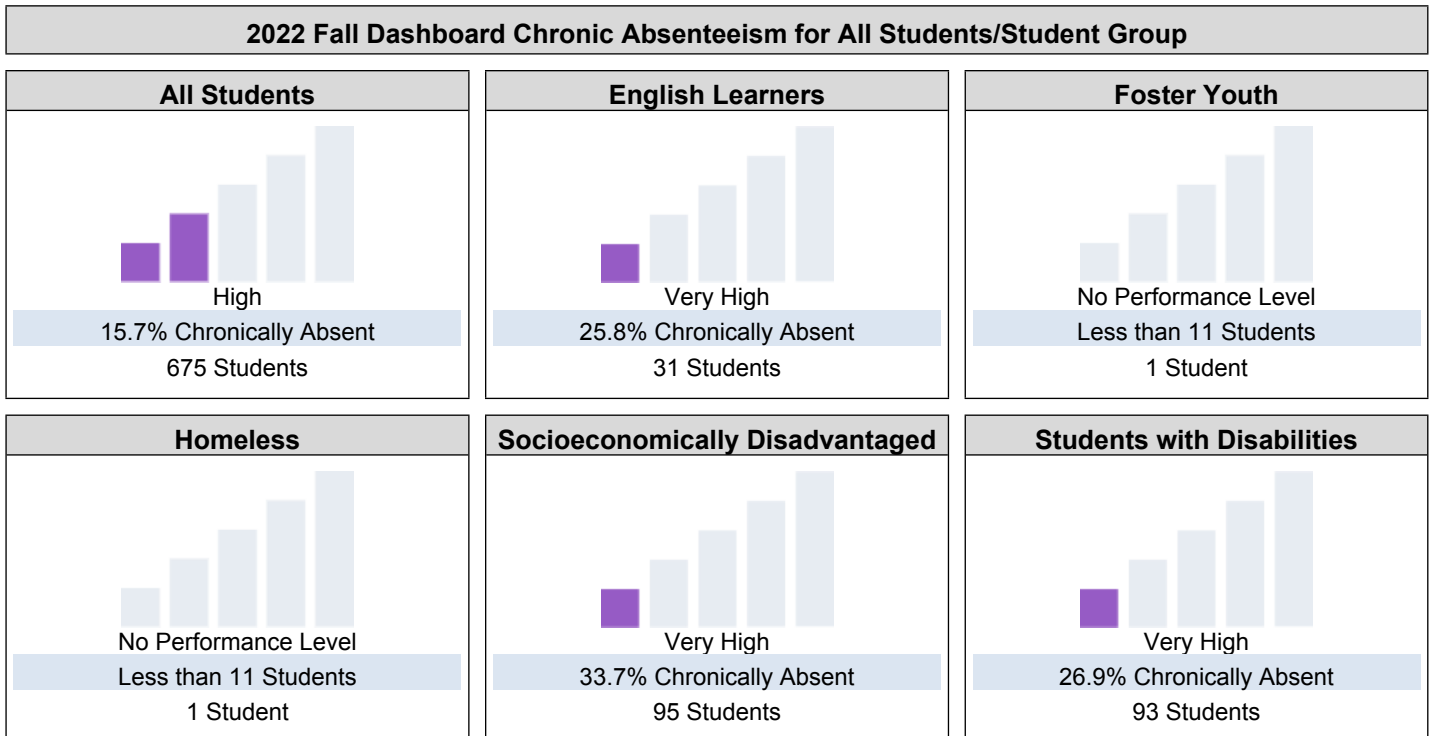
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
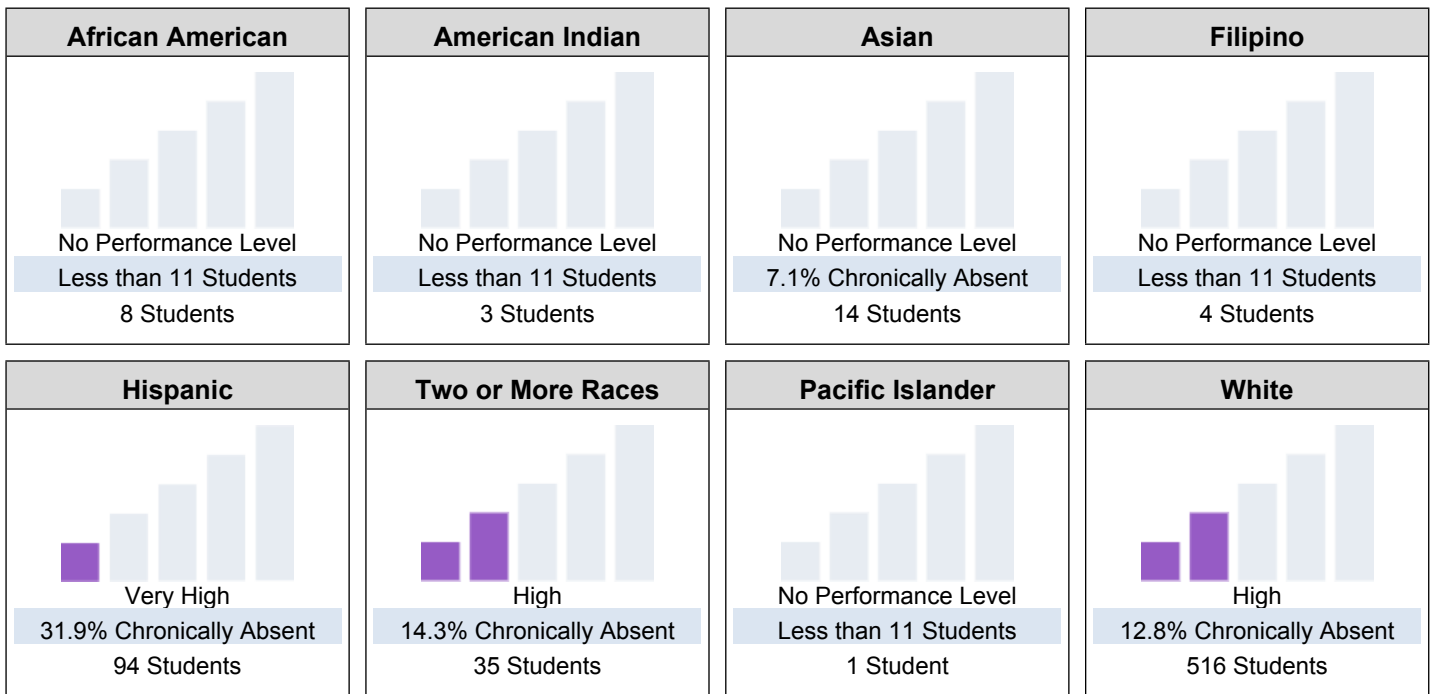
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	2	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Very High	No Performance Level
15.7% Chronically Absent	25.8% Chronically Absent	Less than 11 Students
675 Students	31 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	33.7% Chronically Absent	26.9% Chronically Absent
1 Student	95 Students	93 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	7.1% Chronically Absent	Less than 11 Students
8 Students	3 Students	14 Students	4 Students

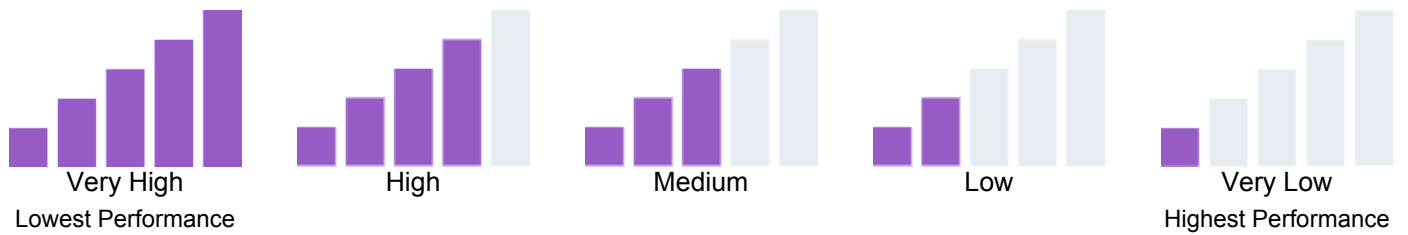| Hispanic	Two or More Races	Pacific Islander	White
Very High	High	No Performance Level	High
31.9% Chronically Absent	14.3% Chronically Absent	Less than 11 Students	12.8% Chronically Absent
94 Students	35 Students	1 Student	516 Students

Conclusions based on this data:

1. Overall, our chronic absenteeism is high at 15.7%

2. Subgroups such as English Learners, Socioeconomically Disadvantaged, and Students with Disabilities chronic absenteeism is very high.

3. We need to develop a chronic absenteeism campaign to try to eliminate unnecessary absences whenever possible (i.e. travel). We need to continue to refine our SART/SARB process.
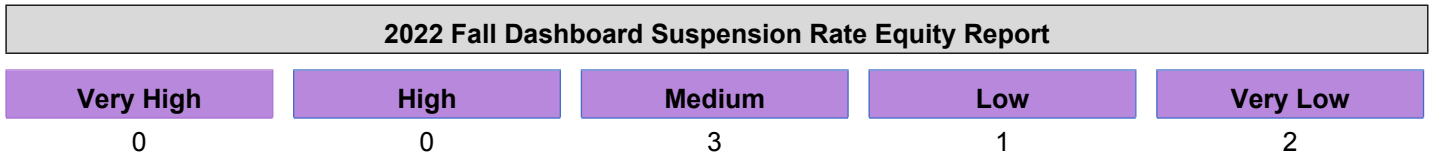
School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
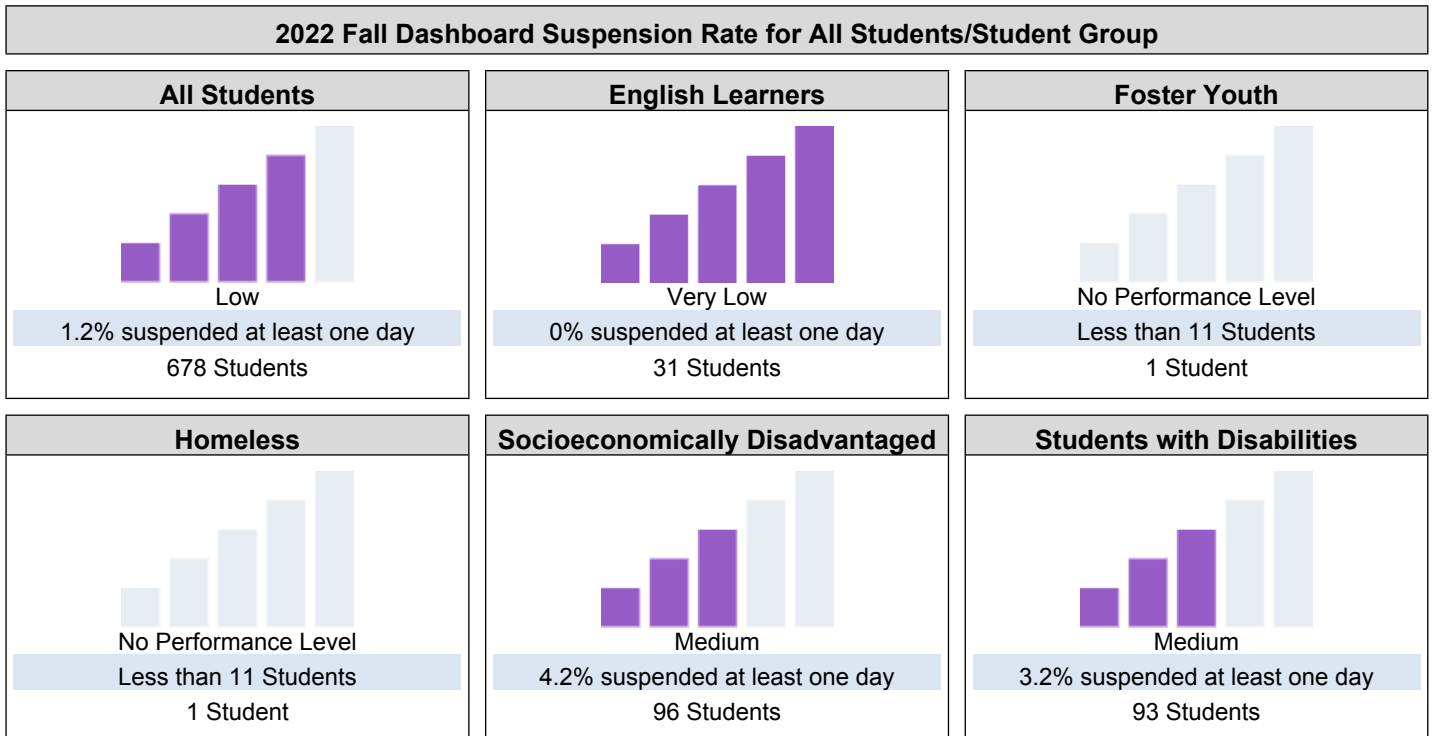
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

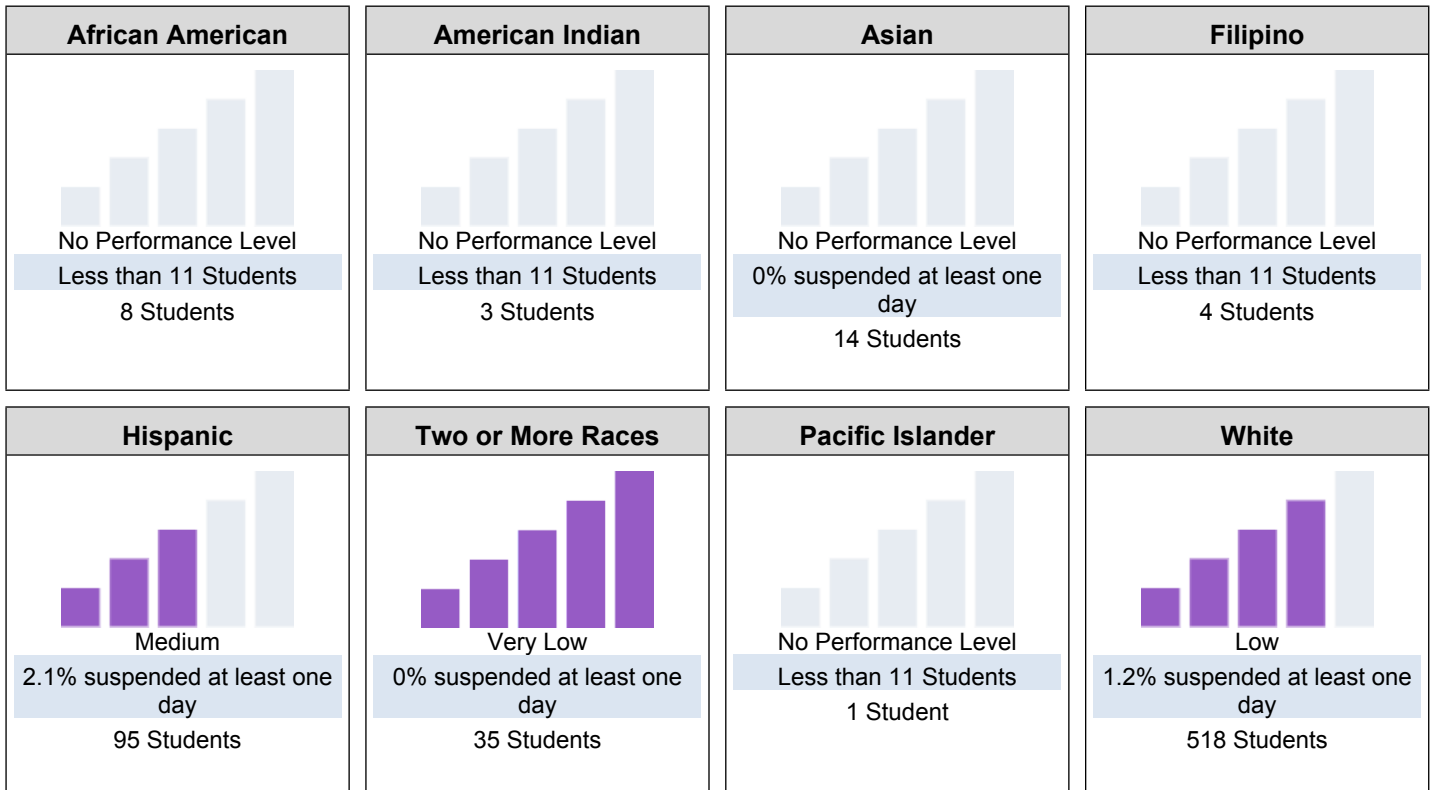| Very High	High	Medium	Low	Very Low
0	0	3	1	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
1.2% suspended at least one day	0% suspended at least one day	Less than 11 Students
678 Students	31 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
Less than 11 Students	4.2% suspended at least one day	3.2% suspended at least one day
1 Student	96 Students	93 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	0% suspended at least one day	No Performance Level
Less than 11 Students	Less than 11 Students		Less than 11 Students
8 Students	3 Students	14 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Very Low	No Performance Level	Low
2.1% suspended at least one day	0% suspended at least one day	Less than 11 Students	1.2% suspended at least one day
95 Students	35 Students	1 Student	518 Students

Conclusions based on this data:

1. Overall, our suspension rates are low.

2. Subgroups such as Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students are suspended at higher rates than the White subgroup.

3. We need to continue to build our social emotional learning program targeting positive behavior expectations and build upon our restorative practices including alternatives to suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Acheivement

LEA/LCAP Goal

GOAL 1 - Assess student learning in mathematics and English Language Arts to progress monitor and provide interventions and supports as needed.

Goal 1

Assess student learning in mathematics and English language arts and provide interventions and supports as needed.

Identified Need

Acceleration of academic achievement for student groups, especially ELLs, lower SES, Hispanic/Latin X, Black/African American and special education students, who are achieving below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard ELA	ELLs are 80.9 points below the standard	ELLs ELA achievement will grow by 5%
Dashboard Mathematics	ELLs are 130.4 points below the standard	ELLs Mathematics achievement will grow by 5%
Dashboard Chronic Absenteeism	ELL 25.8% are chronically absent, 7.6% Special Education	reduce absenteeism by 10% for ELL and SpEd students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, Special Education Students, lower SES, Hispanic/LatinX, and Black/African American students

Strategy/Activity

Disaggregate local assessment data by race, socioeconomic status, ELL, special education to ensure that each group is meeting grade level benchmarks. Utilize benchmark and standardized assessment data to identify students in need of Tier I and Tier II interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students who are chronically absent.

Strategy/Activity

Send home personalized email to families explaining the importance of school attendance and academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified as not meeting grade level benchmarks.

Strategy/Activity

Develop individual learning plans for tier 1 and tier 2 students that include targeted skill based instruction with progress monitoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide teachers with professional development on effective Tier 1 instructional strategies for English Language Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

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.

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.

Identified Need

Increase a sense of belonging for all students particularly those who reported less favorably on the Panorama survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Panorama Survey	Sense of belonging is lower for our BIPOC students.	Sense of belonging will improve by 10% for BIPOC students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development and Wednesday meetings include a focus on the District Racial Equity Action Plan (REAP) following a scope and sequence that highlights:
- Unpacking our own implicit racial biases
- Curriculum and instructional practices through an equity lens
- Culturally Responsive Teaching practices
- Focus on BIPOC students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement assemblies and in-class community circles in order to build school wide social emotional language and tools.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use a restorative approach and activities aligned with Social Justice and CASEL standards for students to develop self-identity, feel understood and practice healthy social/emotional communication.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Ongoing feedback to continuously improve climate and learning experiences

LEA/LCAP Goal

Engage in a continuous cycle of collaborative input and feedback involving colleagues, students, and parents on the climate and learning experiences of all students.

Goal 3

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

Identified Need

Provide opportunities for students, staff, and families to give meaningful feedback to ensure the school climate and learning experience are aligned with the needs of all members of our community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student Survey	44 -71% responded favorable for all key areas	increase 5% in all areas responding favorably

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Utilize the student, staff, and parent survey results and a DEI lens to make adjustments to school wide goals and events in order to foster more inclusivity.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Foster greater participation in and access of underrepresented parents into the life and operation of the school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Strengthen our District and Site English Language Advisory Council meetings in order to build a sense of belonging.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Refine communication strategies to provide access for on-going feedback from all stakeholders such as newsletters and translating devices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

School Site Council Membership

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

2 School Principal

2 Classroom Teachers

1 Other School Staff

7 Parent or Community Members

Name of Members	Role
John Baker	Principal
Mary-Clare Mullin	Principal
Amber Wild	Classroom Teacher Parent or Community Member
Heidi Moore	Classroom Teacher
Cary Adriatico	Other School Staff
Veronica Geretz	Parent or Community Member
Linda Frey	Parent or Community Member
Brook Wilkinson	Parent or Community Member
Racheal Keast	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 4/23/19.

Attested:

Principal, John Baker and Mary-Clare Mullin, Co-Principals on 3/14/23

SSC Chairperson, Veronica Geretz on 3/14/23