

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
Dolores Huerta Middle School	19- 64337- 6057525	November 17, 2022	December 15, 2022

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

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.

- Huerta is a Title I schoolwide program.
- School plan is aligned with the LCAP goals for Reading/Language Arts and Mathematics.
- School accountability is aligned to LCAP accountability (Dashboard) including CAASPP results in Reading/Language Arts and Mathematics.
- Federally funded programs are aligned to the requirements of each of those programs.
- CSI, TSI, and ATSI requirements will be followed as schools are identified for support and intervention (new version of program improvement).
- Parent involvement and engagement are a priority of the district.
- Professional development of certificated and classified staff is based on the needs of students and staff to increase student achievement.
- Development and monitoring of the school plan activities and expenditures are performed by the School Site Council.

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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).

Parents and teachers have had the opportunity to participate in surveys regarding the allocation of resources for LCAP, professional development needs, and school culture. Professional development was in the form of Zoom training, faculty meetings, and department meetings. Videos were produced by the District on topics and new software that teachers needed. The need for continuing professional development and time for collaboration was reiterated throughout the reflections and data from test scores. Hanover's surveys were very positive but indicate students understand bullying but may not report bully due to fear of retaliation, this is being addressed. A confidential digital form has been created for confidential reporting and can be filled out on any electronic device including a school-issued Chromebook. Walkthrough observation data indicated that the school is making strides but should continue to work on implementing rigorous California State Standards including writing, exposure to rigorous text, and student use of technology. We also need to continue to provide intervention for at-risk students, continue providing equitable access to technology, and make sure we are including ELAC and Hablemos parents in surveys making an extra effort to get their input including translation of all materials.

In August 2022, Huerta's Instructional Leadership Team met to review the school year and set goals for the upcoming school year. All teachers shared at the beginning of the 2022-2023 school year their professional needs and areas of support. The results indicated that certificated staff felt they needed support and collaboration time in the area of social-emotional learning, math instruction, English language arts instruction, and continued technical support for online programs utilized at school. A formal, parent survey was conducted by the Burbank Unified School District in the form of the Hanover Climate Survey. Input from parents for site needs is discussed and collected during School Site Council Meetings, English Language Advisory Committee Meetings, and PTA meetings.

Classroom Observations

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

Administrators perform formal observations and visit classrooms informally. Walk-throughs are scheduled monthly. Administrators and counselors check Google classroom and/or Aeries grade books to check student grades and missing assignments. Students who are struggling academically are placed on an academic contract, may be assigned tutoring, and are monitored weekly.

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 State of California did not provide assessment data from the 2021 California Assessment of Student Performance and Progress (CAASPP) as the testing was halted by the CDE and there was no State testing in 2020 due to the pandemic.

Huerta Middle School uses SBAC, ELPAC, iReady, District benchmark assessments, final exams, and teacher-created common assessments to provide ongoing and continual feedback to inform instructional practices. Student progress is monitored through benchmark assessments, site quick checks, grades every five to ten weeks, admin/ counselor/ teacher /student meetings, and intervention programs. Letters are mailed home informing parents of Title I information nights, ELAC meetings, and ways that parents can support student success. Teachers are also informing parents of California State Standards implementation and curriculum tools. Our staff and faculty meetings this year are focused on DEI (Diversity, Equity, and Inclusion) and SEL (Social, Emotional Learning), as well as academic rigor.

SBAC scores - Spring 2022. (At or above GE)

ELA

6th: 65%

7th: 51.5%

8th: 50%

Math

6th: 46.3%

7th: 34.8%

8th: 40.3%

iReady Initial Scores ELA- Fall 2022 (diagnostic before teaching skills at a proficient level) :

Grade 6 - 45.9%

Grade 7 - 51.2%

Grade 8 - 44.3%

iReady Initial Scores Math- Fall 2022 (diagnostic before teaching skills at a proficient level) :

Grade 6 - 31.4%

Grade 7 - 27.1%

Grade 8 - 30.6%

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

ELD Data - In 2021-22, out of 980 students, we have 55 English Learners, or 5% of the population. We had a 23.6% reclassification rate in the 2021-2022 school year, which exceeded the State. These high rates of reclassification are due to the exceptional work and coordination of our Designated ELD teachers and our EL counselor and at-risk interventionist.

Attendance Interventions:

*Teacher/Student communication

*DHMS App reminders

* Weekly email and robocall reminders

*Counselor/Student Advisement

*Intervention Specialist Strategies: Time Management, Health Resources, Community Resources/ Executive Functioning Coaching

*Weekly Admin/Counseling Team meetings to review attendance data, missing assignments, and students at risk for non-promotion

*Attendance Study Team Meetings with Parents.

The Intervention Specialist is meeting with students who have chronic absenteeism. Additionally, a PBIS raffle is held each week to reward attendance, positive behaviors, and engagement. AST meetings are also being utilized to come up with action plans for students to help create healthy habits and routines for coming to school.

During the 20 minutes, Silent Reading time (SSR) after lunch four days a week and through other interventions students are supported with a three-tiered approach:-

Tier One (approaching grade level)

iReady in SSR

- iReady in Math and English Classes
- After School Tutoring
- After School Tutoring -Zoom option

Tier Two (1-2 grade levels below)

Check-Ins with a counselor and/or Mr. Avila

Student created plan

Mandated after school tutoring, parents are informed and choose a day

Tier Two Counseling Plan

Tier Three (3 or more grade levels below)

Reading Buddies Mondays and Wednesdays in the Library during SSR (6th Grade)

Targeted ELD Tutoring

Targeted Program Tutoring in ELA

Reading Circles in the library Thursday and Friday (7th /8th Grade)

Math Refresher Course M/W during SSR in the Learning Lab with Pacino and Martinez (6-8 week sessions for 6th, 7th, and 8th)

EF Lessons in ELD

EF Lessons in SPED

The special education and general education teachers are working closely to make sure that the IEP goals are met and that there is a coordinated effort in the document collection. We are also offering co-teaching and Collaboration classes to provide more support to students with learning disabilities. In addition, our special education department continues to use intervention programs for math and

ELA. A reading intervention program was purchased this year and will be used in Basic English to improve reading comprehension and fluency. Counselors are speaking with students and parents to provide additional assistance, parent information, and intervention for students failing Math and English or having chronic absenteeism. Queries showed evidence that counseling at DHMS is meeting with many students and providing intervention. The counselors each maintain a Google Classroom with resources and an easy way for students to communicate with their counselors.

The goal is to improve the academic instruction for subgroups in Math and ELA by providing the teachers with training and support. A variety of technology programs were researched by different departments and have been purchased to support teachers in providing instruction and intervention in their classes. Faculty meeting time has been devoted to professional development for these new programs. Teachers were provided with time at the beginning of the school year and planning days where structured expectations were conveyed. Teachers shared progress from planning days with Admin.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Huerta Middle School Teachers meet the ESSA (Every Student Succeeds Act) requirements for credentials as all staff meet State certification requirements. All classified staff meet requirements through District employment testing or an AA degree.

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

Huerta Middle School meets the sufficiency requirements of credentialed teachers. Teachers participate in District-wide professional development related to Differentiation, ELD Scaffolding, StemScopes, and CPM Math curriculum. Teachers also participate in staff development in the area of supporting ELD students through SUTW (Step Up to Writing). Teachers participate in unit studies, collaborating and refining lesson design, and strategies for teaching ELs and students with disabilities. A DEI team has been put in place to continue the work started last year with Facing History. Continued SEL curriculum works to address the social and emotional needs of students.

When there are employment openings for teachers, the school has worked to attract highly qualified applicants. Employment opportunities are advertised on the District's website.

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

Staff development is focused on preparing for the California State Standards, based on the areas of needs as identified by district assessments and school data. We are using our Tuesday meetings to address all areas by examining programs that will help teachers to create lessons that are engaging, assess student learning, and provide immediate feedback to the student and the teacher. Programs like Pear Deck, Near Pod, Flocabulary, iReady, BrainPop, and District Digital versions of the adopted curriculum allow teachers to assign virtual assignments and see the progress of students as they work. Informal assessment opportunities like simple quizzes are embedded in these programs.

- * New teachers are being supported with regular meetings and staff development. Staff members are going through PBIS training at the district and local school level learning strategies of how to assist students with various behaviors.
- * Provide best practices in instruction such as engagement strategies, differentiation, universal access, ELD, technology, character development, safety awareness, and current professional research-based literature.
- * Provide in-service to implement instructional programs and connect to Standards and also professional development to support the social and emotional needs of our students.
- * Improve student achievement through collaboration and training during school-wide staff development, teacher planning days, grade level and vertical grade level meetings, faculty and leadership meetings, workshops, demonstration lessons, and attendance at conferences.
- * Examine student work in a collaborative setting to ensure that students are mastering standards.
- * Differentiate instructional materials and strategies to meet the needs of all students, including English Language Learners, Gifted and Talented, Special Education, and At-Risk students.
- * Continue to train teachers and instructional assistants in research-based practices and materials.
- * Use technology to enhance, expand and extend learning opportunities across all curricular areas.
- * Give opportunity for ELD instructional assistants to help support students while teachers are providing Designated ELD instruction for English Learners. Newcomer EL students receive additional pull-out ELD sessions to practice skills.
- * Collaborate within and across the departments to ensure that the standards-based curriculum is systemic.

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

We participate in ongoing professional development provided by BUSD. Our Title I staff focuses on supporting intervention classes, monitoring student achievement, coaching teachers at our site, and parent involvement. We are also working on continuing State Standards implementation. We are continuing to model engagement strategies in staff meetings and collaborate in department meetings during early release time. During department and staff meetings, staff analyze best practices, continue designing unit and lesson plans, create methods of scaffolding, support, and assessment for underperforming students, review engagement strategies, analyze data, and work on interventions. In addition, students targeted for intervention receive extra support from the LCAP counselor and at-risk interventionist who are monitoring student performance and providing ongoing intervention. We offer training on-site to assist teachers in using a variety of technology in their lesson designs, as well as planning curricula for intervention classes.

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

Teachers collaborate on Tuesday during early designated faculty, staff, and department planning time. They have grade-level meetings or department meetings at least twice a month focused on monitoring student progress, checking for understanding, and best practices. They often work in grade-level groups in staff development. Teacher representatives regularly attend task force meetings. The administration meets with department chairpeople monthly to discuss concerns.

Teaching and Learning

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

DHMS implements State Board of Education-approved textbooks and curriculum. State Standards are aligned with the curriculum, instruction, and materials used in classrooms. Science teachers are implementing new textbooks this year.

Huerta is working hard to identify students and help them achieve at higher levels. For some students, this may mean after-school tutoring and regular meetings with the administration/counselors to review progress. ELD students are using iReady in their ELD classes. Math Intervention and SPED ELA students will be using intervention programs as part of their core curriculum. All students take an iReady test to measure reading and math ability.

The overall goal is to provide intervention for students who are below grade level in English and Math.

* Use multiple measures including data to plan and drive instruction based on student needs.

* Use differentiation to address the specific needs of all students and to provide universal access for all curricular areas.

* Collaborate within and across the departments to ensure that the standards-based curriculum is systemic.

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

All students are provided with the resources and opportunities necessary to meet State content standards at grade level. All instructional minutes are monitored by BUSD and have been found to exceed State requirements.

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

The master schedule offers three levels of math classes at each grade level. For English Learners, Designated ELD classes support them in their efforts to become proficient in English, reclassify, and pass all of their classes.

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

All students have State-adopted, standards-based instructional materials appropriate to all grade levels. School meets Williams compliance.

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

Teachers use State-adopted and standards-aligned textbooks and intervention materials such as Read Alive, Standards Plus, Longman Keystone, PLATO, Language! and State-approved textbooks in core classrooms.

Opportunity and Equal Educational Access

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

The Math department is working to create curricular supports that complement the CPM curriculum for EL and at-risk students. We also are sending our special education, EL, and SDAIE teachers for training to work with these specific populations. We will continue to focus our efforts on these groups as a school-wide goal. Students at-risk receive support from an additional LCAP-funded counselor, are monitored by our At-Risk interventionist and may be placed on an academic contract. All students have access to the learning lab for a quiet place to take a test or get caught up on work. Students may attend a Homework Club during lunch offered by our LCAP counselor, or participate in check-in meetings to aid in organization with our At-Risk Interventionist. Students with special needs not otherwise addressed on an IEP receive support via their 504 plans. Title I families and parents involved in ELAC are also invited to parent events to learn more about resources and support opportunities. ELAC and Title I meetings provide services like showing parents how to set up the grading portal system, offering organizational support, and translating the school and district website. The school is translating communications home to parents. We plan to offer a summer "boot camp" for incoming 6th graders to help front-load concepts and assist with the transition to middle school. We are adding after-school tutoring to support ELs with math skills. Zoom tutoring will be offered for students who are unable to show up in person.

The goal is to continue working at closing the achievement gaps indicated above.

Evidence-based educational practices to raise student achievement

Teachers use research based practices such as Kagan engagement strategies, Universal Lesson Design (UDL), differentiation strategies, and State-approved curriculum.

Parental Engagement

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

Achievement data is presented to all our parent advisory groups, including, coffee with the principal, ELAC, Hablemos (Spanish-speaking parent group), PTA (monthly meetings), and School Site Council. The data was analyzed to identify areas of strength and weakness and determine areas of focus. We offer math intervention support and the teachers offer individualized support during after-school tutoring. Over 20 lunchtime clubs offer students a place to form bonds with fellow students and teachers. We are providing Parent Information nights to assist parents with an understanding of the curriculum and how to support their child. We are sending home regular communication regarding school events, supports, activities, and resources through email blasts, phone calls, the Huerta school app, and our website. We are also translating communications home.

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)

Parents at Huerta Middle School are offered a wide variety of parent involvement opportunities at our school. In the fall, the principal shares the Single and Safety Plan information and school goals with stakeholder groups, such as the P.T.A., English Learner Advisory Committee, Safety Committee, and the School Site Council.

Parent representatives involved in School Site Council are involved in continually monitoring the effective implementation of the Single Plan for Student Achievement where data information is shared in an ongoing fashion. Additionally, parents involved in the English Learner Advisory Committee are provided the opportunity to give their input regarding the achievement of English Learners at the site level and at district meetings such as DELAC. Parent Academies will be hosted this year for our parents to help them with setting up the Grading Portal, the transition to middle school, communicating with the school, and resources. Staff was available at registration to set up Aeries App for parents. All students were assisted in setting up the Aeries App on their school-assigned Chromebook. Parent Ed was developed according to suggestions made by parents in our English Learner Program Annual Review and in a general parent survey that was provided in both English and Spanish.

Funding

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

The Title I Coordinator helps monitor student achievement encourages family involvement and works with teachers to offer in-class interventions for students who are not proficient. We are also using our Title I funds to provide interventions for students, increase family involvement, and provide additional support such as a Title I coordinator to help monitor student success. We increased our instructional assistant hours to support English Learners, and we are providing teachers with time and collaboration to refine and improve lesson plans and interventions for struggling learners.

Dolores Huerta Middle School also receives federal Title III funds to support English Learners.

Fiscal support (EPC)

Dolores Huerta Middle School receives federal funding from Title I \$258,981 including carryover from last year. (\$2,590 must be used for Parent Involvement.)
Title III English Learner allocation this year is \$3,937.00.

Stakeholder 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 Site Council meets annually to review the data from the previous year and to develop goals for the upcoming year. Input is also provided by ELAC and Hablemos.

Huerta's School Site Council meets six times a year. Agendas and minutes are uploaded. Our English Language Advisory Committee meets at least 4 times during the 2022-2023 school year.

Resource Inequities

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

Staffing is comparable across all middle schools.

Per pupil, allocations are comparable across all middle schools.

Allocation of Special Education staff is comparable across all middle schools.

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	0.36%	0.4%	0.52%	4	4	5
African American	3.08%	2.2%	2.79%	34	23	27
Asian	3.8%	4.0%	4.13%	42	42	40
Filipino	2.81%	3.1%	2.79%	31	33	27
Hispanic/Latino	42.57%	41.7%	41.74%	470	441	404
Pacific Islander	0%	%	%	0		
White	38.86%	40.7%	39.67%	429	430	384
Multiple/No Response	6.88%	5.8%	6.20%	76	61	60
	Total Enrollment			1,104	1,057	968

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	380	350	284
Grade 7	350	377	330
Grade 8	374	330	354
Total Enrollment	1,104	1,057	968

Conclusions based on this data:

1. Enrollment based on historical enrollment is stable within 50 students.
2. Subgroup numbers are also based based on three years of data.
3. The Hispanic and White subgroups are the largest subgroups.

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	46	54	57	4.4%	4.9%	5.40%
Fluent English Proficient (FEP)	223	237	213	21.1%	21.5%	20.20%
Reclassified Fluent English Proficient (RFEP)	23	14	10	42.6%	30.4%	0.90%

Conclusions based on this data:

1. 57 students (5.4%) of students are English learners.
2. 213 students (20.2%) of students are Fluent English Proficient (FEP) students.
3. 16 of English learner students (29.6%) were reclassified in 2020-21.

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
968	30.6	4.1	0.4
Total Number of Students enrolled in Dolores Huerta Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	4.1
Foster Youth	4	0.4
Homeless	9	0.9
Socioeconomically Disadvantaged	296	30.6
Students with Disabilities	139	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	2.8
American Indian	5	0.5
Asian	40	4.1
Filipino	27	2.8
Hispanic	404	41.7
Two or More Races	60	6.2
Pacific Islander		
White	384	39.7

Conclusions based on this data:

1. The foster and homeless student subgroups is about 12 students.
2. Huerta has a diverse student population with a large Hispanic and White student population.
3. 30.6% of students qualify as socioeconomically disadvantaged and 4.1% as English learners. Students with Disabilities is at 14.4%.

School and Student Performance Data

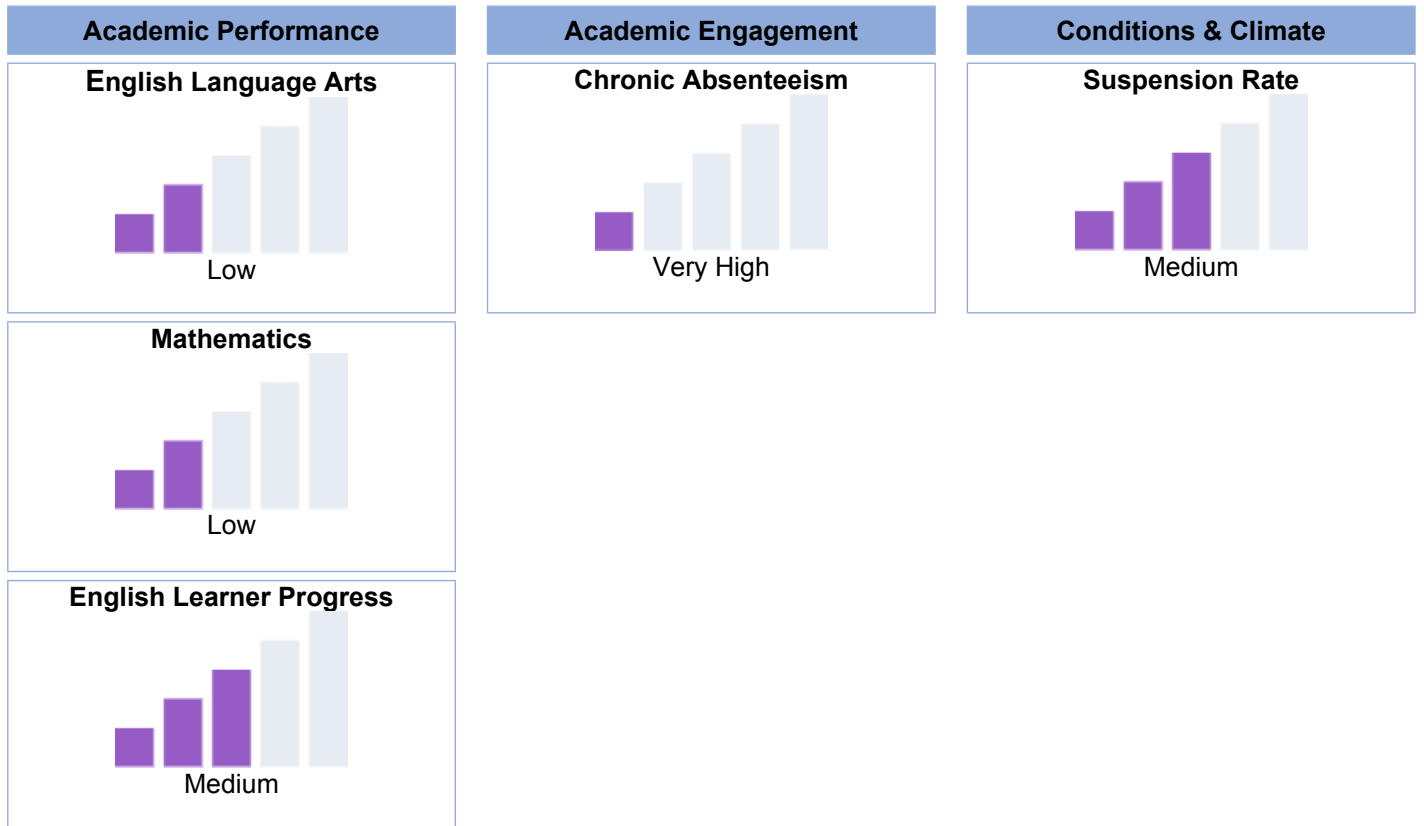
Overall Performance

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).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- English Language Arts and Mathematics achievement is in the Low category and is a concern. An action plan needs to be created and implemented to increase student achievement and address the issues.
- The suspension rate is in the Medium category (not good). An action plan needs to be created and implemented to increase student achievement and address the issues.

3. Chronic Absenteeism is Very High (not good). An action plan needs to be created and implemented to increase student achievement and address the issues.

School and Student Performance Data

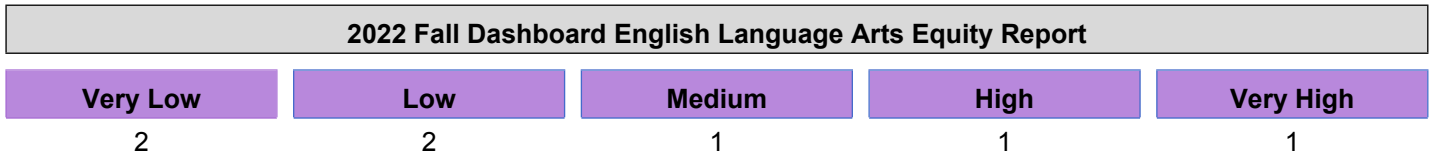
Academic Performance English Language Arts

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](#).

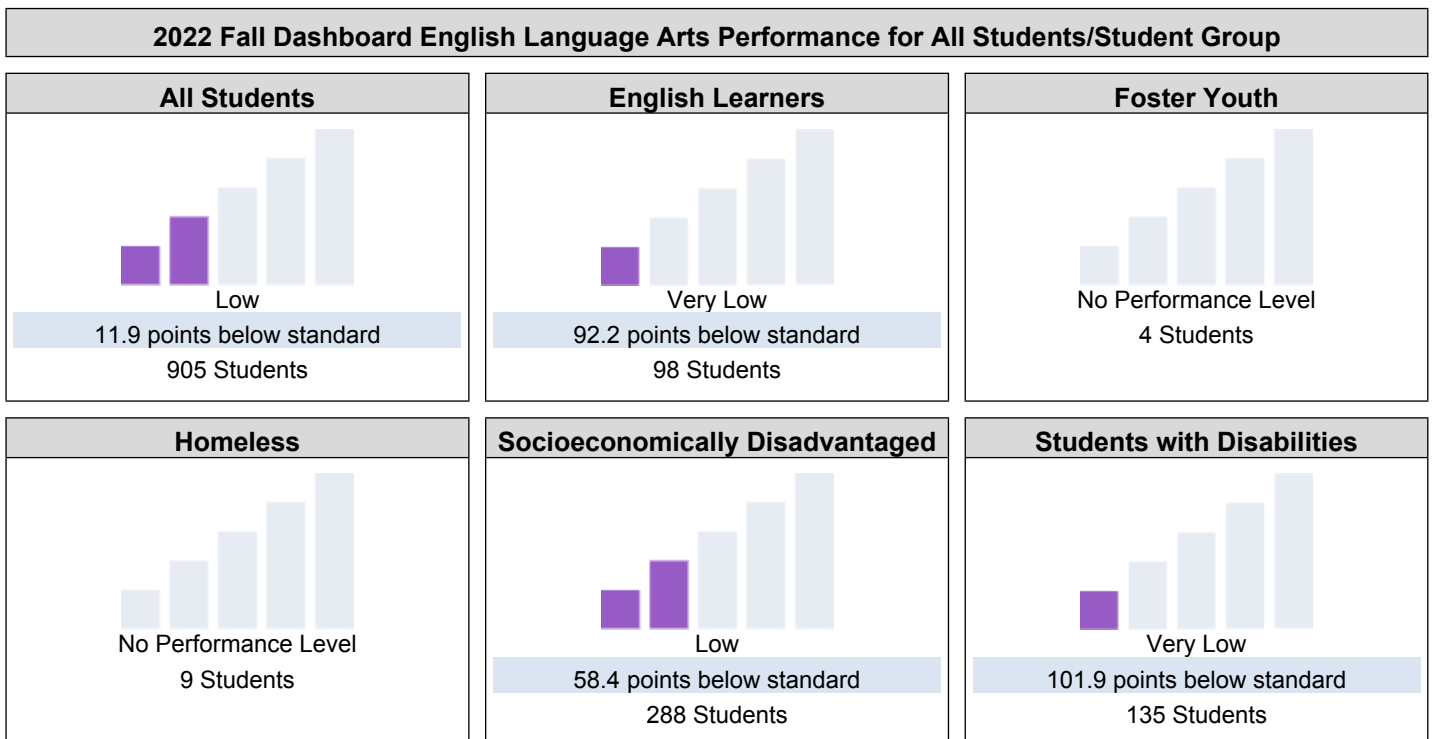
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



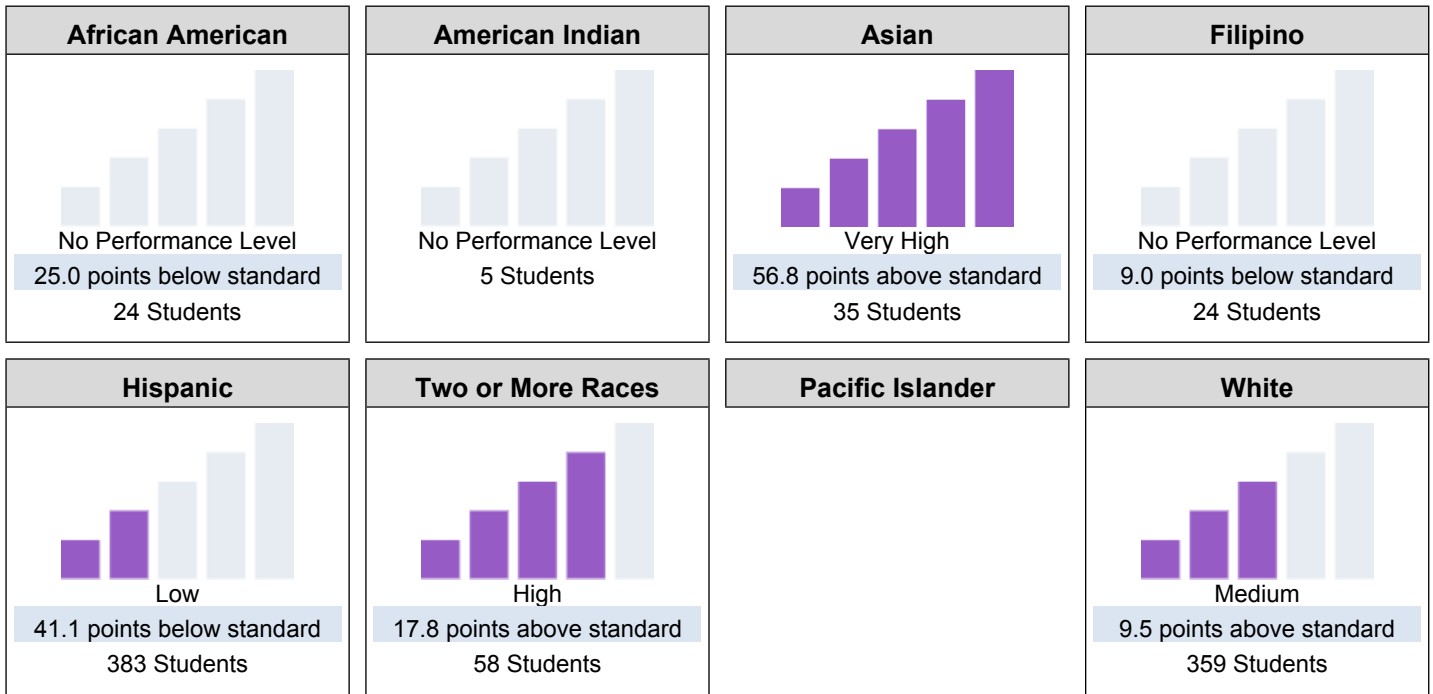
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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
119.6 points below standard 34 Students	77.6 points below standard 64 Students	1.9 points below standard 683 Students

Conclusions based on this data:

- The All Student subgroup is in the Low category and is 11.9 points below standard. An action plan needs to be created and implemented to increase student achievement and address the issues.
- The English Learner and Students with Disabilities subgroups are in the Very Low category being 92.2 and 101.9 points below standard. An action plan needs to be created and implemented to increase student achievement and address the issues.
- The Hispanic and Socioeconomically Disadvantaged subgroups are in the Low category with 41.1 and 58.4 points below standard. An action plan needs to be created and implemented to increase student achievement and address the issues.

School and Student Performance Data

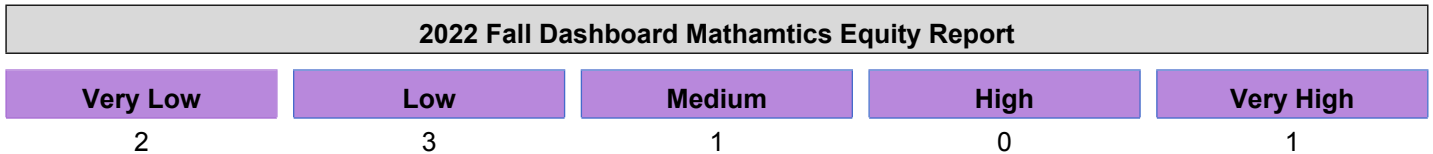
Academic Performance Mathematics

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](#).

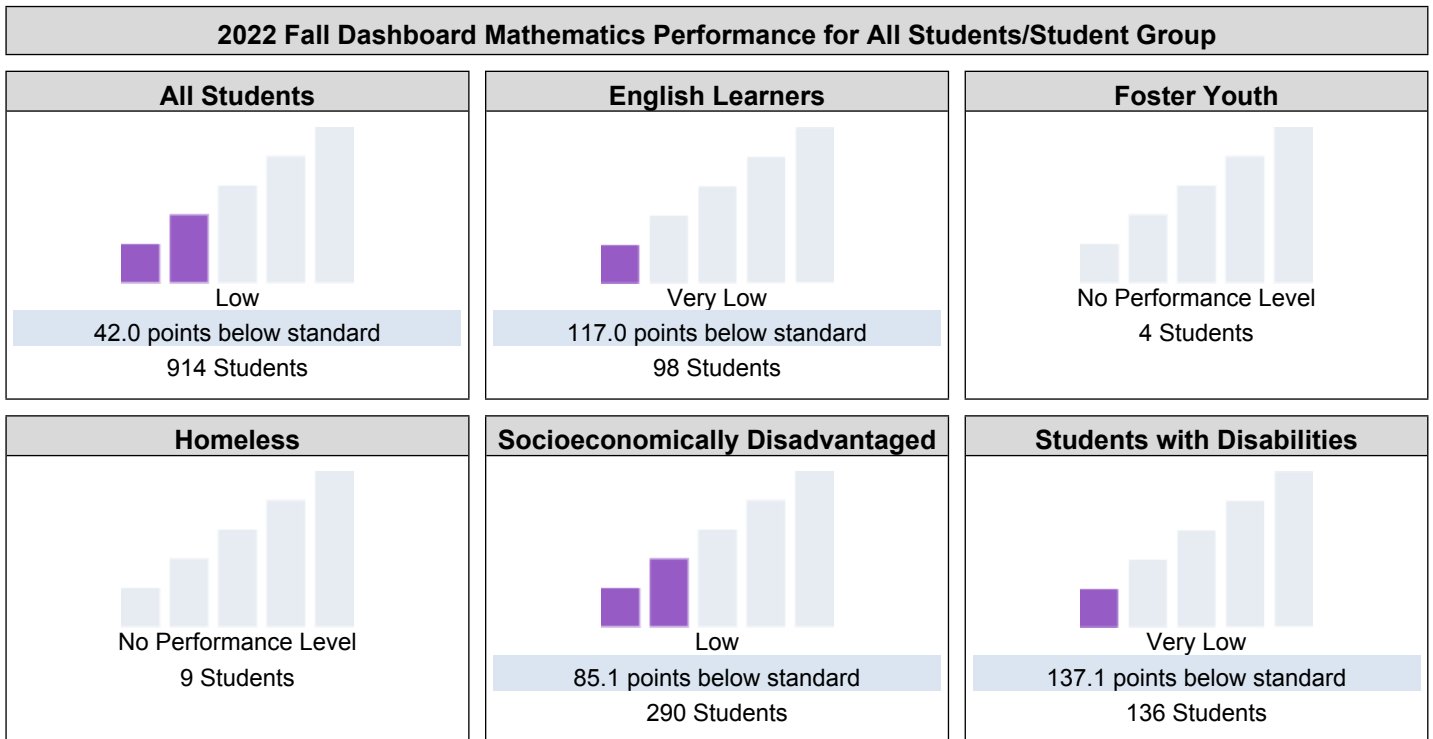
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



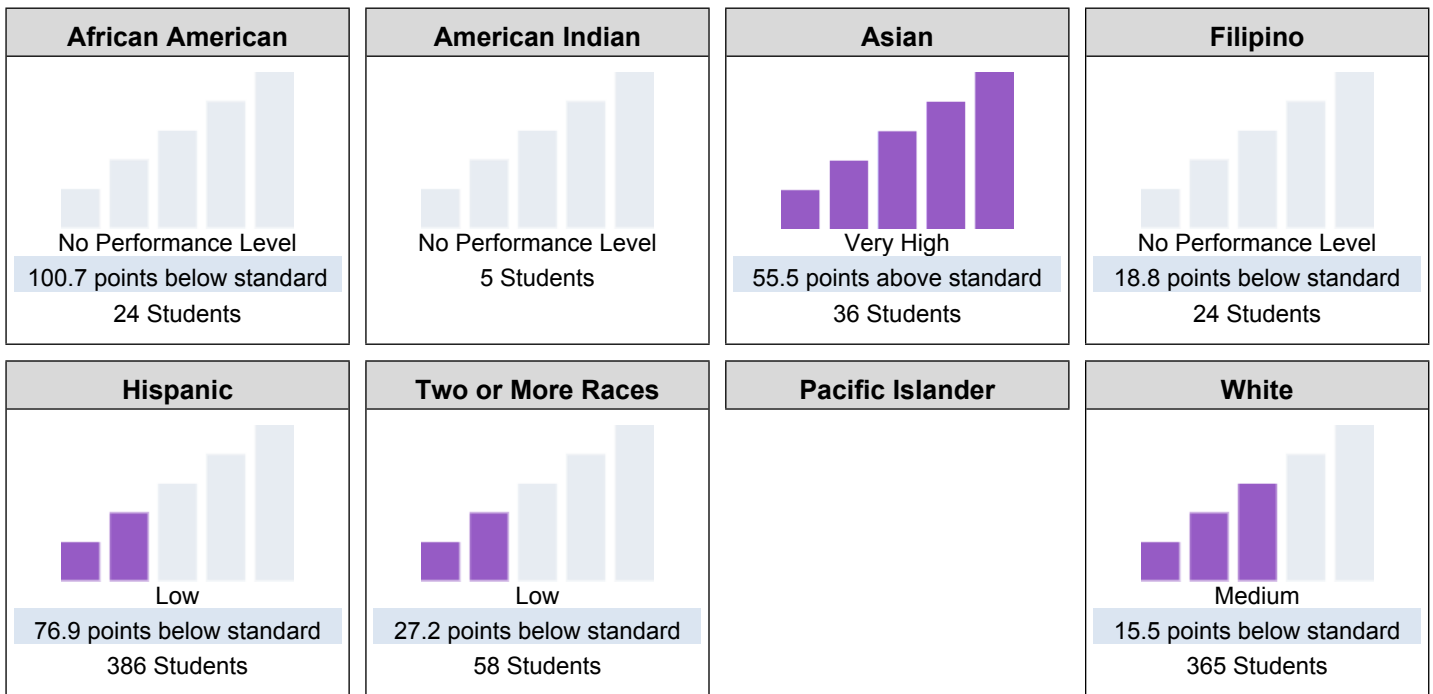
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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
<p>160.3 points below standard 34 Students</p>	<p>94.0 points below standard 64 Students</p>	<p>33.2 points below standard 690 Students</p>

Conclusions based on this data:

1. The All Student subgroup is in the Low category with 42.0 points below the standard. Also in the Low category are English Learners (11.0 points below), Hispanic (76.9 points below), and Two or More Races (27.2 points below). An action plan needs to be created and implemented to increase student achievement and address the issues.
2. The Students with Disabilities subgroup is in the Very Low category being 137.1 points below standard. An action plan needs to be created and implemented to increase student achievement and address the issues.
3. The White subgroup is in the Medium category with 15.5 points below standard.

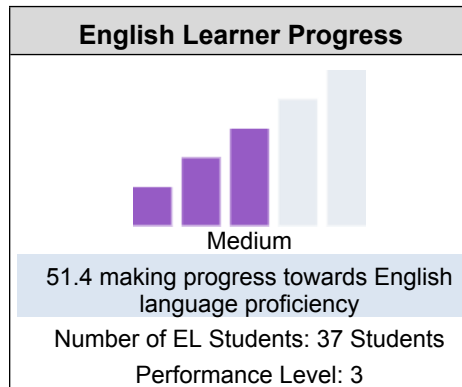
School and Student Performance Data

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



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
8	10	0	19

Conclusions based on this data:

- 19% of English Learners progressed at least one ELPI level. Overall, 51.4 % of ELs are making progress towards English language proficiency. (37 students)
- 8% of English Learners decreased one ELPI level.
- Continued supports for EL learners are indicated.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

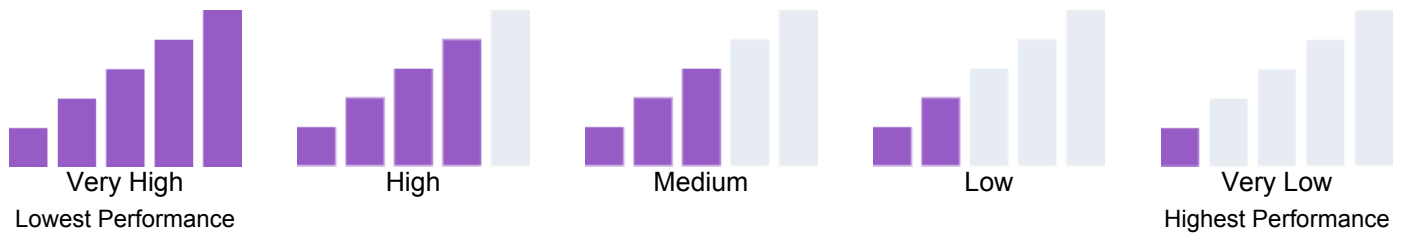
1.

School and Student Performance Data

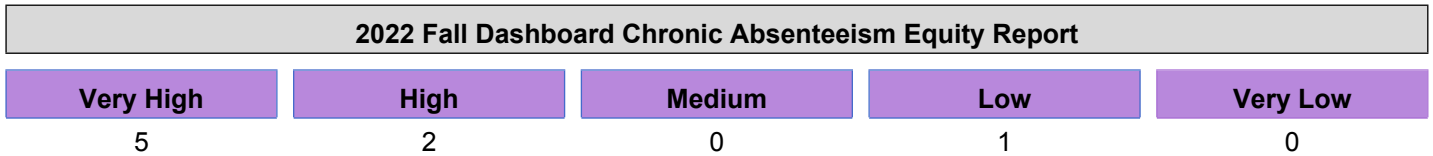
Academic Engagement Chronic Absenteeism

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](#).

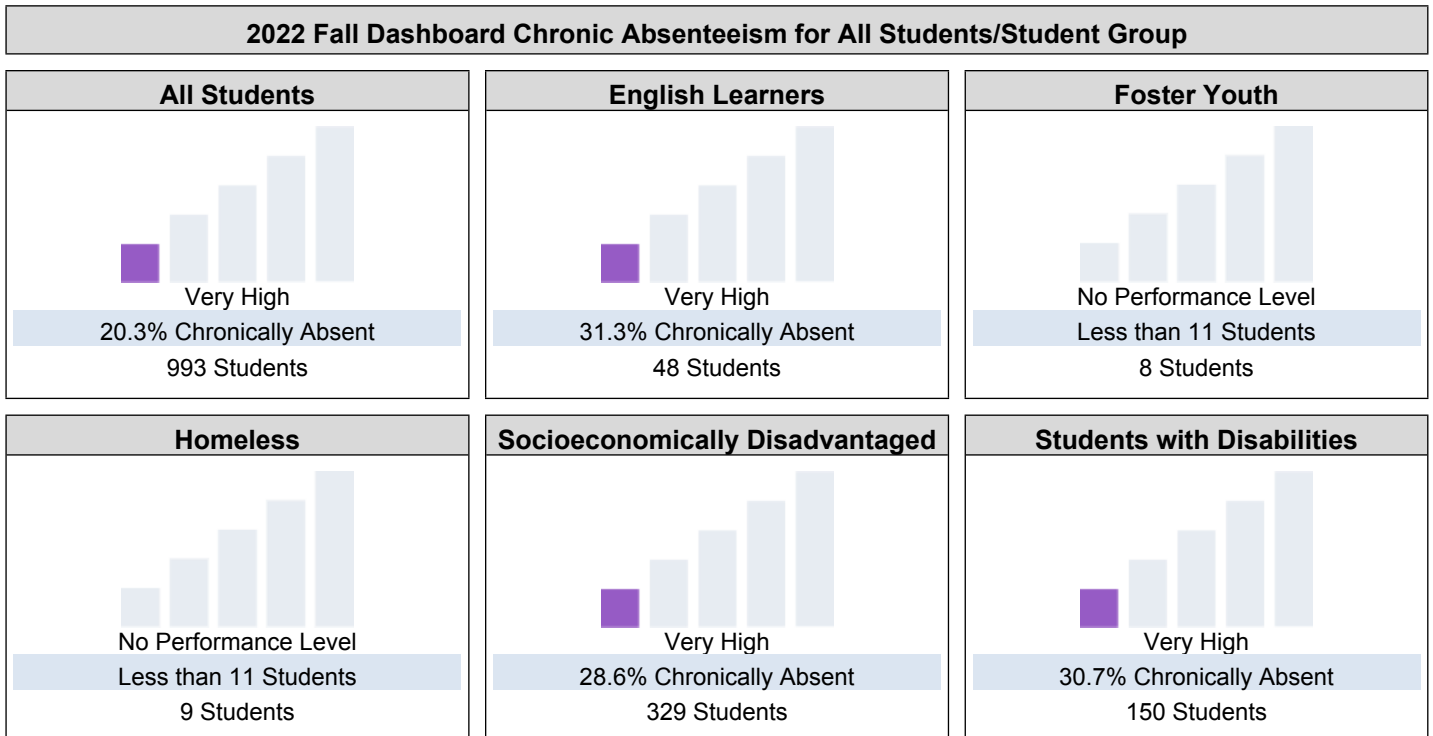
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



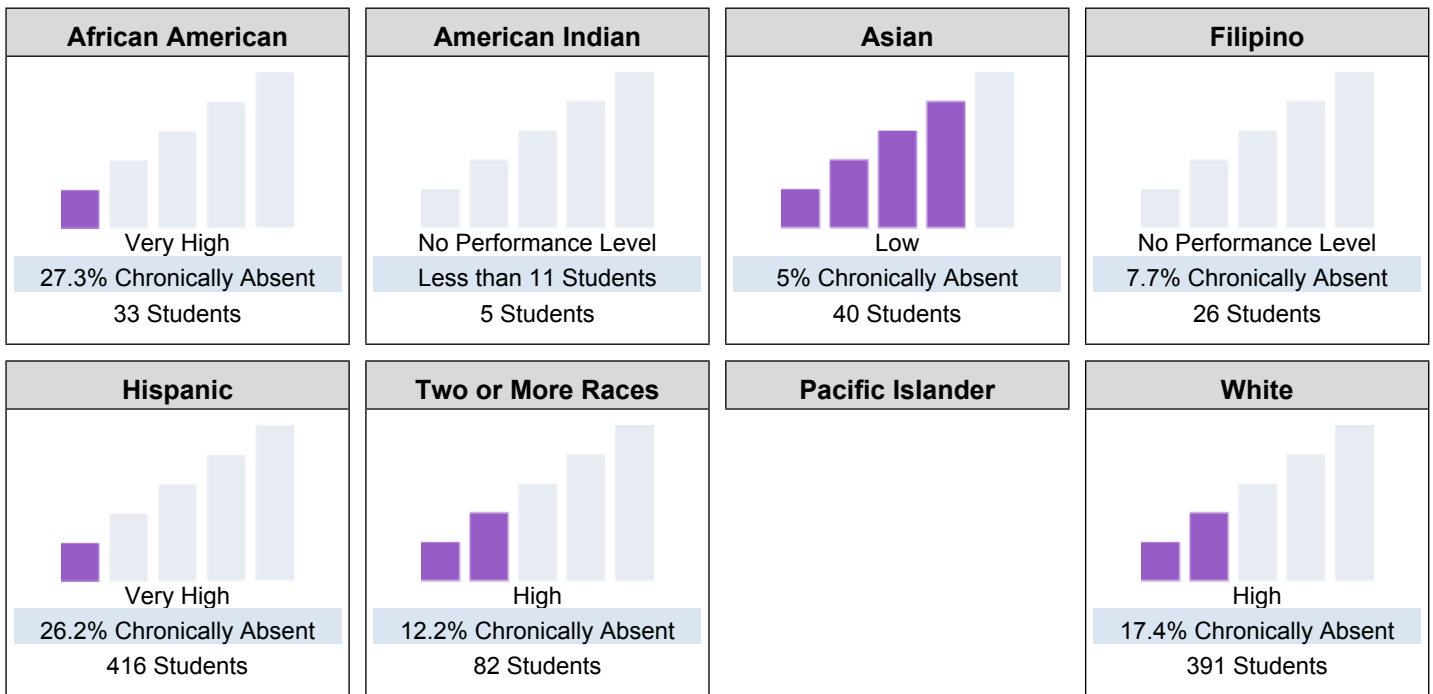
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

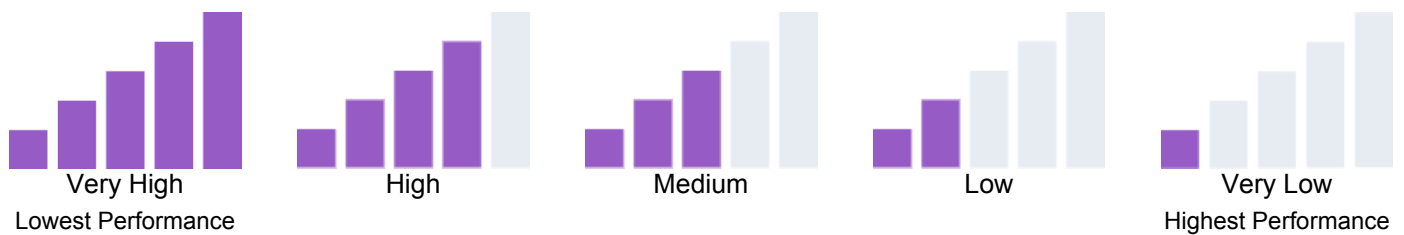
1. The All Student subgroup scored Very High (not good) with 20.3% of students chronically absent. Also in Very High category are: English Learners, Hispanics, SEDs, and SWDs.
2. The Two or More Races and White subgroups are in the High category (not good).
3. An action plan needs to be created and implemented to increase student achievement and address the issues.

School and Student Performance Data

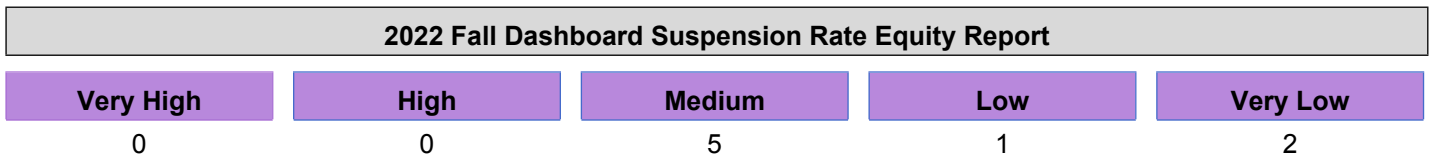
Conditions & Climate Suspension Rate

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](#).

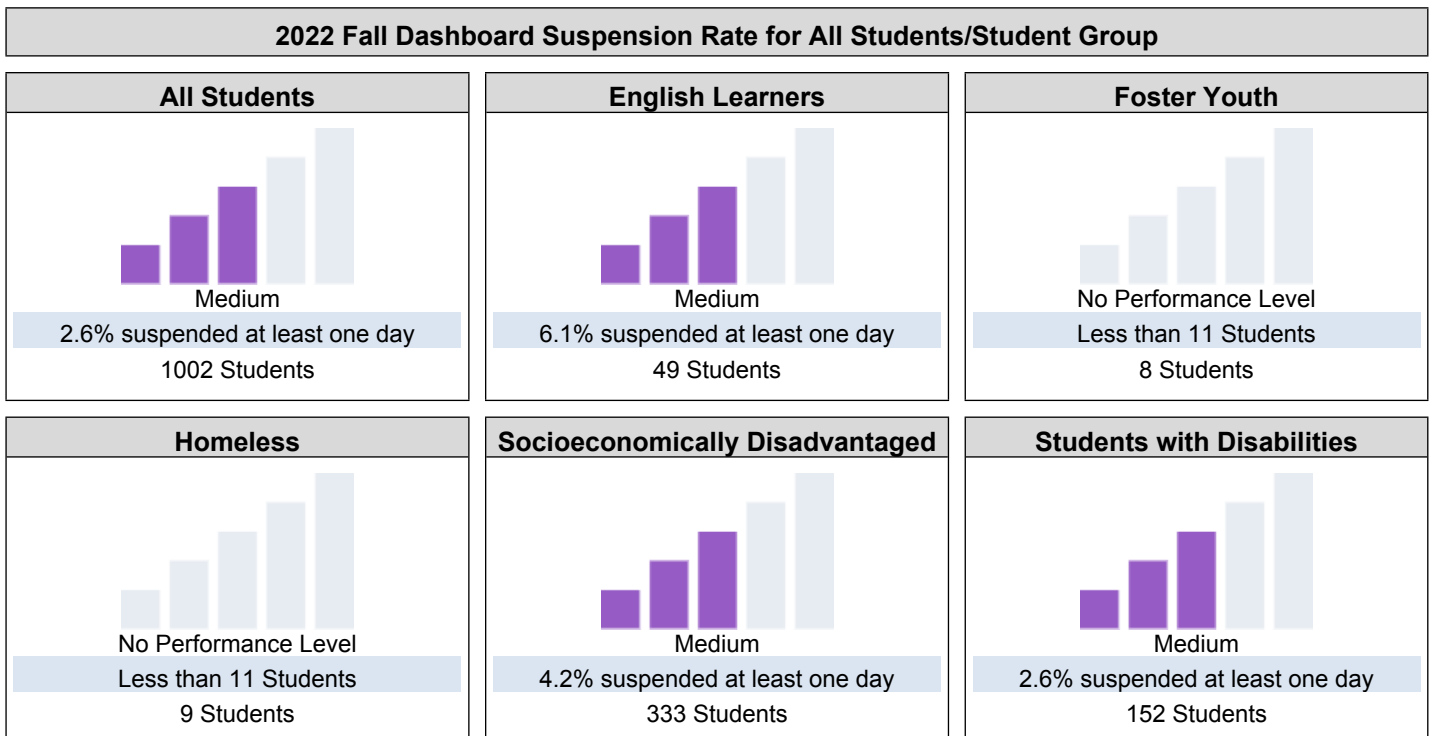
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



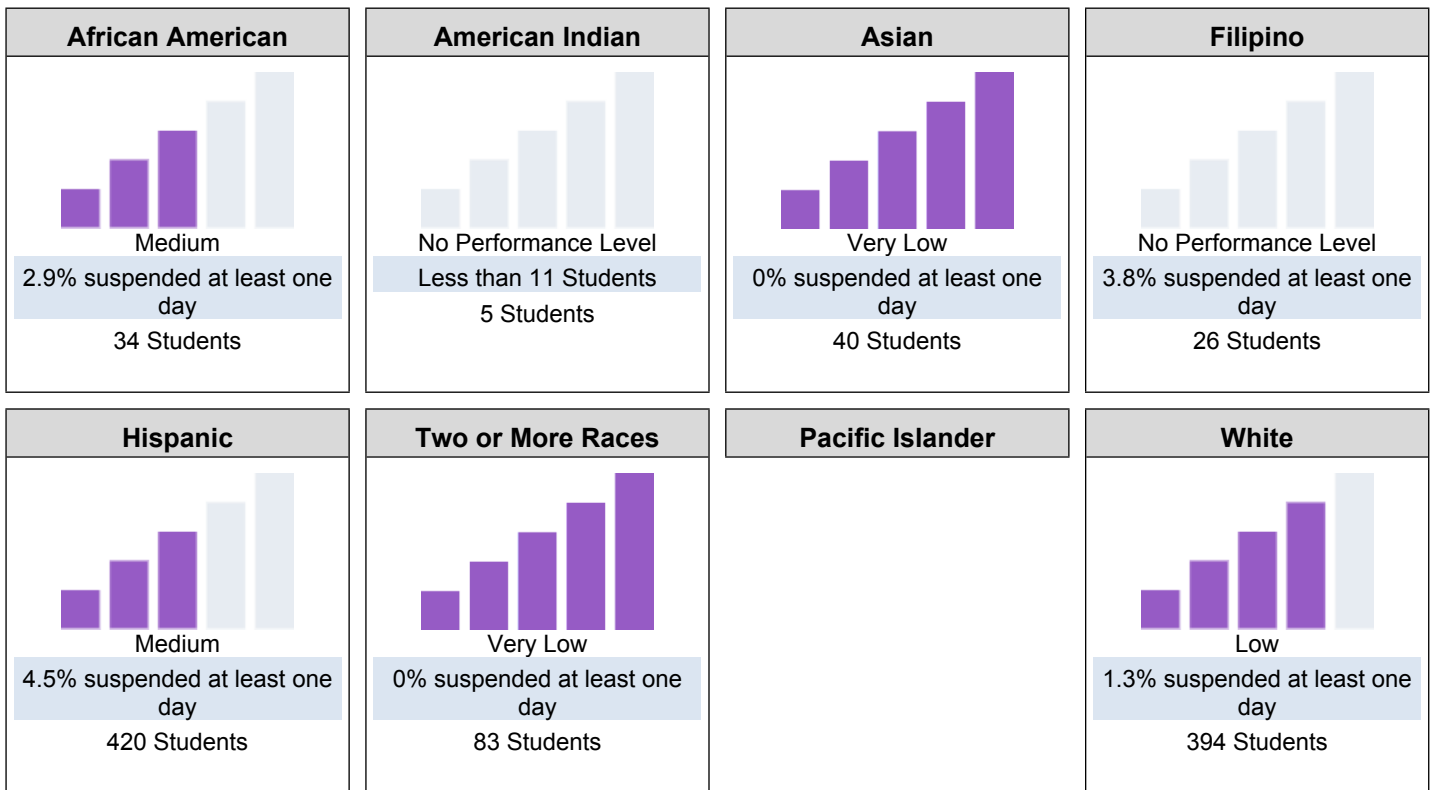
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The ALL students subgroup is in the Medium category with 2.6 % of students suspended at least one day. Also in eth Medium subgroup is ELs, WEDs, SWDs, AA, H
2. The English learners subgroup is in the ORANGE zone.
3. An action plan needs to be created and implemented to increase student achievement and address the issues.

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 Achievement in Mathematics

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 1

Move 25% of students who are approaching or below grade level in math into the next band, as identified by I-Ready data.

Identified Need

All students were given a diagnostic assessment in math on I-Ready within the first two months of school. Only 30% of all students are on grade level based on this assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Diagnostic Assessment in I-Ready	30% of students are at or above grade level in math, 35% of students are	Move 25% of students who are approaching or below grade level in math into the next

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	approaching grade level and 35% are below grade level.	band, as identified by I-Ready data.

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

Students who are behind in math are doing 20 minutes of iReady during SSR on Thursdays and an additional 20 minutes during their math class. Incentives are given to students as they complete lessons. In addition, all math teachers were trained on I-Ready and are using it as a supplemental program to their math classes. Teachers and admin are doing data chats with students so that they understand their scores on the diagnostic. Drop-in tutoring is provided four days a week for students who need help with math homework. Many math teachers are assigning i-ready lessons as homework or extra help. Additionally, 6-8 week targeted intervention classes will be held for students who are more than 3 years below grade level.

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)
1000	Title I Part A: Allocation 4000-4999: Books And Supplies Incentives for completing I-Ready lessons
136,615	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Title 1 Coordinator Salary
40,000	District Funded 5000-5999: Services And Other Operating Expenditures iReady licenses for all students
8500	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Drop-In Tutoring Math.
1500	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Math and/or Reading Intervention
1500	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

	Math and/or Reading Intervention Classes
5475	Title I Part A: Allocation 4000-4999: Books And Supplies Covers to protect the Chromebooks
1031	Title I Part A: Allocation 4000-4999: Books And Supplies Math curriculum, manipulatives, and supplies for intervention.
1000	Title I Part A: Allocation 4000-4999: Books And Supplies chargers/ adaptors/ dongles for the classrooms

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.

Huerta is taking steps to implement intervention courses and support systems to address student learning gaps in Mathematics.

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

No change

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.

No change

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 Achievement in Reading and Writing

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 2

Move 10% of students who are below grade level and far below grade level on the I-Ready diagnostic in reading into the next I-Ready band.

Identified Need

All students were given the I-Ready Diagnostic in Reading within the first two months of school. 47% of students scored at or above grade level in reading, 22% are approaching grade level, and 31% are below grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Diagnostic in Reading	47% of students scored at or above grade level in reading, 22% are approaching grade	Move 10% of students who are below grade level into the next I-Ready band.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	level, and 31% are below grade level	
I-Ready Diagnostic in Reading for our EL Subgroup	2.8% are on grade level, 7.1% are approaching grade level, and 90.1% of EL students are below grade level in reading, 2.5 % were not tested.	Move 20% of EL students who are below grade level into the next I-Ready band.

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

Students who are behind in reading will do the I-Ready group during SSR on Wednesdays. In addition, they will do at least 20 minutes of I-Ready lessons in their ELA classroom. Incentives are given to students as they complete lessons. In addition, all ELA teachers were trained on I-Ready and are using it as a supplemental program to their classes. Drop-in tutoring is provided four days a week for students who need help with homework. Target tutoring for ELD students is offered once a week. Additional time for the ELD aide has been added. Tier 3 interventions are being implemented. These interventions include Reading Buddies Mondays and Wednesdays in the Library during SSR (6th Grade). Reading Circles in the library Thursday and Friday (7th /8th Grade) Executive Functioning Coaching Lessons in ELD and SPED classes. Afterschool tutoring both live and via Zoom are offered to all 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)
3900	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Nearpod
2206.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Brainpop
5500	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

	Drop-In Tutoring
1884.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Flocabulary
10000	Title I Part A: Allocation 4000-4999: Books And Supplies Books from the approved supplemental book list
1000	Title I Part A: Allocation 4000-4999: Books And Supplies Reading intervention curriculum, writing curriculum, and books

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

In addition to their own I-Ready group, students are supported by the EL Coordinator and the At-Risk Interventionist. Target tutoring is provided one day a week after school by the ELD teacher. The ELD assistant's time was increased so that she can stay for the entire day to work in the EL classes. Planning days for the EL teachers paid out of Title III with support in planning lessons with EL students in mind. Zoom tutoring was added to address the needs of many EL students who are not able to stay for in-person tutoring.

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)
80.80	Title III 4000-4999: Books And Supplies Color Ink Cartridge to make vocabulary supports for EL students
3000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Additional time for ELD assistant
2200	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Targeted Tutoring once a week after school by ELD teacher
193.20	Title III 2000-2999: Classified Personnel Salaries Translation Services
1500.00	Title I Part A: Allocation

Strategy/Activity 3

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)

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.

Huerta is taking steps to implement intervention courses and support systems to address student learning gaps in English Language Arts

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

No change

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.

No change

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

Arts Education

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 3

Support access to arts electives through funding and scheduling.

Identified Need

Our arts classes need additional funding to provide art supplies, instrument repairs, choreographers, new instruments, and digital media devices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number and variety of functioning instruments	We have 120 instruments for four bands	Enough instruments for all students in band to check out an instrument of their choice.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of updated cameras and digital media devices	We currently have 15 digital media devices	Add to the digital cameras so that we have enough for Creative Media, yearbook and Digital Media
Number of art classes	We have 5 art classes that serve 220 students	Art supplies for the art classes

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)

Students

Strategy/Activity

Invest in art supplies, instrument repairs, choreographers for choir and dance, shelves for the kiln, new digital cameras, and consumables.

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)
1000	Title I Part A: Allocation 4000-4999: Books And Supplies Art supplies for the art class
1000	Title I Part A: Allocation 4000-4999: Books And Supplies Instrument repair
1000	Title I Part A: Allocation 4000-4999: Books And Supplies Digital cameras, batteries and microphones for ADM and Creative Design
1000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Supplies for digital media art
2500.00	Title I Part A: Allocation 4000-4999: Books And Supplies Kiln shelves, cones, glazes, and pottery supplies

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.

Continue to ensure that we have the supplies needed to run a robust arts program.

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

Continue to ensure that we have working instruments to support a robust band program.

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.

Continue to ensure that we have working technology and cameras to run a current and functional digital program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Professional Development

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 4

Work with teachers to include Differentiation Design Elements into lessons to support all students.

Identified Need

Teachers tend to create one-size-fits-all lessons. Lessons designed with differentiation in mind meet the needs of GATE students, special education students, English Learners, and struggling students. Improved lessons will help all students to learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Planning Days for teachers to work with their grade level and department to create lessons with Differentiation elements.

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)
41,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Money for subs for professional development pull out days
1492.50	Title III 1000-1999: Certificated Personnel Salaries Money for subs for professional development pull out days for teachers of Designated ELD Students
2000.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures GLAD or other similar training for ELD teachers
1637.50	Title III 5800: Professional/Consulting Services And Operating Expenditures GLAD or other similar training for ELD teachers
5000.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Conferences for Teachers
765.00	Title I Part A: Allocation 4000-4999: Books And Supplies Book purchase: Smart but Scattered Teens/ or like title for all of staff

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.

Structured professional development days with goals of planning with purpose is more effective than time for just grading or planning.

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 will work in small groups with their grade level and subject area colleagues. They will review assessments and evaluate the assessments they are giving, reviewing the DOK levels, differentiation, and the UDL strategies. Teachers will consider promise standards.

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.

No change

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

Social Emotional Learning

LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 5

Implement a program to support students with their social emotional growth and sense of belonging at school.

Identified Need

After 16 months in distance learning, a year of masked schooling with many absences due to quarantining and Covid infections, students report increased anxiety and more social phobias. School has been difficult for many students and explicit instruction in social emotional learning is needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

The majority of our teachers are implementing a social-emotional learning program called Project Wayfinder during SSR time on Mondays. A teacher planning team has transformed these lessons into a Google Slides/ Journal format that have been sent weekly in advance of the Monday lessons. In addition, we expanded our Cougar Camp to include invites for all rising 6th graders. We will also support parents with Social Emotional Learning by providing parent education that helps parents support their students at home.

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)
1400	Title I Part A: Allocation 4000-4999: Books And Supplies Project Wayfinder tool kits and professional development
1500.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Subs for Planning Wayfinder SEL Lessons
3800	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Cougar Camp
1000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Subs for Teachers to Plan Way-finder curriculum
4000	Title I Part A: Parent Involvement 5900: Communications Fees for speakers
533.00	Title III 1000-1999: Certificated Personnel Salaries Speakers for Parent Ed Workshops
5000.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures

	SEL/DEI Conferences for teachers and DEI Team
2000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Books for Teachers and Students to support DEI/ SEL curriculum and build library
2125.00	Title I Part A: Allocation 4000-4999: Books And Supplies Book purchase: Cultural Competence Now/ or like title for all of staff

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.

Teachers reported frustration with the ease and ability to teach Project Way-finder. To combat this we created a team to make the lessons more user friendly and prepared in advance for all teachers.

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

No change

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.

No change

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	\$259,901.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$307,838.00

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 (\$)
Title I Part A: Allocation	\$259,901.00
Title I Part A: Parent Involvement	\$4,000.00
Title III	\$3,937.00

Subtotal of additional federal funds included for this school: \$267,838.00

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 (\$)
District Funded	\$40,000.00

Subtotal of state or local funds included for this school: \$40,000.00

Total of federal, state, and/or local funds for this school: \$307,838.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	40,000.00
Title I Part A: Allocation	259,901.00
Title I Part A: Parent Involvement	4,000.00
Title III	3,937.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	203,640.50
2000-2999: Classified Personnel Salaries	4,693.20
4000-4999: Books And Supplies	33,876.80
5000-5999: Services And Other Operating Expenditures	47,990.00
5800: Professional/Consulting Services And Operating Expenditures	13,637.50
5900: Communications	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	District Funded	40,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	201,615.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	4,500.00
4000-4999: Books And Supplies	Title I Part A: Allocation	33,796.00

5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	7,990.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	12,000.00
5900: Communications	Title I Part A: Parent Involvement	4,000.00
1000-1999: Certificated Personnel Salaries	Title III	2,025.50
2000-2999: Classified Personnel Salaries	Title III	193.20
4000-4999: Books And Supplies	Title III	80.80
5800: Professional/Consulting Services And Operating Expenditures	Title III	1,637.50

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	196,621.00
Goal 2	31,464.00
Goal 3	6,500.00
Goal 4	51,895.00
Goal 5	21,358.00

School Site Council Membership

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

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

Name of Members	Role
Kenneth Knoop	Principal
Lori Pacino	Other School Staff
Sarah Brown	Parent or Community Member
Jason DuFour	Parent or Community Member
Geovanna Waters	Parent or Community Member
Teri Vargas	Classroom Teacher
Sofia Negrete	Secondary Student
Francisco Gutierrez	Classroom Teacher
Jamie Wisehaupt	Classroom Teacher
Juan Avila	Other School Staff
Casey Cavanaugh	Secondary Student
Joseph Hunsaker	Secondary Student
Rose Hunter	Classroom Teacher
Paola Brizuela	Secondary Student
Lara Macaione	Parent or Community Member
Gerald Mahoney	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other: PTSA President

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 11/17/22.

Attested:

Principal, Kenneth Knoop on 11/18/22
SSC Chairperson, Casey Cavanaugh on 11/18/22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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
	Other: PTSA President

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 11/17/22.

Attested:

Principal, Kenneth Knoop on 11/18/22
SSC Chairperson, Casey Cavanaugh on 11/18/22

Certification of Assurances

**Burbank Unified School District
Comprehensive School Safety Plan
Senate Bill 187 Certification of Assurances**

Dolores Huerta Middle School in Burbank Unified School District, has a safe campus with an environment that is conducive to learning.

The attached Comprehensive School Safety Plan (CSSP) is in compliance with the provisions required for Senate Bill 187, Chapter 73. This plan has met the following requirements:

1. The attached CSSP contains the required components required by Education Code 32280-32289.
2. The School Site Council includes the following representatives: Principal and/or Assistant Principal, BTA certificated employee, BUSD-CSEA classified employee, and parent representatives.
3. The School Site Council consulted with law enforcement and fire agencies when writing this plan. (NEMS)
4. The School Site Council conducted a public hearing on the plan in order for the public to express an opinion on the plan.
5. The School Site Council adopted the recommended CSSP.
6. A copy of the CSSP has been provided to the Superintendent or designee.
7. The Board of Education adopted the original plan on February 17, 2022. It has been updated this year on 11.3.2022.
8. Information in the plan will be disseminated to all teachers, parents, and students.
9. School Site Council Meeting Date: 11/17/2022
10. Board of Education Meeting Date: 02/16/23

Principal

BTA Member

Parent Representative

School Site Council Representative

CSEA Member

School Site Council Membership

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

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

Name of Members	Role
Kenneth Knoop	Principal
Lori Pacino	Other School Staff
Sarah Brown	Parent or Community Member
Jason DuFour	Parent or Community Member
Geovanna Waters	Parent or Community Member
Teri Vargas	Classroom Teacher
Sofia Negrete	Secondary Student
Francisco Gutierrez	Classroom Teacher
Jamie Wisehaupt	Classroom Teacher
Juan Avila	Other School Staff
Casey Cavanaugh	Secondary Student
Joseph Hunsaker	Secondary Student
Rose Hunter	Classroom Teacher
Paola Brizuela	Secondary Student
Lara Macaione	Parent or Community Member
Gerald Mahoney	Classroom Teacher

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.

**Burbank Unified
School District
Dolores Huerta Middle School
School Site Council
Agenda
10/4/2022**

Meeting Minutes

1- Welcome and Introductions- New Council Training
1b. SSC Team/ Quorum
1c. Roberts Rules of Order
1d. Meeting Dates
1e. SSC Responsibilities and Requirements
1f. Officers and Elections
1g. Rules, Records, Essential Information
1h Cycle of Plan Development

2a- Data/ Document Review
2b. Review and approve - Parent Involvement Policy - Parent Compact
2c. Description of Title One School
2d. i Ready Data
2e. Goals 2021/2
2f. Budget Review Title One
2h. Budget Review Title Three
2i. Parent Input on Title I, III

3a. SPSA Goal/ Aligned Activity Example
3b. Monitoring progress/ measurable goals
3c. Tiered Interventions
3d. Evaluation of Plan

Attendance and Start Time	3:10			
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Parents	Students	Principal	Other Staff	Classroom Teachers
4	4	1	2	5
Sarah Brown	Casey Cavanaugh	Kenneth Knoop Principal	Lori Pacino-Title One Coordinator	Jerry Mahoney- Math
Jason DuFour	Paola Brizuela		Juan Avila- Intervention Specialist	Rose Hunter- Science
Lara Macaione	Joseph Hunsaker			Teri Vargas- English, ELD, Social Science
Geovanna Waters	Sophia Negrete			Jamie Wischaupt- Science
				Francisco Gutierrez- ELD, English



Meeting Notes 10/4/2022	
Agenda Item	Notes
1- Welcome and Introductions- New Council Training	Everyone introduced themselves
1b. SSC Team/ Quorum	16 in our group...9 is a quorum
1c. Roberts Rules of Order	Reviewed the 5 major steps
1d. Meeting Dates	December meeting needs to be changed. Nov 1st - 3:15 for the next meeting, this replaces December meeting. January and April meetings are TBD.
1e. SSC Responsibilities and Requirements	
1f. Officers and Elections	Casey and Sofia ran for Chair and Casey won Sofia and Joseph ran for Vice Chair and Sofia won Joseph nominated himself for secretary Teri Vargas motioned for Casey Cavanaugh as chair, Sofia Negrete for Vice Chair and Joseph for secretary. Sofia second the motion, and the motion carried.
1g. Rules, Records, Essential Information	Knoop went over this
1h. Cycle of Plan Development	Went over school profile enrollment, Enrollment By Ethnicity, and English Learners, Language learners, Free + Reduced lunches/meals, and the "To review and Approve" slides/graphs.
2a- Data/ Document Review	Looked at school demographics, and the number trends.
2b. Review and approve - Parent Involvement Policy - Parent Compact	Required to spend around 3 grand. School-Parent Compact is an agreement that parents, students, and teachers develop together. Casey proposed to move to adopt the Parent Compact Lori motioned to table it until next meeting Sofia seconds that motion, motion carried
2c. Description of Title One School	Title 1 = to help/support under achieving students. All teachers are 100% qualified!

2d. i Ready Data	We should focus on helping the students who are 3 or more grade levels below, help them more The yellow range students have improved from last year
2e. Goals 2021/2	Went over 5 current goals
2f. Budget Review Title One	Lori went over this Each department gets three days, special-ed days for both their department and subject department, extra day for new teachers Motion to use the planning days budget (41,000), Juan seconds, motion carries Motion to change the budget from 250 to 350, Juan seconds, motion carries Motion to add 5,000 for the conferences and literature, Sofia seconds, motion carries!
2h. Budget Review Title Three	Given 4,000 total Motion to approve the planning days for the ELD, Kenny seconds, motion carries.
2i. Parent Input on Title I, III	Tabled until next meeting
3a. SPSA Goal/ Aligned Activity Example	
3b. Monitoring progress/ measurable goals	
3c. Tiered Interventions	Tabled for next meeting
3d. Evaluation of Plan	

Adjournment
The meeting was adjourned at: 4:34



**Dolores Huerta Middle School
School Site Council
Agenda
11/17/22**

Attendance and Start Time	11/17/22	@	3:18
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Parents	Students	Principal	Other Staff	Classroom Teachers
4	4	1	2	5
Sarah Brown Jason DuFour Lara Macaione Geovanna Waters	Casey Cavanaugh Paola Brizuela Joseph Hunsaker Sophia Negrete	Kenneth Knoop Principal	Lori Pacino-Title One Coordinator Juan Avila- Intervention Specialist	Jerry Mahoney- Math Rose Hunter- Science Teri Vargas- English, ELD, Social Science Jamie Wisehaupt- Science Francisco Gutierrez- ELD, English

Dark gray highlight indicates that they were not in attendance

Meeting Notes 11/17/22

Agenda Item	Notes
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<p>1- Welcome- Special Guest Nicole Cody</p>	
<p>1b. Quorum/ Approve Minutes from 10/4 Meeting (Joseph Hunsaker)</p>	<p>Knoop motioned for minute approval Pacino second All in favor Nay, 0 Motion carried</p>
<p>1c. Upcoming Meeting Dates</p>	<p>1/31/23 2:20</p>
<p>2a- School Safety Plan 2a- Review and Approve School Safety Plan -Threat Assessment Training -DEI Hate Speech District Intervention and Discipline Guidelines -Refine and Update Student Release Gate procedures during Emergency (Cody)</p>	<p>Cody reviewed triplicate form information Cody gave information about Threat Assessment Training Cody gave information about Hate Speech District Intervention</p> <p>Knoop gave additional info about HSDI Pacino talked about DEI goals/information Knoop went over consequences if a student were to say things to do with hate speech.</p> <p>Casey calls for a motion to approve the safety plan Sofia Negrete motions to approve safety plan Dufour seconds All in favor Nay, 0 Motion carried</p>
<p>2b. Review and approve - Parent Involvement Policy - Parent Compact</p>	<p>Casey calls for a motion to approve the family compact Pacino motions to approve the family compact Dufour seconds</p> <p>All in favor Nay, 0 Motion carried</p> <p>Casey calls for a motion to approve the PIP Dufour motions to approve the PIP Knoop seconds</p> <p>All in favor Nay, 0</p>

	Motion carried
2c. Data Review/ SBAC	Slides are being sent to everyone
2d. SPSA Goals 2022/23 - Last year goals were not met -Approve plan	<p>Pacino went over goals -- Casey calls for a motion to approve the certified staff and classified staff Dufour motions to approve the certified and classified staff for \$3,000 Lara seconds</p> <p>All in favor Nay, 0 Motion carried --</p> <p>Casey calls for a motion to get \$10,000 for the supplemental titles Waters motions to approve the supplemental titles Dufour seconds</p> <p>All in favor Nay, 0 Motion carried --</p> <p>Casey calls for a motion to get \$1,000 for the budget for digital arts goal Dufour motions to approve the budgets for arts goal Sofia seconds</p> <p>All in favor Nay, 0 Motion carried --</p> <p>Casey calls for a motion to approve the budget for GLAD training</p> <p>GLAD Training Title 3 \$1637.50</p> <p>GLAD Training Title 1: 2000.00</p> <p>Lara motions to approve the budget for GLAD training</p>

Dufour seconds

All in favor

Nay, 0

Motion carried

--

Casey calls for a motion to approve the books for the teen book for teachers

Knoop motions to approve the books

Dufour seconds

All in favor

Nay, 0

Motion carried

--

Casey calls for a motion to approve the Smart but Scattered books for teachers and DEI book (Cultural Competence now) for all staff. \$3200

Knoop motions to approve the books

Pacino seconds

All in favor

Nay, 0

Motion carried

--

Casey calls for a motion to approve the planning SEL lessons
Waters motions to approve the planning SEL lessons (\$1500)

Pacino seconds

All in favor

Nay, 0

Motion carried

--

(Went over leftovers)

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Casey calls for a motion to approve the math intervention
Water moves to approve the math intervention (\$1,000)

Mahoney seconds

All in favor

	<p>Nay, 0 Motion carried -- Casey calls for a motion to approve the reading intervention Water moves to approve the reading intervention (\$1,000) Knoop seconds</p> <p>All in favor Nay, 0 Motion carried -- Lara calls for a motion to approve the art supplies 2500 for kilns and shelves Knoop seconds</p> <p>All in favor Nay, 0 Motion carried -- Waters calls for a motion to approve the SPSA/school plan Mahoney seconds</p> <p>All in favor Nay, 0 Motion carried -- (correct spelling from Laura -> Lara)</p>
<p>3a. 2e. Budget Review Title One</p> <ul style="list-style-type: none"> - Dongles - Subs for Wayfinder - Budget for Zoom Tutoring Aide - Budget for Read Alive Aide - Budget for Reading Clubs - Budget for Math Clubs - DEI Conference 	<p>Postponed until next meeting</p>

update	
3b. Parent Ed- \$200 Sonlay -Aeries	Postponed until next meeting
- 3c. Budget Review Title Three	Postponed until next meeting
3d. SSC Input on Title I, III	Postponed until next meeting

Adjournment	
The meeting was adjourned at: 4:34	