School Year: **2023-24**

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

Addendum: Regulatory requirements and general instructions.

Appendix D: Guiding Questions: Use as prompts (not limits).

California School Dashboard Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Glenn Middle School (International Studies) Todd Biggert todd.biggert@desertsands.us	33-67058-6118855	April 26, 2023	

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

Additional Targeted Support and Improvement

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

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

John Glenn Middle School located in Indio, CA serves the socioeconomically and ethnically diverse populations in grades 6-8. The school's fall 2022 enrollment was 1,045, of which 74% are of Hispanic descent, 22% are white, 1% are African-American, 2% are Asian, and 1% are other ethnicity. Spanish is the home language of 95% of the schools nearly 97 English Learners. The schools unduplicated percentage is 52%. 6.7% of our students are classified as English Language Learners. 56% of our students are from low-income families eligible for free or reduced-priced meals, less than .1% Foster Youth, and 13% are students with Individual Education Plans (IEPs). John Glenn Middle School has

programs focused on academic language and critical thinking development and college and career readiness, prioritized to meet student needs of those whose educational journeys are more challenged by language and/or economic barriers. Supporting our site is an academic coach and a school site council committee from the community, dedicated to meet the high expectations and performance goals set by our 105 certificated and classified staff. Professional development continues to focus on PLCs and best first instruction. We have implemented MTSS, and are entering our fifth year. This will further support our students and family stakeholders to have better educational outcomes. For the 2023-2024 school year, John Glenn Middle School will continue to be a Title I school.

John Glenn Middle School of International Studies is a state-of-the-art middle school that opened in September 2001. The school houses nearly 1,100 students in grades 6 through 8, with 48 classrooms, 4 science labs, 4 technology labs, a library/multi-media center, a multi-purpose room, cafeteria, locker rooms, open air gymnasium/pavilion, band room and athletic fields. John Glenn is part of an "International Baccalaureate World School Triad" with Amelia Earhart Elementary School of International Studies and La Quinta High School. Amelia Earhart is authorized as an International Baccalaureate Primary Years Programme and La Quinta High School houses the International Baccalaureate Diploma Programme. John Glenn Middle School is authorized for the International Baccalaureate Middle Years Programme. The International Baccalaureate Middle Years Programme (IBMYP) is a rigorous and holistic program that promotes interdisciplinary curriculum, inquiry-based learning, high-level thinking skills, and an international/global focus. JGMS was re-authorized as an IB school in the 2018-2019 school year. Since 2003, John Glenn has been an AVID School and became a CA Distinguished School in 2009. In 2004, John Glenn Middle School was named a ‘School to Watch' by the California League of Middle Schools in partnership with several other organizations. In the 2021-22 school year, JGMS was re-authorized as a School to Watch for the 5th time. In 2015, John Glenn Middle School was named a California Gold Ribbon School, and an Honor Roll School. This award is given to schools that demonstrate high levels of student achievement, improvement over time & reduction in the achievement gap. Students at John Glenn Middle School take up to eight subjects: Language & Literature, Individuals & Societies, Science, Mathematics, Arts, Physical & Health Education, Design, and Language Acquisition. The learning focus at John Glenn Middle School is firmly rooted in a strong foundation built on a school-wide culture of scholarly excellence, personal pride, mutual respect and service to community. We also devote time and efforts to sustaining and nurturing cooperative relationships between school and home.

SPSA Highlights

Identify and briefly summarize the key features of this year’s SPSA.

The actions and strategies within our 2023-2024 SPSA support grades 6-8 in efforts to increase Math, ELA, Science, Social Studies, Electives, Attendance and Socialization/Behavior. Sustaining our site-wide focus on PLC/PLT will result in increased performance in Math and ELA, as well as all other content areas. Professional development will be expanded to include additional training around classroom management, IB strategies for Approaches to Learning, (ATLs), PLC/RTI, AVID WICOR strategies, PBIS/SEL. Additionally, we offer in-school tutorials, as well as after school tutoring in Math, ELA and starting this year we will add other content areas as needed. As an additional goal, we will look to increase opportunities for parents to engage in their child's learning through parent nights, parent universities, student-led conferences, awards presentations, and classroom volunteer initiatives.

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or

other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

Last year's CAASPP data is considered a "benchmark score" that we act as the baseline for this year's CAASPP data. We had our best progress in ELA testing, with 43% of our students proficient. Our female students had an overall proficiency of 48%, with our male students at 38% proficient. The Spring i-Ready Diagnostic (2023) has 41% of our students at Proficiency in ELA. On the CAASPP our proficiency rates were much lower in Math, with an overall proficiency rate of 33%. Our i-Ready Data show the greatest area of growth in ELA are Phonological Awareness and High Frequency Words. All areas in ELA showed growth from Fall to Winter. The data for i-Ready Math showed the greatest growth in Numbers and operations & Measurement and Data. The Spring i-Ready Diagnostic (2023) has 44% of our students at Proficiency in MATH.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Last year's CAASPP data is considered a "benchmark score" that we act as the baseline for this year's CAASPP data. According to the CAASPP our greatest needs were seen in Math, with an overall proficiency rate of 33%. Our male students outperformed our female students with a proficiency rate of 35% compared to 31%. Our i-Ready Data show the greatest area of need for ELA as Informational Text and Comprehension. The data for i-Ready Math showed the greatest needs in Math as Geometry & Algebra. We also continue to have needs within our Special Education population and our overall site Attendance and Chronic Absenteeism (25%).

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

This year's data shows performance gaps in both ELA and Math. In mathematics, there is a performance gap between of White students (Medium) and our EL, Hispanic and SED (Low) and SWDs (Very Low). For Mathematics: ALL Students are 44.2 points below standard, SWDs are 132.7 points below standard, ELs are 80.2 points below standard, Hispanic is 57.7 points below standard and SEDs are 54.5 pints below standard. In English Language Arts, there is a performance gap between of White students (High) and our EL, Hispanic and SED (Low) and SWDs (Very Low). For English Language Arts: ALL students are 14.1 points below standard, SWDs are 102.9 points below standard, ELs are 43.5 points below standard, Hispanic is 24.4 points below standard and SEDs are 22.3 pints below standard. There is no performance data for our other subgroups.

Resource Inequities

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

In doing this resource inequities, our team utilized a comprehensive needs assessment. For this assessment we used: The California School Dashboard; local assessments, district benchmarks, grade distributions, teacher-created assessments, Panorama survey data, and collaboration with our site Leadership Team, School Site Council (SSC), and English Learner Advisory Committee (ELAC).

The data indicates that students with disabilities are performing significantly below other student groups. This needs to be addressed in IEP goals, built-in interventions and TIER 1 Instruction. We have an increase in the Chronic Absenteeism students. With additional district supports/staffing, we will better be able address this via SART meetings and regular Attendance discussions with students and families.

There was a noticeable increase in "inappropriate/poor student behavior" this year. We haven't been able to afford to secure personnel for an intervention room. This year we are allocating our funding to secure an Intervention room and Instructor. This will help with Tier II & III services for these needs. We have also noticed an increase in "vaping" on campus. we are doing regular sweeps of the restrooms, but are also trying to be a pilot school for a new "anti-vaping" monitoring system.

Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

* SSC Meeting 1: 8/31/22 Discuss SSC voting that is upcoming. Discuss delegating ELAC to SSC. List of meeting dates for the year.

* SSC Meeting 2: 9/21/22 Nominate Student Representative, Purpose and function of SSC- Roles and Responsibilities, and review SPSA funding. Discuss before and after school programs. We had an ELAC Meeting prior to this meeting.

* SSC Meeting 3: 11/2/22 Discuss and approve the newly updated Bylaws. Discuss and approve Site Safety Plan and Budget. We had an ELAC Meeting prior to this meeting.

* SSC Meeting 4: 3/22/23 Needs Assessment Review and Preliminary discussion of the 2019-20 SPSA actions, strategies, and expenditures. We also discussed tutoring programs. We had an ELAC Meeting prior to this meeting.

* SSC Meeting 5: 4/26/23 Reviewed SPSA Evaluation. Reviewed Title I and Supplemental Concentration Budgets. Approved the 2021-2022 SPSA Budget. This is our last meeting, we celebrated our SSC Team.

* Develop a comprehensive Single Plan for Student Achievement
* Develop a budget aligned to Consolidated Application Funds and
* LCAP funds requiring discussion and approval from the SSC.
* Recommend Single Plan for Student Achievement (SPSA) to the
* DSUSD school board on a yearly basis.
* Periodic and continual review of effectiveness of goals and strategies

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

The SPSA was impacted based upon the surplus of new ELOP funding, staffing allocation, the need to keep and increase after school tutoring, as well as a site-wide goal to improve student relations and address SEL needs. Several groups were consulted to include, Site Leadership, The Site's SEAL Team, Site AVID Team and School Site Council.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	$106,477
Total Centralized Services:	$131,800
Total Supplemental Concentration Funds	$165,209
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$271,686.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

We implement MTSS and Tier I, Tier II and Tier III practices as supplemental services for our at-risk students. Additionally, we added weekly SEL Videos, with grade level specific content. We are planning to add an "Intervention Classroom" to address the academic, behavior and social emotional needs of our students. This is where a member off our instructional team will run a class with at-risk students on a rotational basis. We are also planning on adding the PLUS Program, as an Advisory class. This will support students helping students. This will complinet the work we do in MTSS. English Learners, homeless youth, and foster youth will benefit from the above-mentioned programs, in addition to one-on-one regular counselor/facilitator check-ins and goal setting. Before and After School Tutoring programs will continue to help meet the needs of our all learners. This will include the addition of any existing or new ELOP (Expanded Learning Opportunity Program).

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.18%	0.1%	1	2	1
African American	1.5%	0.92%	0.77%	17	10	8
Asian	2.1%	2.56%	2.68%	25	28	28
Filipino	0.6%	0.64%	0.77%	7	7	8
Hispanic/Latino	70.0%	72.07%	74.16%	817	787	775
Pacific Islander	0.3%	0.09%	0.1%	3	1	1
White	21.9%	20.33%	18.28%	256	222	191
Multiple/No Response	3.0%	2.20%	1.82%	35	24	19
			Total Enrollment	1,167	1092	1045

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	371	334	339
Grade 7	401	365	338
Grade 8	395	393	368
Total Enrollment	1,167	1,092	1,045

Conclusions based on this data:

1. This trend shows our enrollment numbers are declining over the past few school years.
2. We need to continue to focus on our Chronic Absentee students in all student groups.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	109	128	111	9.30%	11.7%	10.6%
Fluent English Proficient (FEP)	238	212	190	20.40%	19.4%	18.2%
Reclassified Fluent English Proficient (RFEP)	29			26.6%		

Conclusions based on this data:

1. Our EL population enrollment numbers are decreasing.
2. We had a nice increase in the number of students the were reclassified (RFEP) from 20-21 to 21-22.
3. We will continue to refine practices that allow for more students to be reclassified.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	359	319		0	314		0	314		0.0	98.4	
Grade 7	385	356		0	354		0	354		0.0	99.4	
Grade 8	375	379		0	375		0	375		0.0	98.9	
All Grades	1119	1054		0	1043		0	1043		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2509.			13.06			24.84			34.08			28.03	
Grade 7		2543.			15.54			33.33			24.58			26.55	
Grade 8		2550.			9.60			34.93			29.60			25.87	
All Grades	N/A	N/A	N/A		12.66			31.35			29.24			26.75	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		11.15			59.55			29.30	
Grade 7		14.69			62.99			22.32	
Grade 8		16.27			57.60			26.13	
All Grades		14.19			60.02			25.79	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		12.10			56.05			31.85	
Grade 7		20.62			57.63			21.75	
Grade 8		11.73			62.93			25.33	
All Grades		14.86			59.06			26.08	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		14.97			68.79			16.24	
Grade 7		11.86			75.99			12.15	
Grade 8		13.60			71.47			14.93	
All Grades		13.42			72.20			14.38	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		12.42			71.02			16.56	
Grade 7		18.64			62.99			18.36	
Grade 8		16.80			66.93			16.27	
All Grades		16.11			66.83			17.07	

Conclusions based on this data:

1. 2021-2022 CAASPP provide a baseline for the 2022-2023 year.
2. Reading & Writing are the two areas that we have the largest amount of students at "Below Standard". This can be addressed via essential standard selection during the PLC Cycles.
3. We look forward to analyzing this year's data, and comparing to last year's data.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	359	319		0	314		0	313		0.0	98.4	
Grade 7	385	356		0	354		0	354		0.0	99.4	
Grade 8	375	379		0	376		0	374		0.0	99.2	
All Grades	1119	1054		0	1044		0	1041		0.0	99.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2514.			15.65			16.93			37.06			30.35	
Grade 7		2524.			16.38			19.21			26.27			38.14	
Grade 8		2530.			15.51			16.58			24.60			43.32	
All Grades	N/A	N/A	N/A		15.85			17.58			28.91			37.66	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.42			50.48			36.10	
Grade 7		20.90			42.66			36.44	
Grade 8		16.31			49.47			34.22	
All Grades		17.00			47.45			35.54	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		11.82			58.79			29.39	
Grade 7		14.12			56.50			29.38	
Grade 8		14.71			53.48			31.82	
All Grades		13.64			56.10			30.26	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		12.14			68.37			19.49	
Grade 7		16.67			61.86			21.47	
Grade 8		10.70			64.71			24.60	
All Grades		13.16			64.84			22.00	

Conclusions based on this data:

1. 2021-2022 CAASPP provide a baseline for the 2022-2023 year.
2. Concepts & Procedures has the largest amount of students "Below Standard". This can be addressed via essential standard selection during the PLC Cycles.
3. We look forward to analyzing this year's data, and comparing to last year's data.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1485.8	1539.4		1491.4	1535.8		1479.8	1542.7		40	42	
7	1520.1	1537.1		1528.6	1526.5		1511.2	1547.1		39	30	
8	1516.5	1564.7		1524.2	1567.4		1508.3	1561.8		25	34	
All Grades										104	106	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	15.00	23.81		30.00	52.38		32.50	16.67		22.50	7.14		40	42	
7	20.51	26.67		30.77	40.00		38.46	16.67		10.26	16.67		39	30	
8	24.00	26.47		36.00	50.00		24.00	20.59		16.00	2.94		25	34	
All Grades	19.23	25.47		31.73	48.11		32.69	17.92		16.35	8.49		104	106	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	30.00	47.62		42.50	38.10		7.50	9.52		20.00	4.76		40	42	
7	38.46	36.67		38.46	33.33		12.82	16.67		10.26	13.33		39	30	
8	32.00	44.12		44.00	44.12		12.00	11.76		12.00	0.00		25	34	
All Grades	33.65	43.40		41.35	38.68		10.58	12.26		14.42	5.66		104	106	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	2.50	7.14		20.00	33.33		40.00	42.86		37.50	16.67		40	42	
7	7.69	16.67		15.38	20.00		41.03	36.67		35.90	26.67		39	30	
8	8.00	14.71		28.00	26.47		20.00	52.94		44.00	5.88		25	34	
All Grades	5.77	12.26		20.19	27.36		35.58	44.34		38.46	16.04		104	106	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.50	33.33		57.50	57.14		30.00	9.52		40	42	
7	10.26	13.33		61.54	60.00		28.21	26.67		39	30	
8	12.00	32.35		64.00	58.82		24.00	8.82		25	34	
All Grades	11.54	27.36		60.58	58.49		27.88	14.15		104	106	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	70.00	57.14		12.50	40.48		17.50	2.38		40	42	
7	79.49	56.67		12.82	30.00		7.69	13.33		39	30	
8	80.00	50.00		12.00	50.00		8.00	0.00		25	34	
All Grades	75.96	54.72		12.50	40.57		11.54	4.72		104	106	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.00	11.90		22.50	52.38		67.50	35.71		40	42	
7	10.26	13.33		30.77	46.67		58.97	40.00		39	30	
8	28.00	32.35		20.00	26.47		52.00	41.18		25	34	
All Grades	14.42	18.87		25.00	42.45		60.58	38.68		104	106	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.00	21.43		75.00	76.19		20.00	2.38		40	42	
7	7.69	23.33		79.49	63.33		12.82	13.33		39	30	
8	4.00	5.88		72.00	94.12		24.00	0.00		25	34	
All Grades	5.77	16.98		75.96	78.30		18.27	4.72		104	106	

Conclusions based on this data:

1. We have a small amount more ELs than we did in previous years.
2. Our data shows both success and need, depending upon the grade level and tested area.
3. The Writing Language and Reading Domains seems to be our greatest area of need.

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**
1,092	**71.2**	**11.7**	**0.3**
Total Number of Students enrolled in John Glenn Middle School (International Studies).	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	128	11.7
Foster Youth	3	0.3
Homeless	3	0.3
Socioeconomically Disadvantaged	777	71.2
Students with Disabilities	121	11.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	0.9
American Indian	2	0.2
Asian	28	2.6
Filipino	7	0.6
Hispanic	787	72.1
Two or More Races	24	2.2
Pacific Islander	1	0.1
White	222	20.3

Conclusions based on this data:

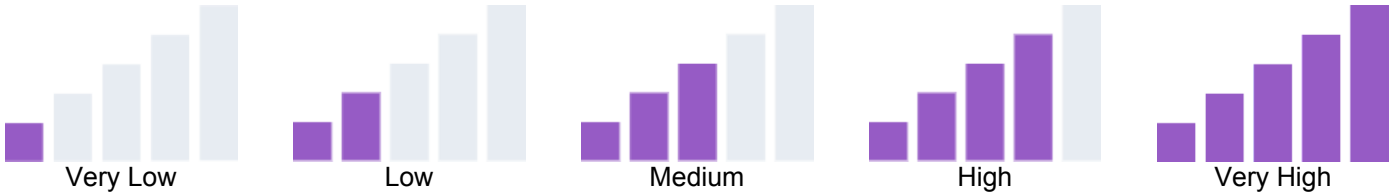
1. This is older data. We will analyze any updated dashboard data when it arrives.
2. The majority of our students are Hispanic @ over 72%
3. Our SWDs and ELs are nearly the same percentage of our population.

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

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. Our Chronic Absenteeism is a major need for improvement at our site. It would be great if the site was provided with an Attendance Facilitator, instead of placing yet another burden upon the principal (with no support).
2. We are working diligently on providing "positive incentives and recognition" to help develop a positive student culture, while reducing suspensions and incidents simultaneously. The best way to achieve this is a school-wide

initiative that ultimately improves students connections to each other and the staff, by making school more relevant and enjoyable for all of our students.

3. Math & ELA are also areas of need.

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.

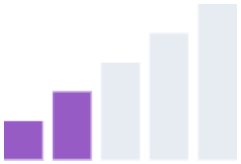
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	1	0

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

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

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
14.1 points below standard	43.5 points below standard	7 Students
1040 Students	256 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
57.9 points below standard	22.3 points below standard	102.9 points below standard
12 Students	741 Students	117 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 10 Students	No Performance Level 2 Students	No Performance Level 48.2 points above standard 28 Students	No Performance Level 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 24.4 points below standard 754 Students	No Performance Level 13.9 points above standard 22 Students	No Performance Level 1 Student	High 13.6 points above standard 205 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
103.4 points below standard 98 Students	6.3 points below standard 158 Students	10.4 points below standard 712 Students

Conclusions based on this data:

1. The majority of our learners fall within the LOW category.
2. EL and RFEP students are also sometimes classified as socioeconomically disadvantaged. We need to establish impactful long term supports to address both the language and socioeconomic needs of these students.
3. Overall , our students are performing LOW in ELA

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	1	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

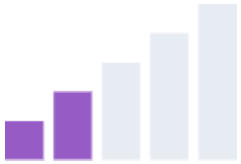
All Students

Low

44.2 points below standard

1041 Students

English Learners



Low

80.2 points below standard

256 Students

Foster Youth

No Performance Level

7 Students

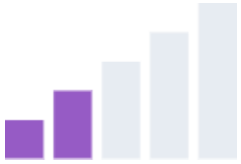
Homeless

No Performance Level

92.2 points below standard

12 Students

Socioeconomically Disadvantaged

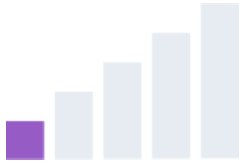


Low

54.5 points below standard

742 Students

Students with Disabilities



Very Low

132.7 points below standard

118 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
10 Students	2 Students	19.0 points above standard	7 Students
		28 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	Medium
57.7 points below standard	0.3 points above standard	1 Student	3.1 points below standard
753 Students	23 Students		206 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
138.3 points below standard	44.1 points below standard	36.1 points below standard
98 Students	158 Students	713 Students

Conclusions based on this data:

1. The majority of our students are in the LOW rating. We look to move each of these groups forward next year.
2. Our students with disabilities (LOW) would benefit from a more blended program to get instruction made more comprehensible for them, and a plan is underway to achieve that with a Collaborative Scholars Group or Tutorials for All.

3. Our White students performed at MEDIUM.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

51.0 making progress towards English language proficiency

Number of EL Students: 98 Students

Performance Level: 3

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
20.4%	28.6%	2.0%	49.0%

Conclusions based on this data:

1. The data showing 20.4% dropped show an area of need and focus. This is lower than last year.
2. Nearly 50% progress rate is positive.

3. We would like to decrease the number of students that "decreased by one level", while increasing "Maintained or Pregresed One Level" status.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. As an AVID school, we regularly discuss the College Life, Going to College, Getting into College, A-G requirements, etc. We will continue this strategy.
2. There is no data to base a conclusion.
3. This is a district and HS goal

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).

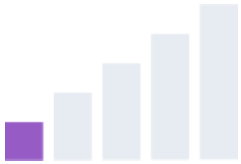
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
6	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

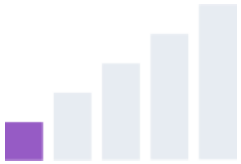


Very High

25.2% Chronically Absent

1115 Students

English Learners



Very High

24% Chronically Absent

146 Students

Foster Youth

No Performance Level

Less than 11 Students

7 Students

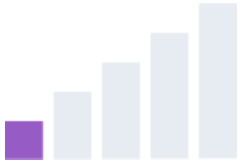
Homeless

No Performance Level

20% Chronically Absent

15 Students

Socioeconomically Disadvantaged

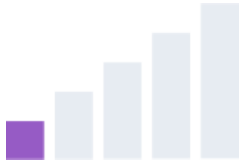


Very High

29.2% Chronically Absent

798 Students

Students with Disabilities



Very High

37.2% Chronically Absent

129 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	3.4% Chronically Absent	Less than 11 Students
10 Students	2 Students	29 Students	7 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High	No Performance Level	Very High
27.1% Chronically Absent	40% Chronically Absent	Less than 11 Students	20.7% Chronically Absent
804 Students	35 Students	1 Student	227 Students

Conclusions based on this data:

1. The chronic absenteeism rate for our "students with disabilities" is understandable, as many of our Severely Handicapped students (SH) have physical frailty and have been out for medical treatment.
2. The rate of the Two or more races is much higher than the rate than other subgroups.
3. We need to start next year holding meeting with this year's Chronic absent students to establish a plan, goals and regular check-ins. This will be prior to holding SART meetings, as a proactive approach.

School and Student Performance Data

Academic Engagement
Graduation 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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. There is no data to base a conclusion. This is a district and HS goal.

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.

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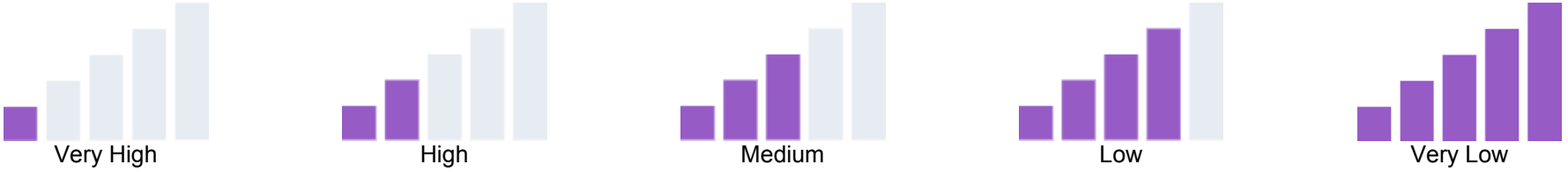


This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	1	4	0	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

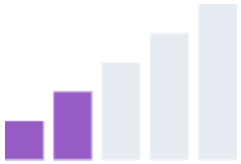
All Students

Medium

6.3% suspended at least one day

1150 Students

English Learners



High

10.1% suspended at least one day

148 Students

Foster Youth

No Performance Level

Less than 11 Students

7 Students

Homeless

No Performance Level

13.3% suspended at least one day

15 Students

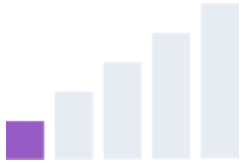
Socioeconomically Disadvantaged

Medium

7.1% suspended at least one day

820 Students

Students with Disabilities



Very High

13.7% suspended at least one day

139 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	Less than 11 Students
10 Students	2 Students	30 Students	7 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Medium	No Performance Level	Medium
6.5% suspended at least one day	7.9% suspended at least one day	Less than 11 Students	5.2% suspended at least one day
830 Students	38 Students	1 Student	232 Students

Conclusions based on this data:

1. Our diverse clientele are being treated equitably and no group is being suspended at a measurably higher rate than "all students".
2. We are going to adopt an Intervention Room for the 2023-2024 year. This will offer opportunities for In School suspension and interventions.
3. The suspension rate is too high, but we must have alternate means of corrections in place to help reduce these numbers. There needs to be a cultural shift around this data.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:
- [X] Priority 1: Basic (Conditions of Learning)
- [X] Priority 2: State Standards (Conditions of Learning)
- [X] Priority 3: Parental Involvement (Engagement)
- [X] Priority 4: Pupil Achievement (Pupil Outcomes)
- [X] Priority 6: School Climate (Engagement)
- [X] Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
10 points above standard: Increase by +3 points SED: 1.4 SWD: -23.6 EL: -10.2 Hispanic: 5.3 White 39.8 Asian 62.8 Expected Outcome i-Ready READING GOALS 2022-2023 ALL: 80% EL: 43% SWD: 55% Hispanic: 71%	2021-2022 CAASPP (ELA): 43.04% Proficient SED: 36.82% SWD: 5.65% EL: 6.78% Hispanic: 38.74% White: 54.98% Asian: 60.00% Expected Outcome i-Ready READING GOALS 2022-2023 (Proficiency) ALL: 53% EL: 3% SWD: 9% Hispanic: 44%
6.95 points below standards: Increase by +3 points SED: -28.7 SWD: -56.7	2021-2022 CAASPP (Math): 33.12% Proficient SED: 27.80% SWD: 6.4% EL: 4.27%

Expected Outcomes	Actual Outcomes
EL: -35.2 Hispanic: -25.7 White: 23.4 Asian: 83.9 Expected Outcome i-Ready MATH GOALS 2022-2023 ALL: 69% EL: 60% SWD: 59% Hispanic: 71%	Hispanic: 26.84% White: 51.43% Asian: 50.00% Expected Outcome i-Ready MATH GOALS 2022-2023 (Proficiency) ALL: 24% EL: 0% SWD: 0% Hispanic: 19%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will receive instruction using standards-based State/District adopted core programs.	Students received instruction using standards-based State/District adopted core programs.	District	
All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.	All English learners received both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD was provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.	District	
Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	Instructional staff received additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	Centralized Services Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Through the District MTSS process, the Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	Through the District MTSS process, the Guiding Coalition will used data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	Centralized Services Title I	
Through the District TRAC process, the Site Leadership Teams use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics.	Through the District TRAC process, the Site Leadership Teams used data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics.	Centralized Services Title I	
Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	We provided opportunities for Before/During/After school reading, math and ELD interventions for students not meeting standards.	District	
Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	When applicable, teachers continued to receive professional development on evidenced-based strategies to support all learners.	Centralized Services Title I	
Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	We have a Site Facilitator/Instructional Coach and an IB Coordinator/Instructional Coach to support teachers in best first instruction, intervention and enrichment.	Centralized Services Title I	
Provide a full-time counselor to support site multitiered intervention	We have two full-time counselors and a SBMHT to support site multi-	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions.	tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions.		
Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	The district provided extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Centralized Services Title I	
Provide support for early literacy and foundational skills to support students below grade level.	The district provided support for early literacy and foundational skills to support students below grade level.	Centralized Services Title I	
Provide Extra Duty or Release Time for staff prior to the start-up of school, before school, during school, and/or after school for planning, meetings, leadership and staff development to support students improved achievement in Math, ELA and all other content areas, to include electives and extra curricular activities. This also includes planning time for the SPED teachers to review caseloads. This action is designed to improve student achievement based on their identified needs and close the achievement gap.	We provided Extra Duty or Release Time for staff prior to the start-up of school, before school, during school, and/or after school for planning, meetings, leadership and staff development to support students improved achievement in Math, ELA and all other content areas, to include electives and extra curricular activities. This also includes planning time for the SPED teachers to review caseloads. This action is designed to improve student achievement based on their identified needs and close the achievement gap.	Title I 21,000.00 Supplemental/Concentration 22,000.00	14,000 16,320
Provide funding for transportation, meals, substitute coverage, lodging, materials and registration for conferences, and professional development opportunities to support student achievement in ELA, Math, and all other content areas that targets closing the	we provide funding for transportation, meals, substitute coverage, lodging, materials and registration for conferences, and professional development opportunities to support student achievement in ELA, Math, and all other content areas that targets	Title I 21,000.00 Supplemental/Concentration 21,500.00	11,910 6,700

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
achievement gap. This could also include a presenter.	closing the achievement gap. This could also include a presenter.		
Provide funding for additional AVID tutors to maintain a 7:1 ratio of tutors to students.	Funding was provided for additional AVID tutors to maintain a 7:1 ratio of tutors to students.	Title I 10,423.00	9,100
To provide funding for site-wide student based activities via the Counseling Department.This can include Red Ribbon Week, SEL assemblies, anti-bullying activities, Cyber lessons/presentations, etc.	We provided funding for site-wide student based activities via the Counseling Department.This can include Red Ribbon Week, SEL assemblies, anti-bullying activities, Cyber lessons/presentations, etc.	Supplemental/Concentration 9,000.00	4,000
Provide funding to purchase equipment/technology, including: LFD's, tablets, projectors, cameras, scientific instruments, music instruments, printers, and audiovisual systems to support student achievement, in all areas of the school where instruction, professional collaboration or student activities occur.	Funding was provided to purchase equipment/technology, including: LFD's, tablets, projectors, cameras, scientific instruments, music instruments, printers, and audiovisual systems to support student achievement, in all areas of the school where instruction, professional collaboration or student activities occur.	Supplemental/Concentration 14,209	10,300
Provide funding to purchase technology, school supplies and instructional materials such as: LFDs, LCDs, Consumables, Student Organizational Binders, Notebooks, and other items that will support student achievement in ELA and Math.	Funding was provided to purchase technology, school supplies and instructional materials such as: LFDs, LCDs, Consumables, Student Organizational Binders, Notebooks, and other items that will support student achievement in ELA and Math. We used our	Title I 11,000.00	1,800

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	ESSER to cover the cost of this goal.		
Provide funding to support and provide parent outreach around support of ELA, Math, and technology access, to support the specialized needs of at risk students, and to help and close the achievement gap.	We provided funding to support and provide parent outreach around support of ELA, Math, and technology access, to support the specialized needs of at risk students, and to help and close the achievement gap. The district used their funds to pay for the Parent University. These funds went unused.	Title I 5,000.00	0
Provide funding to support other non ELA/Math content areas to include: Science, I&S, F. Language, Electives and "The Arts" programs (Art, Music and Theater) with supplies and enhanced equipment, supplies and technology. This funding also includes student recognition awards (ribbons, medals, trophies, etc).	We provided funding to support other non ELA/Math content areas to include: Science, I&S, F. Language, Electives and "The Arts" programs (Art, Music and Theater) with supplies and enhanced equipment, supplies and technology. This funding also includes student recognition awards (ribbons, medals, trophies, etc).	Supplemental/Concentration 20,000.00	12,000
Provide Funding to support the Robotics Program. Funds will purchase new robotics equipment, upgrade technology, batteries, pay for professional development, entry fees to competitions and events, along with student transportation, awards, and other related fees.	Funding was provided to support the Robotics Program. Funds will purchase new robotics equipment, upgrade technology, batteries, pay for professional development, entry fees to competitions and events, along with student transportation, awards, and other related fees.	Supplemental/Concentration 8,500.00	4,200
Provide funding for software licenses to include Accelerated	We provided funding for software licenses to include BrainPop,	Title I 20,000.00	5,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Reader, BrainPop, Edpuzzle, Nearpod, Teachers Pay Teachers, and/or other approved software programs to support student achievement.	Edpuzzle, Teachers Pay Teachers, and/or other approved software programs to support student achievement.	Supplemental/Concentration 14,000.00	12,500
Provide Staffing for before or after school tutoring to support at risk students in the areas of math and language arts instruction.	We provided staffing for before or after school tutoring to support at risk students in the areas of math and language arts instruction.	Title I 12,000.00 Supplemental/Concentration	10,725
Provide a Summer Jumpstart Program: Ready Redhawks to support the academic and social emotional needs of our students prior to the beginning of the next school year.	We didn't need the provided funding for the Summer Jumpstart Program: Ready Redhawks to support the academic and social emotional needs of our students prior to the beginning of the next school year. This was due to ELOP funding. These funds were transferred to other goals.	Title I 7,000.00 Supplemental/Concentration 5,000.00	0 0
Provide for a coach and/or advisor for the school's Esports Club. This will provide extra duty for the coach and/or advisor, during their time supporting the team.	We provide for a coach and/or advisor for the school's Esports Club. This will provide extra duty for the coach and/or advisor, during their time supporting the team.	Supplemental/Concentration 3,500.00	3,500
Provide Extra Duty Pay for the Drama Director and Music Director for student Theatrical performances.	We didn't need the provided funding for the Drama Director and Music Director for student Theatrical performances. This was due to ELOP funding. These funds were transferred to other goals.	Supplemental/Concentration 9,000.00	0

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Action #14: This was FULLY Implemented.To provide Extra Duty or Release Time for staff prior to the start-up of school, before school, during school, and/or after school for planning, meetings, leadership and staff development to support students improved
achievement in Math, ELA and all other content areas, to include electives and extracurricular activities. This also includes planning time for the SPED teachers to review caseloads.

Action #15: This was FULLY Implemented. To provide funding for transportation, meals, substitute coverage, lodging, materials and registration for conferences, and professional development opportunities to support student achievement in ELA, Math, and all other
content areas that targets closing the achievement gap. This could also include a presenter.

Action #16: This was FULLY Implemented. To provide funding for additional AVID tutors to maintain a 7:1 ratio of tutors to students.

Action #17: This was FULLY Implemented. To provide funding for site-wide student based activities via the Counseling Department.

Action #18: This was FULLY Implemented.To provide funding to purchase equipment/technology, including: LFD's, tablets, projectors, cameras, scientific instruments, music instruments, printers, and audiovisual systems to support student achievement, in all areas
of the school where instruction, professional collaboration or student activities occur.

Action #19: This was PARTIALLY Implemented. We used ESSER funds to cover much of the costs for this goal. To provide funding to purchase technology, school supplies and instructional materials such as: LFDs, LCDs, Consumables, Student Organizational
Binders, Notebooks, and other items that will support student achievement in ELA and Math.

Action #20: This was NEVER Implemented. We provided funding to support and provide parent outreach via Parent University. The district used their funds to pay for this, so we didn't need to utilize our funding.

Action #21: This was FULLY Implemented. To provide funding to support other non ELA/Math content areas to include: Science, I&S, F. Language, Electives and "The Arts" programs (Art, Music and Theater) with supplies and enhanced equipment, supplies and
technology. This funding also includes student recognition awards (ribbons, medals, trophies, etc).

Action #22: This was FULLY Implemented. To provide Funding to support the Robotics Program.

Action #23: This was FULLY Implemented. To provide funding for software licenses to include Accelerated Reader, BrainPop, Edpuzzle, Nearpod, Teachers Pay Teachers, and/or other approved software programs to support student achievement.

Action #24: This was FULLY Implemented. To provide Staffing for before or after school tutoring to support at risk students in the areas of math and language arts instruction.

Action #25: This was NEVER Implemented (due to district funding).To provide a Summer Jumpstart Program: Ready Redhawks to support the academic and social emotional needs of our students prior to the beginning of the next school year.

Action #26: This was Partially Implemented (due to limited esports activities). To provide for a coach and/or advisor for the school's Esports Club. This will provide extra duty for the coach and/or advisor, during their time supporting the team.

Action #27: This was NEVER Implemented (due to ELOP funding for this).To provide Extra Duty Pay for the Drama Director and Music Director for student Theatrical performances.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Action #14: This action was effective and needed to keep staff trained. To provide Extra Duty or Release Time for staff prior to the start-up of school, before school, during school, and/or after school for planning, meetings, leadership and staff development to support students improved achievement in Math, ELA and all other content areas, to include electives and extracurricular activities. This also includes planning time for the SPED teachers to review caseloads.

Action #15: This action was effective :(To provide funding for transportation, meals, substitute coverage, lodging, materials and registration for conferences, and professional development opportunities to support student achievement in ELA, Math, and all other content areas that targets closing the achievement gap. This could also include a presenter).

Action #16: This action was effective. It's a challenge to secure and keep quality AVID tutors: (To provide funding for additional AVID tutors to maintain a 7:1 ratio of tutors to students).

Action #17: This action was effective: (To provide funding for site-wide student based activities via the Counseling Department).

Action #18: This action was effective: (To provide funding to purchase equipment/technology, including: LFD's, tablets, projectors, cameras, scientific instruments, music instruments, printers, and audiovisual systems to support student achievement, in all areas of the school where instruction, professional collaboration or student activities occur).

Action #19: This action was effective: Esser funds we used for the majority of purchased items in this goal. (To provide funding to purchase technology, school supplies and instructional materials such as: LFDs, LCDs, Consumables, Student Organizational Binders, Notebooks, and other items that will support student achievement in ELA and Math).

Action #20: This action was effective: (The district provided funding to support and provide parent outreach).

Action #21: This action was effective: (To provide funding to support other non ELA/Math content areas to include: Science, I&S, F. Language, Electives and "The Arts" programs (Art, Music and Theater) with supplies and enhanced equipment, supplies and technology. This funding also includes student recognition awards (ribbons, medals, trophies, etc)).

Action #22: This action was effective: (To provide Funding to support the Robotics Program).

Action #23: This action was effective. We eliminated Accelerated Reader this year: (To provide funding for software licenses to include Accelerated Reader, BrainPop, Edpuzzle, Nearpod, Teachers Pay Teachers, and/or other approved software programs to support student achievement).

Action #24: This action was effective. It would be great to have more teacher and student participation: (To provide Staffing for before or after school tutoring to support at risk students in the areas of math and language arts instruction).

Action #25: This action was not utilized due to ELOP funding: (To provide a Summer Jumpstart Program to support the academic and social emotional needs of our students prior to the beginning of the next school year).

Action #26: This action was not fully utilized due to lack of Esports events: (Provide for a coach and/or advisor for the school's Esports Club. This will provide extra duty for the coach and/or advisor, during their time supporting the team).

Action #27: This action was not utilized due to ELOP funding: (Provide Extra Duty Pay for the Drama Director and Music Director for student Theatrical performances).

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Any discrepancy within budgets is due to the extremely large amount of ESSER (Learning Loss) Funds and ELOP Funds. Both of these funding sources far exceeds all of my combined site funds. We pulled from those funds first.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We will be providing funding for a Certificated Intervention Instructor for 2023-2024. This will help to provide support for academic, social/emotional and behavioral needs of our students.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities:
- X Priority 4: Pupil Achievement (Pupil Outcomes)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 7: Course Access (Conditions of Learning)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
5.5% of students are chronically absent SED: 10.5 SWD: 12.0 EL: 8.3 Hispanic: 9.8 Foster Youth: 13.4 Homeless 14.7 White: 9.8 Asian: 9.8 African American: 9.8 Filipino: 9.8 American Indian: 9.8 Two or More Races: 9.8 Pacific Islander: 9.8	33.4% of students are chronically absent SED: 31.2% SWD: 44.9% EL: 38.7% Hispanic: 35.7% Foster Youth: 45.8% Homeless 52.8% White: 25.4% Asian: 16.3% African American: 29.1% Filipino: 0 American Indian: 0 Two or More Races: 30.3% Pacific Islander: 0

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create a college and career going culture through school activities, events or experiences.	We have created a college and career going culture through school activities, events or experiences.	District	
Provide enrichment opportunities for all students.	Enrichment opportunities for all students.	District	
Implement AVID structures/strategies to support student learning.	AVID structures/strategies to support student learning are implemented at our site.	District	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

These are DSUSD actions, and not specific to our site.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

These are DSUSD actions, and not specific to our site.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

These are DSUSD actions, and not specific to our site.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

These are DSUSD actions, and not specific to our site.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

State Priorities:
- X Priority 1: Basic (Conditions of Learning)
- X Priority 3: Parental Involvement (Engagement)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 6: School Climate (Engagement)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
Suspension rate is 2.9% SED: 13.2 SWD: 20.7 EL: 18.2 Hispanic: 12.7 Foster Youth: 44.6 Homeless 13.1 White: 12.7 Asian: 12.7 African American: 12.7 Filipino: 12.7 American Indian: 12.7 Two or More Races: 12.7 Pacific Islander: 12.7	Suspension rate is 3.6% SWD: 7.9% EL: 6.2% Hispanic: 3.9% Foster Youth: 0.0% Homeless 0.0% White: 3.8% Asian: 0.0% African American: 0.0% Filipino: 0.0% American Indian: 0.0% Two or More Races: 0.0% Pacific Islander: 0.0%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide activities and protocols for improving attendance.	We provided activities and protocols for improving attendance.	District	
Provide multi-tiered tools, strategies and supports to address school climate and culture.	We provide multi-tiered tools, strategies and supports to address school climate and culture.	District	
Implement AVID structure/strategies to support student learning.	AVID structure/strategies have been implemented to support student learning.	District	
Incorporate strategies to ensure a safe and positive environment.	We have incorporated strategies to ensure a safe and positive environment.	District	
Provide Funding for site security improvements such as: additional security cameras, safety/security equipment, locks, barricades, emergency bin items, window coverings for classrooms, and security cart repair/replacement.	We provided funding for site security improvements such as: additional security cameras, safety/security equipment, locks, barricades, emergency bin items, window coverings for classrooms, and security cart repair/replacement.	Supplemental/Concentration 13,000.00	10,883.00
Funding for a site wide Electronic Hall Pass	We did not provide funding for a site wide Electronic Hall Pass. These funds were transferred to other goals/actions.	Supplemental/Concentration 5,000.00	0
Provide funding to support up to two additional school site monitors to provide crosswalk safety and additional supervision at lunch, along with dismissal and pick-up.	We provided funding for one additional school site monitors to provide crosswalk safety and additional supervision at lunch, along with dismissal and pick-up. The district office paid for the cost of the other site monitor. We used ESSER funds fo pay as well.	Supplemental/Concentration 10,000.00	0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Portions were transferred to Action 6, the rest to other goals.		
Provide an SEL/PBIS student information system to assist with MTSS and our site's PBIS initiatives. This will be used to purchase the site wide "HERO" and "In Control" programs, as well as rewards and incentives to support the program.	We provided an SEL/PBIS student information system to assist with MTSS and our site's PBIS initiatives. This will be used to purchase the site wide "HERO" and "In Control" programs, as well as rewards and incentives to support the program.	Supplemental/Concentration 10,500.00	10,402.85
Provide counseling support for site multi tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselor at Middle schools to maintain a 500:1 ratio.	Counseling support was provided for site multi tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselor at Middle schools to maintain a 500:1 ratio	District	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Action 6: This was FULLY Implemented. We provided funding for site security improvements such as: additional security cameras, safety/security equipment, locks, barricades, emergency bin items, window coverings for classrooms, and security cart repair/replacement.

Action 7: This was NEVER implemented. Funding for a site wide Electronic Hall Pass.

Action 8: This was FULLY Implemented. We provided funding to support up to two additional school site monitors to provide crosswalk safety and additional supervision at lunch, along with dismissal and pick-up. Esser funds were utilized for ths goal.

Action 9: This was FULLY Implemented. We provide an SEL/PBIS student information system to assist with MTSS and our site's PBIS initiatives. We purchases the site wide "HERO" and "In Control" programs, as well as rewards and incentives to support the program.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Action 6: (EFFECTIVE) We provided funding for site security improvements such as: additional security cameras, safety/security equipment, locks, barricades, emergency bin items, window coverings for classrooms, and security cart repair/replacement.

Action 7: (NOT EFFECTIVE) We did not provide funding for a site wide Electronic Hall Pass. These funds were transferred to other goals/actions.

Action 8: (EFFECTIVE) We provided funding to support up to two additional school site monitors to provide crosswalk safety and additional supervision at lunch, along with dismissal and pick-up. Esser funds were utilized for ths goal.

Action 9: (EFFECTIVE) We provided an SEL/PBIS student information system to assist with MTSS and our site's PBIS initiatives. This will be used to purchase the site wide "HERO" and "In Control" programs, as well as rewards and incentives to support the
program.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

The only major budget discrepancies were due to not purchasing the Electronic Hall Pass as we had planned in our Preliminary Budget.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We will not be going with the Electronic Hall pass. The school district is purchasing a PBIS system and we are hoping this can support our needs.

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

We need to close the achievement gap with our English Learner population. In doing so, we hope to and reclassify more students. Our tutoring program will be responding to this need. We will also have teacher professional development focussing on strategies for English Learners.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	1 point above standard: Increase by +3 points SED: -14.7 SWD: -86.3 EL: -20 Hispanic: -6.7 White 24.7 Asian 62.7.	10 points above standard: Increase by +3 points SED: -1.6 SWD: -43.6 EL: -13.2 Hispanic: 2.3 White 36.8 Asian 59.8 i-Ready Data: ALL: 78% EL: 41%	10 points above standard: Increase by +3 points SED: 1.4 SWD: -23.6 EL: -10.2 Hispanic: 5.3 White 39.8 Asian 62.8 i-Ready Data: ALL: 80%	10 points above standard: Increase by +3 points SED: 1.2 SWD: -13.6 EL: -7.2 Hispanic: 8.3 White 42.8 Asian 65.8 i-Ready Data: ALL: 82%

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		SWD: 53% Hispanic: 69%	EL: 43% SWD: 55% Hispanic: 71%	EL: 45% SWD: 57% Hispanic: 73%
Academic Indicator Math: Distance from Standard	27.8 points below standards: Increase by +3 points SED: -45.1 SWD: -138. EL: -50.6 Hispanic: -39.7 White: 7.8 Asian: 59.5	6.95 points below standards: Increase by +3 points SED: -31.7 SWD: -76.7 EL: -38.2 Hispanic: -28.7 White: 20.4 Asian: 80.9 i-Ready MATH Data: ALL: 67% EL: 58% SWD: 57% Hispanic: 69%	6.95 points below standards: Increase by +3 points SED: -28.7 SWD: -56.7 EL: -35.2 Hispanic: -25.7 White: 23.4 Asian: 83.9 i-Ready Data: ALL: 69% EL: 60% SWD: 59% Hispanic: 71%	6.95 points below standards: Increase by +3 points SED: -25.7 SWD: -36.7 EL: -33.2 Hispanic: -22.7 White: 26.4 Asian: 86.9 i-Ready Data: ALL: 71% EL: 62% SWD: 61% Hispanic: 73%

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

Action 1

Students will receive instruction using standards-based State/District adopted core programs	District District

Action 2

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District District

Action 3

All English learners receive daily integrated ELD Provided across all content areas.	District Centralized Services

Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.	Title I Centralized Services Centralized Services

Action 5

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.	Title I Centralized Services Centralized Services

Action 6

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards	District District

Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Title I Centralized Services Centralized Services

Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Title I Centralized Services Centralized Services

Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework	District District

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.	Title I Centralized Services Centralized Services

Action 11

Provide support for early literacy and foundational skills to support students below grade level.	Title I Centralized Services

Action 12

Provide Extra Duty or Release Time for staff prior to the start-up of school, before school, during school, and/or after school for planning, meetings, leadership and staff development to support students improved achievement in Math, ELA and all other content areas, to include electives and extra curricular activities. This also includes planning time for the SPED teachers to review caseloads. This action is designed to improve student achievement based on their identified needs and close the achievement gap.	Title I 21,000.00 Supplemental/Concentration 12,500.00

Action 13

Provide funding for transportation, meals, substitute coverage, lodging, materials and registration for conferences, and professional development opportunities to support student achievement in ELA, Math, and all other content areas that targets closing the achievement gap. This could also include a presenter.	Title I 30,000.00 Supplemental/Concentration 10,000.00

Action 14

Provide funding for additional AVID tutors to maintain a 7:1 ratio of tutors to students.	Title I 10,580.00

Action 15

To provide funding for site-wide student based activities via the Counseling Department.This can include Red Ribbon Week, SEL assemblies, anti-bullying activities, Cyber lessons/presentations, etc.	Supplemental/Concentration

	5,000.00

Action 16

Provide funding to purchase equipment/technology, including: LFD's, tablets, projectors, cameras, scientific instruments, music instruments, printers, and audiovisual systems to support student achievement, in all areas of the school where instruction, professional collaboration or student activities occur.	Supplemental/Concentration 5,300.00

Action 17

Provide funding to purchase technology, school supplies and instructional materials such as: LFDs, LCDs, Consumables, Student Organizational Binders, Notebooks, and other items that will support student achievement in ELA and Math.	Title I 20,000.00

Action 18

Provide funding to support and provide parent outreach around support of ELA, Math, and technology access, to support the specialized needs of at risk students, and to help and close the achievement gap.	Title I 7,897.00

Action 19

Provide funding to support other non ELA/Math content areas to include: Science, I&S, F. Language, Electives and "The Arts" programs (Art, Music and Theater) with supplies and enhanced equipment, supplies and technology. This funding also includes student recognition awards (ribbons, medals, trophies, etc).	Supplemental/Concentration 14,209.00

Action 20

Provide Funding to support the Robotics Program. Funds will purchase new robotics equipment, upgrade technology, batteries, pay for professional development, entry fees to competitions and events, along with student transportation, awards, and other related fees.	Supplemental/Concentration 5,000.00

Action 21

Provide funding for software licenses to include BrainPop, Edpuzzle, Nearpod, Teachers Pay Teachers (paid using Supplemental Concentration funds), and/or other approved software programs to support student achievement.	Title I 5,000.00 Supplemental/Concentration 15,000.00

Action 22

Provide Staffing for before or after school tutoring to support at risk students in the areas of math and language arts instruction.	Title I 12,000.00 Supplemental/Concentration 7,000.00

Action 23

Provide a Certificated Intervention Instructor to assist with daily Academic, Behavior and SEL Interventions. This instructor will also "push in" to other classes when support is needed and the "Intervention Room," is not being utilized.	Supplemental/Concentration 57,000.00

Action 24

Provide for a coach and/or advisor for the school's Esports Club. This will provide extra duty for the coach and/or advisor, during their time supporting the team.	Supplemental/Concentration 3,500.00

Action 25

	Supplemental/Concentration

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

7.5% of our students are chronically absent, which inhibits their ability to become college and career ready.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Chronic Absenteeism	10% of students are chronically absent	6% of students are chronically absent SED: 11.0 SWD: 12.5 EL: 8.8 Hispanic: 10.3 Foster Youth: 13.9 Homeless 15.2 White: 10.3 Asian: 10.3 African American: 10.3 Filipino: 10.3 American Indian: 10.3 Two or More Races: 10.3 Pacific Islander: 10.3	5.5% of students are chronically absent SED: 10.5 SWD: 12.0 EL: 8.3 Hispanic: 9.8 Foster Youth: 13.4 Homeless 14.7 White: 9.8 Asian: 9.8 African American: 9.8 Filipino: 9.8 American Indian: 9.8 Two or More Races: 9.8 Pacific Islander: 9.8	5.0% of students are chronically absent SED: 10.0 SWD: 11.5 EL: 7.8 Hispanic: 9.3 Foster Youth: 13.1 Homeless 14.4 White: 9.5 Asian: 9.5 African American: 9.5 Filipino: 9.5 American Indian: 9.5 Two or More Races: 9.5 Pacific Islander: 9.5

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24

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

Action 1

Create a college and career going culture through school activities, events or experiences.	District District

Action 2

Provide enrichment opportunities for all students. To include ELOP.	District District

Action 3

Implement AVID structures/strategies to enhance student learning.	District District

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Social and Emotional support is being provided to improve school safety and build a climate that is inclusive, safe with responsible student behaviors. We need to add additional SEL services to meet the needs of our students after being in Distance and Hybrid Learning during the pandemic.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	Suspension rate is 3.4%	Suspension rate is 3.0% SED: 13.5 SWD: 21.0 EL: 18.5 Hispanic: 13.0 Foster Youth: 44.9 Homeless 13.7 White: 13.0 Asian: 13.0 African American: 13.0 Filipino: 13.0 American Indian: 13.0 Two or More Races: 13.0 Pacific Islander: 13.0	Suspension rate is 2.9% SED: 13.2 SWD: 20.7 EL: 18.2 Hispanic: 12.7 Foster Youth: 44.6 Homeless 13.4 White: 12.7 Asian: 12.7 African American: 12.7 Filipino: 12.7 American Indian: 12.7 Two or More Races: 12.7 Pacific Islander: 12.7	Suspension rate is 2.8% SED: 12.9 SWD: 20.4 EL: 17.9 Hispanic: 12.4 Foster Youth: 44.3 Homeless 13.1 White: 12.4 Asian: 12.4 African American: 12.4 Filipino: 12.4 American Indian: 12.4 Two or More Races: 12.4 Pacific Islander: 12.4

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24

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

Action 1

Provide activities and protocols for improving attendance	District District

Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture.	District District

Action 3

Incorporate strategies to ensure a safe and positive environment	District District

Action 4

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor Middle School Counselors - maintain ratio at 500:1 High School Counselors - maintain ratio at 400:1 Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula	District District

Action 5

Provide Funding for site security improvements such as: additional security cameras, safety/security equipment, locks, barricades, emergency bin items, window coverings for classrooms, and security cart repair/replacement.	Supplemental/Concentration

	4,000.00

Action 6

Provide an SEL/PBIS student istore for PBIS initiatives. This will be used to purchase the site wide rewards and incentives to support the PBIS program	Supplemental/Concentration 4,500.00

Action 7

Provide funding to support up to two additional school site monitors to provide crosswalk safety and additional supervision at lunch, along with dismissal and pick-up.	Supplemental/Concentration 15,700.00

Action 8

This os for our sitewide SEL support. This will fund the purchase of IN CONTROL (SEL Videos) for each grade level.	Supplemental/Concentration 6,500.00

Goals, Actions, & Services

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

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Identified Need

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
CAASPP Distance from Standard (ELA)	N/A	SED: -1.6 SWD: -43.6 EL: -13.2 Hispanic: 2.3 White 36.8 Asian 59.8	SED: 1.4 SWD: -23.6 EL: -10.2 Hispanic: 5.3 White 39.8 Asian 62.8	SED: 1.2 SWD: -13.6 EL: -7.2 Hispanic: 8.3 White 42.8 Asian 65.8
Winter i-Ready Data (ELA)	N/A	ALL: 78% EL: 41% SWD: 53% Hispanic: 69%	ALL: 80% EL: 43% SWD: 55% Hispanic: 71%	ALL: 82% EL: 45% SWD: 57% Hispanic: 73%
CAASPP Distance from Standard (MATH)	N/A	SED: -31.7 SWD: -76.7 EL: -38.2 Hispanic: -28.7 White: 20.4 Asian: 80.9	SED: -28.7 SWD: -56.7 EL: -35.2 Hispanic: -25.7 White: 23.4 Asian: 83.9	SED: -25.7 SWD: -36.7 EL: -33.2 Hispanic: -22.7 White: 26.4 Asian: 86.9

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Winter i-Ready Data (MATH)	N/A	ALL: 67% EL: 58% SWD: 57% Hispanic: 69%	ALL: 69% EL: 60% SWD: 59% Hispanic: 71%	ALL: 71% EL: 62% SWD: 61% Hispanic: 73%

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

Action 1

Provide professional development to include targeted support for students with disabilities.	District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities.	District

Action 3

Increase parent engagement for students with disabilities.	District

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1:				
Actions to be Taken to Reach This Goal	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Professional Development and Teacher Support	8/15/23-6/5/24	8,322 **Total Estimated Cost**: 8,322	8,322	Title I
District ELA Project Facilitator	8/15/23-6/5/24	9,493 **Total Estimated Cost**: 9,493	9,493	Title I
District MATH Project Facilitator	8/15/23-6/5/24	9,982 **Total Estimated Cost**: 9,982	9,982	Title I
Site Instructional Coach	8/15/23-6/5/24	72,364 **Total Estimated Cost**: 72,364	72,364	Title I
Preschool to Elementary Transition	8/15/23-6/5/24	7,581 **Total Estimated Cost**: 7,581	7,581	Title I
Budget Support	8/15/23-6/5/24	1,086 **Total Estimated Cost**: 1,086	1,086	Title I
SFPO Project Facilitator	8/15/23-6/5/24	12,139 **Total Estimated Cost**: 12,139	12,139	Title I
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7,719 **Total Estimated Cost**: 7,719	7,719	Title I
Foster and McKinney-Vento Liaison	8/15/23-6/5/24	3,114 **Total Estimated Cost**: 3,114	3,114	Title I

School Goal #1:				
Actions to be Taken to Reach This Goal	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Total	8/15/23-6/5/24	**Total Estimated Cost**:		

Total Cost For All Actions: 131,800

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After–School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).
Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).
Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP)
Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.
For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.
Other federal funds (list and describe). Create a new row for each separate program.

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	$106,477.00	No
Total amount of federal categorical funds allocated to this school.	$106,477.00	
Total amount of state and federal categorical funds allocated to this school.	$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	$165,209.00	No
Total amount of StateLocal categorical funds allocated to this school.	$165,209.00	
Total amount of state and StateLocal categorical funds allocated to this school.	$271,686	

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:

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

2. 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.

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

Select from:	
[Enter name of consulted group or committee]	[Signature of authorized person]
Todd Biggert (Principal)	
Soledad Carde (SSC President)	

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on:April 26th, 2023.

Attested:

Todd BIggert		
Typed name of school principal	Signature of school principal	Date
Soledad Carde		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Todd Biggert	X				
Karen Miller			X		
Michael Gubler		X			
Kevin Kaul		X			
Tina Burr		X			
Stacy Provenzano		X			
David Budai				X	
Jennifer Claire				X	
Katie Corson				X	
Soledad Carde					X
Arianna Rojo					X
Hector Gonzalez					X
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**