



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Denair Middle School	50 71068 6071575	October 17, 2022	

## Purpose and Description

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

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.

In consultation with the district, Denair Middle School strategically uses federal funds to supplement instructional and support services for low performing students. Our broad goals in the LCAP reflect our mission of empowering tomorrow's leaders through exemplary instruction and powerful innovative programs. When students need more support to meet the academic and social-emotional expectations of school, we provide support through additional highly-trained staff members and other resources such as supplemental instruction and instructional materials.

The district LCAP outlines our state and locally funded activities. All federal funds received by DUSD are aligned with our LCAP goals but provide supplemental support. For example, we use both LCFF Supplemental and Federal Title III funds to provide additional bilingual instructional paraeducators. Title I, Title II and LCFF Supplemental are all used to provide professional development for staff who work with students who need additional support or intervention.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Denair Middle School participated in the California Healthy Kids Survey where all stakeholders had the opportunity to share their input regarding the school and the school district. Overall, the survey showed that student and school connectedness has improved, academic motivation has increased, promotion of parent involvement has increased and perception of caring adults and perception of high expectations for students has increased.

## Classroom Observations

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

The site administrator conducts weekly walk throughs in all classrooms to review the implementation of the adopted curriculum and the effectiveness of the classroom teacher. All teachers that are on evaluation cycle will be evaluated by the school site administration in accordance with district policy using a research-based teacher evaluation tool. In addition, the administrative team comprised of the Superintendent, Director of Special Education, and all site administrators conduct monthly walkthrough observations at all school sites to calibrate expectations and discuss the implementation of district instructional initiatives. Through the years, the middle school has had to endure yearly staff turnover, which has resulted in inconsistent implementation of sound instructional practices. Teachers are coached throughout the year to help them deepen their instructional practice in order to best serve students. Based on ability and needs, teachers are given the opportunity to participate in professional development and one-on-one coaching to expand their methods of instruction.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Administrators and teachers review the results of both state (CAASPP) and local (NWEA and other local benchmarks) assessments on a regular basis to determine the need for student intervention. Students participate in the NWEA Measures of Academic Performance three times a year. This data, along with classroom performance, previous CAASPP scores and teacher input, help school staff identify the students who would benefit from additional academic supports. Student progress is monitored quarterly to determine if the academic interventions are benefitting the student. Students are able to be exited out of academic intervention once they have demonstrated sufficient progress.

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

Administrators and teachers work in grade level and department teams to identify essential standards and develop formative and summative assessments. Classroom teachers implement "Do Now's/Bell Ringers" (warm-ups) and "Exit Tickets" to help drive their instruction on a daily basis. Based on the students' ability to complete the informal daily assessment, the teacher will adjust their instruction to ensure students are receiving sufficient review of the content before moving on to the next topic.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teaching staff are required to attend staff meetings and districtwide professional development in accordance with the collective bargaining agreement (three full days and seven 2-hour inservices).

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

The district's human resources department monitors the credential status and teaching assignments of all teachers in the district on an annual basis using the tools suggested by CDE, including DataQuest reports. District-wide there were only five teachers who were not fully credentialed for their teaching assignment (working as either an intern or under a permit). In each case, the teacher served the entire school population (e.g. taught all sections of grade 6 ELA) while working toward a full credential through an accredited program. Hence, there were no disparities in teacher assignments between low-income/minority students and other students. High staff turnover in the district several years ago resulted in an influx of new teachers to the district. These new teachers are spread throughout the district and not concentrated in one school, program, or grade level.

As part of the instructional materials adoption process, all teachers receive training for newly-adopted programs and curriculum. In addition, professional development for all instructional staff is focused on three areas for the next three years: clear and coherent curriculum, authentic literacy, and sound instruction.

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

In addition to training for adopted instructional materials, professional development for all instructional staff is focused on three areas for the next three years: clear and coherent curriculum, authentic literacy, and sound instruction. These three topics include training and collaboration around understanding the content standards and identifying essential standards, a focus on meaningful speaking, reading and writing in all content areas, and assessment of student performance. The individual professional needs of teachers and support staff are considered when offering professional development opportunities.

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

All newly credentialed teachers participate in an induction program through the county office of education that includes coaching/mentoring and the district provides mentors for intern teachers. In addition, administrators provide instructional coaching for all teachers through a mini-observation and feedback cycle.

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

In addition to weekly staff/team meetings, DMS teachers meet on a regular basis with high school teachers in department teams to ensure vertical articulation in grades 6-12. DMS also utilizes an early release for students once per month to provide additional collaboration time for teachers.

## Teaching and Learning

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

DMS administration and teachers continue to work on aligning curriculum, instruction and materials to content and performance standards. This is an area of focus.

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

According to the DMS bell schedule, the number of instructional minutes for reading/language arts and mathematics exceed the state recommendations/requirements.

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

The DMS master schedule was designed to offer intervention courses throughout the school day in both language arts and mathematics.

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

Our instructional materials sufficiency process ensures that all students have access to appropriate standards-based instructional materials. The Governing Board adopts a resolution certifying instructional material sufficiency each September.

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

Our Instructional Materials Sufficiency process ensures that all students have access to appropriate standards-based instructional materials. We follow a rigorous adoption process for instructional materials.

## **Opportunity and Equal Educational Access**

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

Intervention courses are provided during the school day for students whose academic performance indicates they need additional support. Advancement Via Individual Determination (AVID) courses are available for students in grade 7 and 8, and AVID strategies are utilized by all teachers in all content areas.

Evidence-based educational practices to raise student achievement

Teacher collective efficacy is instrumental to increasing student achievement (ES 1.57, Hattie 2016) so providing ample time for teachers to collaborate and plan together is critical. A focus on effective lesson planning and delivery will provide coherence across our school (5 Episodes of Learning, Teacher Effectiveness Framework, Silver Strong & Associates, 2013). In addition to the AVID strategies, instructional strategies such as "Do Now/Bell Ringers" and Exit Tickets engage students from bell to bell in each class and provide formative assessment data.

## **Parental Engagement**

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

Parents and families at Denair Middle School are provided with the opportunity to attend monthly informational meetings that address a variety of social-emotional and academic needs. The school district provides these monthly parent meetings at the convenience of the families and provides free child care to facilitate parent attendance.

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

Due to the small size of our district, stakeholders from all schools participate in district-level meetings such as DELAC and the District Advisory Committee to receive information and give input for the planning, implementation, and evaluation of all ConApp programs. DMS School Site Council comprised of teachers, parents, and other school personnel, meets four times per year, and welcomes input from all stakeholders. Parent involvement and home-school communication are done through a variety of means including social media, in person meetings/workshops, phone calls and written correspondence.

## Funding

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

After a comprehensive needs assessment, the school developed a school plan that works in conjunction with the LCAP to address the needs of all students, but especially those who are underserved and low-achieving (English Learners, Economically Disadvantaged). The primary focus areas are 1) a safe and positive campus and 2) rigorous and relevant instruction in a strong core academic program. Additional services include counseling, intervention, before/after school support, and a robust child nutrition program. After a period of high turnover, the staff and administration has stabilized, adding highly-qualified and passionate staff each year. Professional development is focused on both academic and social-emotional learning, effective instructional strategies, essential standards, development of common assessments, and data analysis.

Fiscal support (EPC)

Title I, Title II, and other local funds

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

Parents and community members are an essential part of our school. Denair Middle School encourages and believes parent and community involvement is crucial to ensure student achievement. Our parents, community and staff work together in a number of settings and roles including our School Site Council, Parents Supporting Education (PSE) parent club, community events, site volunteering, classroom volunteering, athletic coaching, and dance and field trip chaperoning. The DMS School Site Council meets four times a year to review the district's LCAP and to develop school site goals to help improve student achievement and engagement, as described in this SPSA.

## **Resource Inequities**

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

No resource inequities were identified among student groups.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	11.5%	11.2%	4.31%	26	25	10
African American	0.44%	0.9%	0.86%	1	2	2
Asian	0.88%	0.5%	0.43%	2	1	1
Filipino	0%	%	0.43%	0		1
Hispanic/Latino	6.19%	12.1%	38.79%	14	27	90
Pacific Islander	0%	0.5%	0.43%	0	1	1
White	72.12%	67.7%	48.71%	163	151	113
Multiple/No Response	3.1%	2.2%	2.59%	7	5	6
	<b>Total Enrollment</b>			226	223	232

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	83	60	90
Grade 7	80	84	61
Grade 8	63	79	81
<b>Total Enrollment</b>	226	223	232

### Conclusions based on this data:

1. DMS enrollment has stabilized and has begun to increase. The 21-22 school year was the first year that our Dual Language Immersion program moved up to the middle school level and this has contributed to our increase in enrollment.
2. Further examination of this data revealed that Hispanic/Latino and American Indian student group data was skewed in 19-20 and 20-21 due to the way the information was collected. The actual Hispanic/Latino population is at least the two categories combined due to the correction of the way parents are reporting ethnicity on their annual verification.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	41	45	55	18.1%	20.20%	23.7%
Fluent English Proficient (FEP)	49	42	32	21.7%	18.80%	13.8%
Reclassified Fluent English Proficient (RFEP)	13	3		37.1%	1.30%	

### Conclusions based on this data:

1. In 2018-19, there was a concerted effort on behalf of the district to review and reclassify eligible students. Therefore there is a significant increase in the number/percent of RFEP students in 2019-20.
2. Due to the COVID-19 pandemic, the ELPAC scores were delayed which resulted in the inability to reclassify students before the end of the 20-21 school year. Our reclassification scores are pending for the 21-22 school year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	81	57	87	80	47	85	80	47	85	98.8	82.5	97.7
Grade 7	62	82	62	61	67	58	61	67	58	98.4	81.7	93.5
Grade 8	82	80	86	81	65	84	81	65	84	98.8	81.3	97.7
All Grades	225	219	235	222	179	227	222	179	227	98.7	81.7	96.6

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2470.	2488.	2498.	3.75	4.26	8.24	17.50	19.15	25.88	37.50	44.68	43.53	41.25	31.91	22.35
Grade 7	2495.	2492.	2490.	4.92	4.48	3.45	16.39	20.90	24.14	39.34	32.84	34.48	39.34	41.79	37.93
Grade 8	2523.	2504.	2491.	3.70	1.54	1.19	23.46	26.15	26.19	43.21	29.23	23.81	29.63	43.08	48.81
All Grades	N/A	N/A	N/A	4.05	3.35	4.41	19.37	22.35	25.55	40.09	34.64	33.92	36.49	39.66	36.12

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	6.25	6.38	4.71	45.00	72.34	68.24	48.75	21.28	27.06
Grade 7	6.56	5.97	0.00	42.62	58.21	68.97	50.82	35.82	31.03
Grade 8	9.88	3.08	4.76	56.79	60.00	57.14	33.33	36.92	38.10
All Grades	7.66	5.03	3.52	48.65	62.57	64.32	43.69	32.40	32.16

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	8.75	4.26	10.59	51.25	44.68	56.47	40.00	51.06	32.94
Grade 7	11.48	10.45	5.17	50.82	49.25	56.90	37.70	40.30	37.93
Grade 8	11.11	3.08	2.38	59.26	47.69	47.62	29.63	49.23	50.00
All Grades	10.36	6.15	6.17	54.05	47.49	53.30	35.59	46.37	40.53

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	6.25	4.26	9.41	63.75	80.85	76.47	30.00	14.89	14.12
Grade 7	9.84	1.49	5.17	62.30	83.58	72.41	27.87	14.93	22.41
Grade 8	7.41	6.15	8.33	70.37	78.46	66.67	22.22	15.38	25.00
All Grades	7.66	3.91	7.93	65.77	81.01	71.81	26.58	15.08	20.26

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	8.75	12.77	11.76	45.00	74.47	69.41	46.25	12.77	18.82
Grade 7	9.84	7.46	13.79	47.54	67.16	63.79	42.62	25.37	22.41
Grade 8	12.35	7.69	4.76	49.38	70.77	67.86	38.27	21.54	27.38
All Grades	10.36	8.94	9.69	47.30	70.39	67.40	42.34	20.67	22.91

2019-20 Data:

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

**Conclusions based on this data:**

1. The number of students meeting or exceeding standard on ELA CAASPP went up in 20-22 (29.96%) from about 25.7% in 20-21.
2. We had consistent ELA staff from the 19-20 school year through the 21-22 school year. It's possible that the consistent staffing and vertical articulation/collaboration may have influenced student achievement in this area.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	81	57	87	80	47	85	80	47	85	98.8	82.5	97.7
Grade 7	62	82	62	61	68	60	61	68	60	98.4	82.9	96.8
Grade 8	82	80	86	81	63	84	81	63	84	98.8	78.8	97.7
All Grades	225	219	235	222	178	229	222	178	229	98.7	81.3	97.4

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2452.	2440.	2455.	2.50	0.00	1.18	10.00	6.38	7.06	31.25	27.66	37.65	56.25	65.96	54.12
Grade 7	2485.	2446.	2433.	3.28	0.00	1.67	9.84	8.82	1.67	36.07	25.00	26.67	50.82	66.18	70.00
Grade 8	2498.	2451.	2444.	3.70	0.00	0.00	14.81	6.35	4.76	25.93	22.22	23.81	55.56	71.43	71.43
All Grades	N/A	N/A	N/A	3.15	0.00	0.87	11.71	7.30	4.80	30.63	24.72	29.69	54.50	67.98	64.63

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2.50	0.00	1.18	23.75	27.66	32.94	73.75	72.34	65.88
Grade 7	6.56	0.00	1.67	27.87	47.76	30.00	65.57	52.24	68.33
Grade 8	7.41	0.00	1.19	33.33	36.51	36.90	59.26	63.49	61.90
All Grades	5.41	0.00	1.31	28.38	38.42	33.62	66.22	61.58	65.07

### 2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	6.25	2.13	2.35	36.25	44.68	56.47	57.50	53.19	41.18
Grade 7	4.92	0.00	3.33	45.90	47.06	45.00	49.18	52.94	51.67
Grade 8	8.64	0.00	2.38	39.51	55.56	48.81	51.85	44.44	48.81
All Grades	6.76	0.56	2.62	40.09	49.44	50.66	53.15	50.00	46.72

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	6.25	0.00	5.88	38.75	72.34	62.35	55.00	27.66	31.76
Grade 7	8.20	1.47	0.00	62.30	72.06	53.33	29.51	26.47	46.67
Grade 8	3.70	3.17	0.00	53.09	61.90	57.14	43.21	34.92	42.86
All Grades	5.86	1.69	2.18	50.45	68.54	58.08	43.69	29.78	39.74

2019-20 Data:

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

**Conclusions based on this data:**

1. Student achievement in Mathematics is an area of significant concern and the number of students meeting or exceeding standard on Math CAASPP went down from 7.3% in 20-21 to 5.67% in 21-22.
2. Denair Middle School students were on distance learning the majority of the 20-21 school year and this may have contributed to the decline in math scores.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	1541.2	1519.0	*	1563.6	1509.3	*	1518.0	1528.3	7	11	21
7	*	1515.2	1503.1	*	1513.8	1495.9	*	1516.4	1509.7	10	22	12
8	*	1538.2	1528.3	*	1534.3	1540.3	*	1541.4	1515.8	5	12	14
All Grades										22	45	47

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	27.27	4.76	*	45.45	52.38	*	27.27	28.57	*	0.00	14.29	*	11	21
7	*	22.73	16.67	*	40.91	16.67	*	18.18	33.33	*	18.18	33.33	*	22	12
8	*	16.67	14.29	*	50.00	21.43	*	16.67	42.86	*	16.67	21.43	*	12	14
All Grades	9.09	22.22	10.64	36.36	44.44	34.04	45.45	20.00	34.04	9.09	13.33	21.28	22	45	47

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	54.55	28.57	*	36.36	47.62	*	9.09	9.52	*	0.00	14.29	*	11	21
7	*	40.91	25.00	*	27.27	25.00	*	13.64	25.00	*	18.18	25.00	*	22	12
8	*	25.00	21.43	*	58.33	50.00	*	0.00	14.29	*	16.67	14.29	*	12	14
All Grades	22.73	40.00	25.53	36.36	37.78	42.55	27.27	8.89	14.89	13.64	13.33	17.02	22	45	47

### 2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	0.00	0.00	*	18.18	38.10	*	54.55	42.86	*	27.27	19.05	*	11	21
7	*	18.18	0.00	*	13.64	16.67	*	31.82	50.00	*	36.36	33.33	*	22	12
8	*	8.33	7.14	*	16.67	7.14	*	50.00	28.57	*	25.00	57.14	*	12	14
All Grades	0.00	11.11	2.13	27.27	15.56	23.40	54.55	42.22	40.43	18.18	31.11	34.04	22	45	47

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
6	*	36.36	9.52	*	54.55	76.19	*	9.09	14.29	*	11	21	
7	*	9.09	16.67	*	68.18	41.67	*	22.73	41.67	*	22	12	
8	*	8.33	14.29	*	75.00	42.86	*	16.67	42.86	*	12	14	
All Grades	22.73	15.56	12.77	54.55	66.67	57.45	22.73	17.78	29.79	22	45	47	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
6	*	90.91	33.33	*	9.09	61.90	*	0.00	4.76	*	11	21	
7	*	59.09	41.67	*	22.73	33.33	*	18.18	25.00	*	22	12	
8	*	75.00	71.43	*	16.67	14.29	*	8.33	14.29	*	12	14	
All Grades	45.45	71.11	46.81	50.00	17.78	40.43	4.55	11.11	12.77	22	45	47	

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	0.00	0.00	*	45.45	52.38	*	54.55	47.62	*	11	21
7	*	22.73	0.00	*	13.64	33.33	*	63.64	66.67	*	22	12
8	*	16.67	7.14	*	33.33	14.29	*	50.00	78.57	*	12	14
All Grades	4.55	15.56	2.13	59.09	26.67	36.17	36.36	57.78	61.70	22	45	47

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	18.18	14.29	*	81.82	80.95	*	0.00	4.76	*	11	21
7	*	13.64	0.00	*	68.18	75.00	*	18.18	25.00	*	22	12
8	*	0.00	0.00	*	91.67	71.43	*	8.33	28.57	*	12	14
All Grades	9.09	11.11	6.38	86.36	77.78	76.60	4.55	11.11	17.02	22	45	47

2019-20 Data:

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

**Conclusions based on this data:**

1. English Learners make up about 18% of the student population. We know from local data that many of our English Learners are Long-Term English Learners (LTELs).
2. In 21-22 about 34% of our middle school students scored in the "Moderately Developed" category, while another 34% scored in the "Somewhat Developed" category.
3. Maximizing ELD instruction and providing targeted academic intervention continues to be a high priority at Denair Middle School.

# School and Student Performance Data

## Student Population

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

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>226</b>	<b>61.5</b>	<b>18.1</b>	<b>0.4</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	41	18.1
Foster Youth	1	0.4
Socioeconomically Disadvantaged	139	61.5
Students with Disabilities	27	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4
American Indian	26	11.5
Asian	2	0.9
Hispanic	14	6.2
Two or More Races	7	3.1
White	163	72.1

### Conclusions based on this data:

1. The size of the Students with Disabilities student group is above the state average.
2. The Socioeconomically Disadvantaged student group makes up the vast majority (61%) of the school population.

# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. Both Chronic Absenteeism and Suspension Rates are a concern.
2. Academic Performance in both ELA and Math is a concern.

# School and Student Performance Data

## Academic Performance English Language Arts

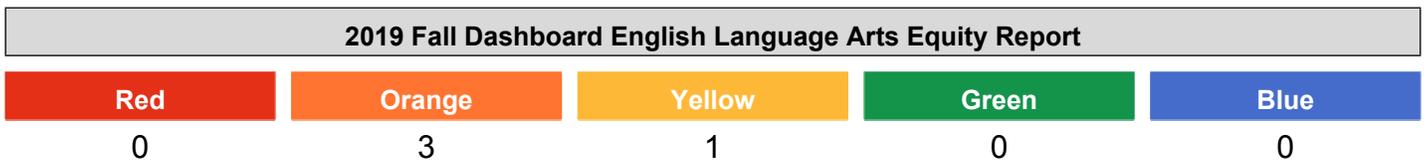
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 50.9 points below standard Maintained ++0.6 points 214	<p><b>English Learners</b></p> Orange 78.9 points below standard Increased ++13.8 points 57	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p> Orange 59.8 points below standard Maintained ++2.1 points 142	<p><b>Students with Disabilities</b></p> No Performance Color 114.3 points below standard Increased ++3.9 points 35

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 57.6 points below standard Increased ++4.6 points 115	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Orange 47.8 points below standard Declined -4.7 points 89

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.6 points below standard Increased Significantly ++24.1 points 21	59.8 points below standard Declined -14.2 points 36	46.7 points below standard Declined -3 points 134

**Conclusions based on this data:**

- Per 2019 data, all student groups performed below standard (47 to 114 points below standard). Overall student performance increased slightly (0.6 points) from the previous year.
- Students with Disabilities and English Learners performed the lowest. Socioeconomically Disadvantaged, White, and Hispanic student groups are much closer to standard.

# School and Student Performance Data

## Academic Performance Mathematics

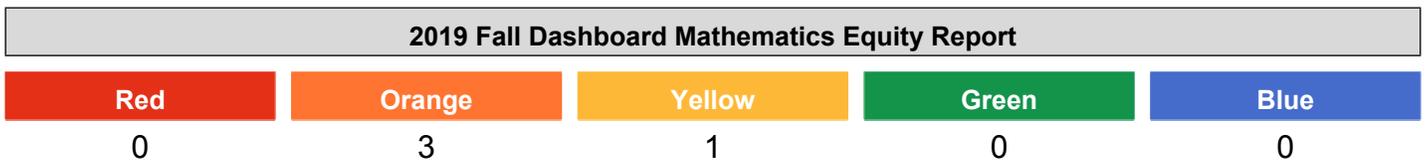
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 88.9 points below standard Increased Significantly ++36.4 points 214	<p><b>English Learners</b></p> Orange 118.3 points below standard Increased Significantly ++30 points 57	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> Orange 99.5 points below standard Increased Significantly ++24.0 points 142	<p><b>Students with Disabilities</b></p> No Performance Color 169.6 points below standard Increased ++12.2 points 35

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 97.6 points below standard Increased Significantly ++21.4 points 115	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 Yellow 81.6 points below standard Increased Significantly ++21.0 points 89

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
161.5 points below standard	93.1 points below standard	83.2 points below standard
Increased Significantly ++21.8 points 21	Increased Significantly ++21.4 points 36	Increased Significantly ++25.2 points 134

**Conclusions based on this data:**

1. Per 2019 data, all student groups performed below standard (81 to 169 points below standard). Overall student performance increased significantly (26.4 points) from the previous year.
2. Adoption of new Math curriculum may have positively influenced the overall increase from the previous year.

# School and Student Performance Data

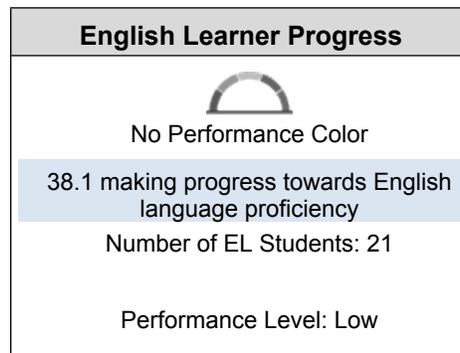
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.5	33.3		38.0

#### Conclusions based on this data:

1. While in 2019, 38% of middle school English Learners progressed at least one level in the English Language Proficiency Assessments for California (ELPAC), 28.5% decreased at least one level.
2. Unless a student is a newcomer to the US, most middle school ELs have been in US schools for at least 6 years, which classifies them as Long-term English Learners (LTEL). Although they have received English Language Development (ELD) since their early academic years, they still have not attained proficiency.
3. Maximizing ELD support services and integrated ELD instruction strategies is a district focus.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Conclusions based on this data:**

1. N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

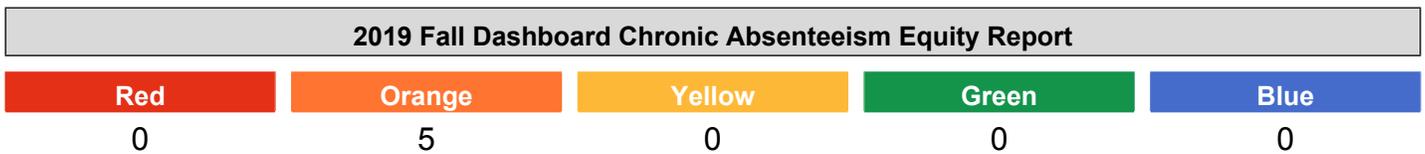
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>238</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>38</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>162</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>38</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 124	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 100

**Conclusions based on this data:**

1. Per the 2019 data, chronic absenteeism rate is highest for Socioeconomically Disadvantaged students.
2. Chronic absenteeism is often best addressed by forming supportive relationships with students and their families. This continues to be a high priority for Denair Middle School staff.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

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

**Conclusions based on this data:**

1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

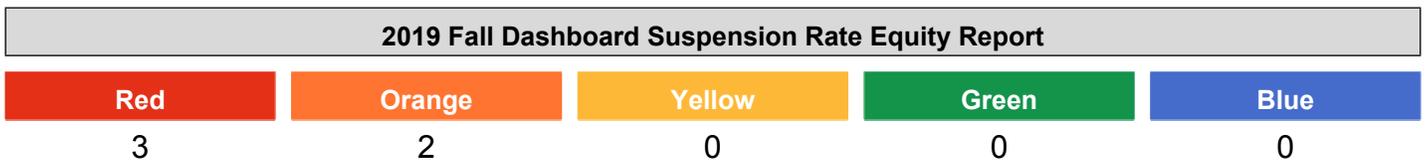
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>11.7</p> <p>Declined -1.2</p> <p>240</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>5.3</p> <p>Declined -3.3</p> <p>38</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>12.8</p> <p>Increased +0.4</p> <p>164</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>15.8</p> <p>Increased +1.9</p> <p>38</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 4	
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">8.1</div> Declined -3.2 124	 No Performance Color Less than 11 Students - Data 8		 Red <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">16.7</div> Increased +1.5 102

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	12.9	11.7

**Conclusions based on this data:**

1. White students have an 8.6% higher suspension rate than Hispanic students. White students have the highest suspension rate of all the subgroups.
2. The overall suspension rate for all students in 2019 decreased by 1.2%.
3. Denair Middle School continues to focus on positive reinforcement and consistent follow through with behavior expectations, as well as alternative means of correction.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Achievement

## LEA/LCAP Goal

LCAP Goal #1 & Goal #2

## Goal 1

Goal #1 Denair Middle School will increase academic performance by focusing on Authentic Literacy across all content areas, which may also include enrichment courses; such as, STEM, AVID, and Academic Pentathlon.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. NWEA MAP Assessment 2. CAASPP English-Language Arts (ELA)	1. Students score significantly below the national norm on NWEA in Math and/or English Language Arts. 2. 29.96% of students scored Met or Exceeded Standard in ELA on the 2022 CAASPP 3. 5.67% of students scored Met Standard in Math on 2022 CAASPP	1. Students' NWEA MAP scores will increase to be no less than 10 points below the national norm or no less than the 40th percentile. 2. Increase of 5% in students scoring Met or Exceeded Standard on 2019 ELA CAASPP; decrease the "distance to standard" on ELA CAASPP by 20 points or more. 3. Increase of 5% in students scoring Met or Exceeded Standard on 2019 Math CAASPP; decrease the "distance to standard" on Math CAASPP by 20 points or more.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Students that require additional support in their academic courses which can include English Learners, students with disabilities, economically disadvantaged students and foster and homeless youth.

**Strategy/Activity**

Action #1 Continue providing additional academic support via intervention supports, including targeted support for English Learners by providing additional staff to support.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
48,674	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Increase academic achievement by providing tutoring opportunities for students, after school and throughout the school day
12,204	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent communication and outreach
7,039	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Read 180 and Math 180 licenses to provide consistent intervention support across all sections of intervention
143119	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Additional sections of intervention throughout the day to support students in all academic areas
8,624	Title I Part A: Allocation 4000-4999: Books And Supplies Intervention supplemental materials to provide additional resources to students

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Action #2 Provide professional development in effective Response to Intervention (Multi-tiered Systems of Support) models and instructional practices for new and existing staff.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,000	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Professional development around RTI/MTSS
1,024	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Participation in professional development around RTI/MTSS
635	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Participation in professional development around RTI/MTSS

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Action #3 Increase opportunities for students to access both online and supplemental instructional materials and resources. This can include resources such as, Lexia and IXL.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
28008	Title I Part A: Allocation 4000-4999: Books And Supplies Supplemental materials and resources
5529	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Online supports and programs

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

After school tutoring and homework support continue to be provided for students as an additional resource. Students with academic needs receive academic intervention via a response to intervention model that has been adopted at the school and is embedded in students' daily schedule. All students have access to chromebook devices in order to access coursework via an online platform as needed. Effectiveness will be measured via their grades.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Engagement/School Climate

## LEA/LCAP Goal

Goal #3

## Goal 2

Goal #2 Denair Middle School will continue to improve school climate and students' access to social emotional support services

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Suspension Rate 2. Chronic Absenteeism 3. Number of available clubs and enrichment activities 4. Number/Percent of students participating in clubs and/or enrichment activities	1. Per 2019 data, suspension Rate is 11.7% of students suspended at least once, a decrease of 1.2% over the previous year. 2. Chronic Absenteeism can be improved across all groups. 3. There are a few active clubs available for students to participate in at Denair Middle School: World Languages Club, JvPHAST Club, Volleyball Club, and Softball Club. There were approximately 60 students that participated in the World Languages Club in 21-22, an increase of about 50 students from 2019.	1. Suspension Rate will decrease to less than 10% 2. Chronic Absenteeism will decrease to 7% 3. At least 2 clubs will be formed that focus on students' social emotional well-being, including Board approval 4. 95 students will participate in clubs or other enrichment activities (including sports)

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Students that require additional encouragement/opportunities to engage in the educational process which can include English Learners, students with disabilities, economically disadvantaged students and foster and homeless youth.

### Strategy/Activity

Action #1 Provide the staff and students space for students to engage in enrichment activities and clubs. These clubs will be based on the interests and emotional needs of the students (ex: ROX, Coyote Cultivators)

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

3,034

#### Source(s)

LCFF - Base  
1000-1999: Certificated Personnel Salaries  
Teachers that submit bylaws to be board adopted have the opportunity to create clubs for student enrichment

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

Action #2 Provide staffing for students to access social emotional programs and services, such as Hazel Heart virtual services.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

4100

#### Source(s)

Title I Part A: Allocation  
5000-5999: Services And Other Operating Expenditures  
School staff will participate in professional development focused on improving school climate.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

English Learners, Economically Disadvantaged students, and Students with Disabilities

### Strategy/Activity

Action #3 Provide opportunities for parent awareness and education in student social emotional needs.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
Meeting supplies to help increase parent involvement.

4,192

Title I Part A: Allocation  
2000-2999: Classified Personnel Salaries  
Additional classified support for parent outreach to help increase parent involvement.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Action #4 Provide positive reinforcement for student behavior and motivation, which can include opportunities for club and enrichment class field trips, shirts, and rewards.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
Students will receive incentives during school rallies when demonstrating good grades and good behavior. Incentives will also be raffled at various points throughout the quarter as a reward for positive behavior.

## Annual Review

SPSA Year Reviewed: 2021-22

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

## **ANALYSIS**

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

The school has adopted a behavior hierarchy and renaissance program to improve student behavior and reinforce positive behavior. Parent involvement is promoted via various activities. Parents are invited to a once a week coffee hour and monthly parent informational meetings. The monthly meetings address various topics such as Suicide Awareness, Mental Health Awareness and Positive Relationships. Additionally, student clubs were initiated with the intent of helping students further develop their social emotional capacity. Effectiveness of the strategies will be measured in the coming year.

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

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$263,148.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$275,182.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$250,944.00
Title I Part A: Parent Involvement	\$12,204.00
Title II Part A: Improving Teacher Quality	\$5,000.00

Subtotal of additional federal funds included for this school: \$268,148.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF - Base	\$3,034.00
Lottery: Instructional Materials	\$4,000.00

Subtotal of state or local funds included for this school: \$7,034.00

Total of federal, state, and/or local funds for this school: \$275,182.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	300,801.00	49,857.00
Title I Part A: Parent Involvement	12,204.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	3,034.00
Lottery: Instructional Materials	4,000.00
Title I Part A: Allocation	250,944.00
Title I Part A: Parent Involvement	12,204.00
Title II Part A: Improving Teacher Quality	5,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	146,788.00
2000-2999: Classified Personnel Salaries	66,094.00
4000-4999: Books And Supplies	40,632.00
5000-5999: Services And Other Operating Expenditures	9,100.00
5800: Professional/Consulting Services And Operating Expenditures	12,568.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	3,034.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	4,000.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	143,754.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	53,890.00
4000-4999: Books And Supplies	Title I Part A: Allocation	36,632.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4,100.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	12,568.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	12,204.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	259,856.00
Goal 2	15,326.00

# School Site Council Membership

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

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

Name of Members	Role
Monica Silva	Parent or Community Member
Francine Simbalenko	Parent or Community Member
Margarita Vieyra	Parent or Community Member
Deanna Ruelas	Other School Staff
Gabriela Sarmiento	Principal
Roxanna Lagos	Classroom Teacher
Sandra Silva	Classroom Teacher
Angelina Chavez	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 10/17/2022.

Attested:



Principal, Gabriela Sarmiento on 11/03/2022



SSC Chairperson, Deanna Ruelas on 11/07/2022

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

**Denair High School**  
**SPSA 2022-2023**

**Broad Goal: All students will have the foundation for post-secondary success.**

**Focus Goal: By the end of 2023-24, at least 80% of our students will demonstrate literacy in all content areas.**

**SLO's (Student Learning Objectives):**

- 100% of all DHS students will understand and take ownership of their social-emotional wellbeing.
- 100% of all DHS students will participate in the grading and feedback process to identify how to obtain mastery of skills across content areas.
- 100% of all DHS students will partake in at least one extra curricular activity per year offered by DHS or the community.

**Goal 1: All Students will have the foundation for post-secondary success.**

Actions for Goal #1	Persons Responsible	Timeline for Action	Resources Needed	Financial Needs and Budget	Ways of Assessing Progress	Monitoring and Reporting Progress	Current Status
Implementation of Social-Emotional Learning/Mental Health programs and support for all students.	Teachers; Support Staff; Clinicians; Principal.	Ongoing.	ROX curriculum; full-time mental health clinician; student assistant specialist; re-engagement plan for students; restorative practices; MTSS Coordinator.	<i>LCFF Supplemental \$1,000.00</i>  <i>Extra Duty Stipend \$1,500.00</i>	ROX attendance; counseling referrals; re-engagement meetings; restorative practice meetings; SST meetings.	Semi-annually; Ongoing monitoring of progress.	All students have access to support and mental health services offered at DHS.
Expand parent engagement/ education opportunities for students and parents.	School Counselor; Support Staff; Principal.	October 2022-May 2023.	Supplies for parent nights; incentives.	<i>A-G Grant \$5,000.00</i>	College and Career Day; Cafecito; Code Night (3 times per year); Scholarship/Awards Nights;; FAFSA night participation/FAFSA completion; Freshman Orientation; AP informational night.	Ongoing monitoring of progress.	In progress.

Actions for Goal #1	Persons Responsible	Timeline for Action	Resources Needed	Financial Needs and Budget	Ways of Assessing Progress	Monitoring and Reporting Progress	Current Status
Students will expand college and career counseling and opportunities, including Advanced Placement, Ag and CTE pathways and courses.	School Counselor; Support Staff; Principal.	Ongoing.	Incentives/ supplies for events; testing materials; transportation and substitute teachers for CIC; AP training.	<i>CDFA Grant: \$1,000.00</i> <i>A-G Grant \$12,500.00</i>	FAFSA night participation/FAFSA completion; Freshman Orientation; AP informational night; PSAT/SAT completion; ASVAB; CTE pathway completion; CIC participation; CCGI accessibility and participation.	Annually.	In progress.
100% of DHS students receive the implementation of CCGI program for college and career awareness; 9-12 grades	Teachers; Support Staff.	Ongoing.	Professional development for CCGI lead teachers.	<i>A-G Grant \$1,000.00</i>	CCGI platform data.	Quarterly CCGI check-ins.	All 9th grade students enrolled in AVID access the CCGI platform.
AVID teacher will continue goal setting/base knowledge of high school course/transcript/ A-G expectations created in the 7th grade for those in the 9th grade.	AVID teacher; Support Staff; Counselor.	Ongoing.	CCGI Platform and AVID Curriculum.	<i>CCGI: None</i> <i>AVID: LCFF Supp. \$68,450.00</i>	Goal setting sheets; CCGI participation.	Quarterly; Annually.	All students participate in goal setting on an annual basis.
DHS counselor will partner with the DMS counselor to develop a goal setting process for students in grades 7-12.	Counselors	Begin October 2022; Monthly meetings to be scheduled.	Collaboration time between counselors; Access to CCGI platform.	<i>LCFF Supp: \$12,900.00</i>	Goal setting sheets; meeting notes; student meetings.	Monthly.	In progress.

**Goal 2: 80% of students will demonstrate literacy (reading, writing and speaking) in all content areas.**

Actions for Goal 2:	Persons Responsible	Timeline for Action	Resources Needed	Financial Needs and Budget	Ways of Assessing Progress	Monitoring and Reporting Progress	Current Status
Provide professional development opportunities specific to literacy instruction in all grades and content areas to teaching staff.	Principal; Leadership Team.	August 2022-May 2023	MindPrint platform and professional development for MindPrint implementation; Leaning into Literacy.	<i>MindPrint ToolBox and PD:</i> <i>COVID Funding \$4,900.00</i>  <i>Leaning into Literacy:</i> <i>COVID Funding \$3,000.00</i>	Student grades and participation; Progress as monitored by individual student progress and performance.	Quarterly; ongoing monitoring of student achievement and progress.	Teachers have a basic understanding of Mindprint assessments and data. 40% of teaching staff have completed Leaning into Literacy.
Ensure students are provided with meaningful instruction through the development of curriculum and assessment maps.	Teachers; Support Staff; Substitute Teachers; Principal.	Ongoing; Preliminary curriculum assessment maps to be completed May 2023.	Professional development opportunities for teaching staff; Creative Leadership Coaching.	<i>Creative Leadership:</i> <i>COVID Funding \$10,170.00</i>  <i>Substitute Teachers:</i> <i>COVID Funding \$800.00</i>	Graded student work samples with completed rubrics; documentation of feedback; teacher lesson plans; student grades.	Weekly. Progress will be assessed using walk-thru feedback forms; staff meetings; PD collaborative in-services.	All DHS teachers are in the process of selecting essential standards and developing rubrics as assessment tools.
Support and programs will be provided to students in need of additional academic literacy support.	ELD Coordinator; ELD Paraeducator ELOP Support Staff; College Corps Support Staff; Teachers	Ongoing support will be provided to students.	Support staff to facilitate before and after school tutoring; instructional supplies; VHL Curriculum (2023-28)	<i>ELD Coordinator LCFF Supp:</i> <i>\$14,000.00</i>  <i>ELD Para:</i> <i>\$14,000.00</i>  <i>VHL Curriculum/ Instr. Supplies:</i> <i>\$6,000.00</i>	Student academic performance as demonstrated through NWEA-MAP scores; Student grades; assessment data; pre and post observation data.	Monthly; schedules for students receiving additional support.	Additional support is currently being offered to students.

**Goal 3: Maintain a positive and safe school climate where all students are successful.**

Actions for Goal 3:	Persons Responsible	Timeline for Action	Resources Needed	Financial Needs and Budget	Ways of Assessing Progress	Monitoring and Reporting Progress	Current Status
Further define and develop a comprehensive MTSS for academics, attendance and behavior.	Teachers; Support Staff; Principal.	October 2022-May 2023.	Collaboration time for teachers to define Tier 1, 2 and 3 instructional practices; SST process creation and revision; MTSS Coordinator.	<i>MTSS Coordinator Stipend General Fund: \$1,500.00</i>	Weekly walk-thrus and teacher feedback provided by the administrator; student progress; attendance and behavior data.	Weekly and ongoing.	Current SST forms and processes are being re-evaluated; weekly teacher meetings are held to identify how to best utilize instructional strategies in the classroom.

# Recommendations and Assurances

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on

10/05/2022.

Attested:

  
Principal, Mrs. Breanne Aguiar

  
SSC Chairperson, Catherine Wilson