

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
La Mesa Junior High School	19-65136-6111926	May 25, 2022	June 08, 2022

Purpose and Description

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

Schoolwide Program
The purpose of this Plan is to develop goals and implement actions and services to improve student achievement schoolwide. This Plan is based on multiple measures, including the Dashboard indicators, using current student outcomes and evidence-based interventions to create our site goals, action steps, strategies, and services offered.

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.

The school has developed this Plan by aligning the site goals with the LCAP goals established by the District. All actions and services listed in this Plan are in addition to other services provided by the District through LCAP or federal program funding. In an integrated approach, the school leadership team works directly with the Director of Special Programs who coordinates, manages, and oversees the implementation of all LCAP and federal programs, ensuring that our school's work supports the District vision and goals, but does not duplicate, contradict, or supersede District initiatives.

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).

Students, staff, and parents were surveyed focusing on needs assessments during the Spring of 2021.

433 parents participated in the parent needs assessment. 96% of parents felt the school does a good job of communicating with families. 79.2% found the S'more weekly updates helpful. 56.8% indicated emails from teachers and other staff were helpful. 32.8% of parents indicated their child needs homework support. 15.2% indicated their child needs additional support in English. 5.5% indicated their child needs support for school supplies. Only 0.5% indicated that their child is successful and does not need additional supports. Factors affecting students' success included home environment (19.6%), behavior of other students (9.9%), over-use of technology (48.7%), frustration with curricular material (25.4%), lack of structure with online learning (13.6%), and sleep schedule (12.7%). 30.5% chose "other" as factors affecting their child's success. 36% of parents were not aware of their child's reading level, and 18.6% indicated that their child does not have regular access to books in the home. 53.8% of parents indicated that activities on how to build positive relationships would help their child succeed. 38.1% of parents indicated that earning incentives would support their child in meeting the HOWL expectations for behavior, effort and attendance. 38.1% indicated that professional guest speakers and assemblies would motivate their child.

862 students participated in the needs assessment in the Spring of 2021. 17.7% indicated they needed homework support. 6.5% indicated they needed an extra math class to better support them in school. 4.9% indicated extra adults in the classroom would be helpful to their success. 8.7% indicated they needed more school supplies to support them. 26.1% stated that frustration with understanding academic curriculum is affecting their success. 23% indicated that the home environment is affecting their success. 27.8% indicated that other technology is affecting success. 10.8% were not aware of their reading level. When asked what would help them, students reported that slowing down the pace (20%), individual and small group time with the teacher (9.2%), less assigned work (38.2%), support with reading (5.1%), and help with organization and time management (12.5%) would help them to better succeed at school. 74.8% stated that adults care about them. 46.1% of students stated they feel challenged at La Mesa. 80.2% stated that they have at least one adult on campus that they can go to if they need help. 8.3% felt they were treated fairly at La Mesa, and 18.6% were neutral.

52 teachers participated in the needs assessment in the Spring of 2021. Teachers indicated the following supports would help students improve in math and English: Homework support (46.2%), additional books in the classroom (9.6%), computer programs to engage students in learning (53.8%), school supplies (32.7%), additional adults in the classroom (46.2%), and afterschool intervention (26.9%). Teachers said that the following professional development would support teachers in helping students be successful: PLC (25%), PBIS (26.9%), Capturing Kids' Hearts (11.5%), RTI (53.8%), literacy strategies (21.1%), SEL (36.5%), additional time to collaborate (48.1%), lesson planning (26.9%), and technology training (21.2%). While 67.3% stated they had the training to effectively teach literacy in their subject area, only 8 of those 35 were able to identify appropriate, research-based strategies.

Because this survey was given at the end of a year of distance / remote learning as a result of COVID, we do not feel we have an accurate measure of students' current needs based on these results. We will continue to administer end of the year surveys annually to better judge students' needs and the best ways to meet them.

Classroom Observations

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

La Mesa teachers receive formal evaluations every two years, including a minimum of one full period observation and one 20-30 minute observation. Normally, teachers are observed informally by site administrators on a regular weekly schedule with visits lasting anywhere from 10-20 minutes in length. In addition, the Instructional coach and EL coordinator normally make frequent visits to classrooms for both observation and support of teachers throughout the school year. During the 2021-22 school year, administrators made visits to classrooms to support student and teacher academic and social-emotional needs.

Learning targets were evident in daily class agendas posted on classroom white boards. The use of Google Classroom continued upon the return to in-person learning in Fall of 2021. This was especially positive when students were absent on extended quarantine periods, allowing them to stay current with lessons and school work. Every class is equipped with a class set of Chromebooks that are used to engage students in their own learning. Many teachers use Go Guardian to monitor student participation and engagement. The use of technology is evident, along with a focus on the Common Core State Standards. Evidence of implementation of the math curriculum was observed as well as the implementation of the Next Generation Science Standards. The use of Capturing Kids' Hearts strategies was evident in almost all classes. This training was cited by many staff as critical to their ability to connect with their students despite remote learning. The use of social contracts as a classroom management tool exists in 97% of classrooms. Evidence of "Good Things" and end-of-class launches through direct observation and through seeing it listed on the daily agenda was also observed.

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)

As no CAASPP was given for the Spring of 2020 or 2021 these are the most recent CAASPP scores from 2017-19:

CAASPP - English

2017 = 0.6 points below standard
+4.5 point increase

2018 = 3.7 points above standard
+4.3 point increase

2019 = 8 points above standard
+4.7 point increase

CAASPP - Math

2017 = 19.3 points below standard
+ 6 point increase

2018 = 14.3 points below standard
+5 point increase

2019 = 21.4 points below standard
• 6.2 point decline

The iReady diagnostic was given in lieu of the CAASPP in the Spring of 2021.

7th Grade Reading

27% performed in the at-risk tier 3 level (far below)
16% at the tier 2 level (below)
58% at the tier 1 level (at or above)

8th Grade Reading

33% performed in the at-risk tier 3 level (far below)
21% at the tier 2 level (below)
46% at the tier 1 level (at or above)

7th Grade Math

22% performed in the at-risk tier 3 level (far below)
31% at the tier 2 level (below)
47% at the tier 1 level (at or above)

8th Grade Math

29% performed in the at-risk tier 3 level (far below)
36% at the tier 2 level (below)
36% at the tier 1 level (at or above)

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

La Mesa has multiple challenges that impact student achievement. These include the fact that over 50% of students qualifying for the National Free and Reduced Lunch Program indicating they come from low income families, a large population are English Learners (over 15%), a high percentage of students have disabilities and IEPs (over 15%), and others come from single-parent families, two-parent working families, families living doubled up, and low achievement records coming into the junior high years. Another challenge facing La Mesa is that students matriculate from at least 9 different feeder elementary schools that are supported by three different school districts (Sulphur Springs, Newhall and Saugus School Districts). Our special education students come from schools across the Santa Clarita Valley. La Mesa averages 3-5 new students each month, some of whom come in already credit deficient. Despite these challenges, we have a highly trained, extremely compassionate staff of teachers and support staff dedicated to meeting students where they are, and address their individual needs as much as possible.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently at La Mesa, 100% of all teachers are fully credentialed and assigned correctly within their competency subject areas.

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

All schools hire future teachers from those who apply through EdJoin. All schools have access to interviewing the same credentialed teachers within the district. School site administrators conduct their own interviews and make their own selections. All teachers have ample opportunity for continued professional development annually as provided by the District and the school site professional development team on a regular monthly basis. Teachers can select and personalize their professional development goals through a variety of workshops, collaborative meetings, conferences, and department and/or grade level collaboration time. Teachers meet collaboratively as departments twice per month for an hour each time, and as a staff once per month for site-based professional development for one hour. Most monthly staff meetings also contain a component of professional development.

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

All Professional Development offered by the district is aligned with Common Core State Standards. The district focus has been on the best instructional practices for increasing student achievement, especially for under-performing students, the effective use of technology to engage students in learning, differentiate instruction, formative assessments, and equity for all students. Teachers have the opportunity to attend weekly workshops on a multitude of current, important topics in teaching including (but not limited to) literacy strategies, close reading, intentional lesson planning for English Learners, inclusion techniques for students with disabilities, differentiated instruction, social-emotional health and wellness, and content-specific topics. Teachers work in departments twice annually during district-wide PD days to focus on strategies to improve student achievement and support district-wide goals. La Mesa's professional development team meets monthly to organize and facilitate PD for staff to improve student achievement based on content standards, using student performance data, and meeting the professional needs as outlined by the staff.

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

La Mesa has one teacher assigned with Instructional Coaching responsibilities, teaching five classes, and given release time to support classroom teachers. The district provides consulting teachers and mentors for new teachers for supporting them with instructional strategies and implementing the standards for their respective departments.

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

Collaboration time is provided systematically through early release of students twice a month for one hour. In addition, our SPSA allocates funding for further collaboration among teachers by department. Each teacher has one period per day they are permitted to use for collaboration with colleagues as desired. Plus additional collaboration time per department (and grade level) is provided upon request as necessary.

Teaching and Learning

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

All district required curriculum is approved by the State, and aligned to CCSS, content and performance standards. Title I funds are utilized occasionally to provide supplemental enrichment materials as requested by teachers, in response to the comprehensive needs assessment to help engage students in learning. Departments are working to create common curriculum guides to ensure that all students have access to the same standards-based grade level instruction. Anchor standards in reading, writing, and math practice are infused throughout all content areas. English teachers administer the district-provided performance task practice assessments, scoring students according to the SBAC released rubrics for informational and argumentative writing. Using the students' scores, English teachers identify areas of focus for more intensive instruction.

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

The La Mesa master schedule contains 57,350 instructional minutes per school year, exceeding the minimum requirement of 54,000 minutes. Every student has 48 minutes of reading/language arts (English) instruction and 48 minutes of math instruction daily.

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

The master schedule provides flexibility each year based on student need. Intervention support classes are built into the master schedule and available after school in both English and math. Students with disabilities have support classes in their schedule as dictated in their IEPs. And many Special Education students are enrolled in general education courses that are co-taught between a content specialist, and an education specialist as appropriate to meet the goals in their IEP. English learners are supported through the Achieve program with a designated language support class daily.

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

All students have access to grade-level content including standards-based instructional materials aligned to CCSS, content, and performance standards. Additional supplemental materials are used across all disciplines to support students in developing 21st century skills such as communication, collaboration, critical thinking and creativity in the classroom. Additionally, we are providing resources that focus on inquiry-based and collaborative learning. Our library has over 16,000 books available for checkout for all students throughout the school day to promote reading comprehension, literacy, and research skills.

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

All course curriculum and textbooks are aligned to CCSS, content and performance standards, required to be used by the district, and is approved by the SBE. Additional intervention and tutoring opportunities support the core content courses through reteaching, using online programs to build remedial skills, and individual help with CCSS instructional materials. The district selection committees annually review the CCSS, and consider the need for resources for intervention, when making purchase decisions for materials.

Opportunity and Equal Educational Access

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

Every student takes six standards-based courses each semester including English, Math, Science, History, Physical Education, and an elective or parallel support class. Students are provided with standards-based, rigorous instruction taught by fully qualified teachers credentialed in their subject area. Teachers use formative assessments to measure student learning needs and adjust subsequent instructional needs based on data from these assessments. Teachers provide additional learning opportunities based on students' needs to help them gain mastery in all of their content area standards. Teachers are available for additional support and practice to students before, during, and after school.

Each school has a counseling staff and social workers who have been trained to provide additional services to underperforming students with the greatest needs. They provide immediate help, support, services, and assistance to students from low-income and homeless families, and foster youth. Students are given social, academic, emotional, personal, and family support to remove barriers to their educational success. Staff and family members work together as a team to identify students' needs and provide the necessary services that will facilitate academic and adolescent growth.

Evidence-based educational practices to raise student achievement

Through professional development, teachers collaborate on research-based educational practices including work from international educational experts. The Los Angeles County Office of Education also provides best-practice training for teachers and administrators in evidence-based practices to support our English Language Learners and Students with Disabilities. Administrators and teachers have been trained in PBIS to support student achievement. All staff have received training in relationship development through the Capturing Kids' Hearts process to improve school culture and build positive, supportive relationships to allow students to thrive individually. Teachers attend conferences on Differentiated Instruction, Brain Research, Response to Intervention, the Effects of Poverty on Student Achievement, Equity, and Trauma-Informed Practices. Teachers also attend conferences on the effective use of technology, math standards, the New Generation Science Standards, and strategies for English Learners through the California Association of Bilingual Education conference.

Parental Engagement

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

The District provides seminars and workshops for parents and families on topics such as bullying, stress management, A-G requirements, college and career readiness, suicide prevention, and drug & alcohol awareness and prevention. The district presents PASE (Parent and Student Empowerment) presentations quarterly for all students and families to attend free of charge, with translation available. At La Mesa, our staff presents different parent workshops annually based on need, such as the challenges of teen cell phone use, and successful transition into Junior High School.

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

Parents, teachers, staff members, and students are actively involved in the development, implementation, revision, and annual evaluation of our School Plan for effectively using Title 1 funds in our school-wide program through quarterly PAC and School Site Council meetings. Parents, teachers, staff, and students are additionally involved each year in the development, implementation, and evaluation of the district's Title 3 plan to ensure academic achievement and language proficiency for English Language Learners through quarterly DELAC meetings.

Funding

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

The district provides categorical funding that allows each site to create an annual Intervention Plan for providing before and after school tutoring, and/or add extra 1/6th teaching assignments (where possible) into the school day for parallel support classes in Math and/or English. The district also provides professional development for teachers in best practices for supporting under-performing students through literacy across all disciplines, differentiated instruction, language support, equal access to rigorous academic content standards, support from Bilingual Instructional Assistants, the effective use of technology for increased student learning, and strategies for engaging all students in learning.

Fiscal support (EPC)

The district funds quarterly Parent and Student Engagement evening workshops, peer tutoring, counseling services, crisis intervention, student wellness support, computers and hot spots for student use at home, live translation services to increase parent engagement, college and career fairs, community resource events, and School Formula Accounts (SFA) for discretionary site needs.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Administrators, department chairs, and interdisciplinary team leaders provided input beyond the needs assessment for this plan. Our school site council again reviewed it and made revisions.

Resource Inequities

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

After conducting and analyzing our comprehensive needs assessment, it has become apparent that the amount of resources provided to our students through parent donations, parent engagement, and family support are significantly less than the amount available at schools with more affluent families. Because a significant amount of students in our school come from low income families and/or have more severe barriers to their education than students attending schools in more affluent areas, our students most often lack some or all of the following: advanced technology at home, private tutoring resources, quiet private places to study, real life travel experiences, exposure to available college information, extra time for many co-curricular activities, wealthy successful adult role models, college-educated families, personal long-term goals, and knowledge of & access to community resources.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	616	549	479
Grade 8	630	618	569
Total Enrollment	1,246	1,167	1,048

Conclusions based on this data:

1. All subgroups have remained relatively stable from last year to this year.
2. While not represented in the data above,,the current and projected total enrollment for the 2021-22 and 2022-23 school years is right around 1,000 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	174	166	145	14.0%	14.2%	13.8%
Fluent English Proficient (FEP)	344	325	281	27.6%	27.8%	26.8%
Reclassified Fluent English Proficient (RFEP)	9	32	45	5.6%	18.4%	27.1%

Conclusions based on this data:

1. We have a high number of English Learners who need language support.
2. We will focus on increasing the number of EL students who reclassify to English Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	590	591	466	578	585	0	578	585	0	98	99	0.0
Grade 8	552	594	551	541	587	0	541	587	0	98	98.8	0.0
All Grades	1142	1185	1017	1119	1172	0	1119	1172	0	98	98.9	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2553.	2558.		16.61	18.46		37.54	37.61		23.53	24.27		22.32	19.66	
Grade 8	2568.	2572.		14.60	17.04		40.30	36.80		26.06	25.89		19.04	20.27	
All Grades	N/A	N/A	N/A	15.64	17.75		38.87	37.20		24.75	25.09		20.73	19.97	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	24.74	23.42		45.33	45.98		29.93	30.60	
Grade 8	26.25	25.38		45.47	48.72		28.28	25.89	
All Grades	25.47	24.40		45.40	47.35		29.13	28.24	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	30.68	29.06		49.57	55.38		19.76	15.56	
Grade 8	28.28	28.84		49.54	53.24		22.18	17.92	
All Grades	29.52	28.95		49.55	54.31		20.93	16.74	

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.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	9.52	14.70		69.38	70.94		21.11	14.36	
Grade 8	16.27	16.70		67.65	65.59		16.08	17.72	
All Grades	12.78	15.70		68.54	68.26		18.68	16.04	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	31.83	30.26		48.96	50.26		19.20	19.49	
Grade 8	29.39	26.75		52.31	51.62		18.30	21.64	
All Grades	30.65	28.50		50.58	50.94		18.77	20.56	

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. No current data to analyze

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	591	591	466	585	585	0	585	585	0	99	99	0.0
Grade 8	552	594	551	547	588	0	546	588	0	99.1	99	0.0
All Grades	1143	1185	1017	1132	1173	0	1131	1173	0	99	99	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2550.	2539.		22.22	19.49		25.13	21.71		26.50	27.52		26.15	31.28	
Grade 8	2566.	2565.		21.25	19.39		26.37	26.36		23.99	29.25		28.39	25.00	
All Grades	N/A	N/A	N/A	21.75	19.44		25.73	24.04		25.29	28.39		27.23	28.13	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	34.36	25.98		28.72	33.85		36.92	40.17	
Grade 8	29.17	23.64		38.35	45.41		32.48	30.95	
All Grades	31.86	24.81		33.36	39.64		34.78	35.55	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	23.08	19.15		49.23	49.57		27.69	31.28	
Grade 8	25.64	24.32		48.53	48.13		25.82	27.55	
All Grades	24.31	21.74		48.89	48.85		26.79	29.41	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	22.74	20.34		60.17	58.80		17.09	20.85	
Grade 8	22.34	23.30		55.13	55.95		22.53	20.75	
All Grades	22.55	21.82		57.74	57.37		19.72	20.80	

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. No current CAASPP Data to analyze.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	1512.7	1538.5	1572.6	1506.2	1547.2	1584.9	1518.7	1529.2	1559.8	86	74	60
8	1534.6	1508.9	1555.8	1529.8	1513.4	1565.1	1539.0	1504.0	1545.9	69	59	65
All Grades										155	133	125

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	29.07	24.32	51.67	38.37	37.84	30.00	*	25.68	6.67	20.93	12.16	11.67	86	74	60
8	49.28	22.03	29.23	30.43	23.73	43.08	*	27.12	15.38	*	27.12	12.31	69	59	65
All Grades	38.06	23.31	40.00	34.84	31.58	36.80	10.32	26.32	11.20	16.77	18.80	12.00	155	133	125

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	39.53	45.95	66.67	37.21	32.43	21.67	*	9.46	3.33	16.28	12.16	8.33	86	74	60
8	59.42	33.90	41.54	27.54	27.12	38.46	*	11.86	12.31	*	27.12	7.69	69	59	65
All Grades	48.39	40.60	53.60	32.90	30.08	30.40	7.10	10.53	8.00	11.61	18.80	8.00	155	133	125

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	19.77	10.81	18.33	20.93	21.62	46.67	27.91	37.84	23.33	31.40	29.73	11.67	86	74	60
8	33.33	5.08	13.85	26.09	20.34	33.85	18.84	33.90	36.92	21.74	40.68	15.38	69	59	65
All Grades	25.81	8.27	16.00	23.23	21.05	40.00	23.87	36.09	30.40	27.10	34.59	13.60	155	133	125

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	32.56	14.86	30.00	47.67	56.76	55.00	19.77	28.38	15.00	86	74	60
8	44.93	13.56	16.92	44.93	52.54	72.31	*	33.90	10.77	69	59	65
All Grades	38.06	14.29	23.20	46.45	54.89	64.00	15.48	30.83	12.80	155	133	125

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	60.47	68.92	83.33	26.74	24.32	8.33	12.79	6.76	8.33	86	74	60
8	78.26	49.15	67.69	15.94	27.12	26.15	*	23.73	6.15	69	59	65
All Grades	68.39	60.15	75.20	21.94	25.56	17.60	9.68	14.29	7.20	155	133	125

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	23.26	16.22	28.33	20.93	40.54	45.00	55.81	43.24	26.67	86	74	60
8	30.43	10.17	32.31	31.88	28.81	33.85	37.68	61.02	33.85	69	59	65
All Grades	26.45	13.53	30.40	25.81	35.34	39.20	47.74	51.13	30.40	155	133	125

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	17.44	4.05	18.33	62.79	78.38	73.33	19.77	17.57	8.33	86	74	60
8	33.33	1.69	3.08	55.07	67.80	87.69	*	30.51	9.23	69	59	65
All Grades	24.52	3.01	10.40	59.35	73.68	80.80	16.13	23.31	8.80	155	133	125

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.

School and Student Performance Data

Student Population

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.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1048	54.9	13.8	0.8
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	145	13.8
Foster Youth	8	0.8
Homeless	42	4.0
Socioeconomically Disadvantaged	575	54.9
Students with Disabilities	159	15.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	80	7.6
American Indian or Alaska Native	5	0.5
Asian	46	4.4
Filipino	70	6.7
Hispanic	630	60.1
Two or More Races	31	3.0
Native Hawaiian or Pacific Islander	3	0.3
White	183	17.5

Conclusions based on this data:

1. Our school is incredibly diverse with a high number of students in all significant subgroups.

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
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. Orange performance level in Suspension Rate indicates a need to more closely examine further data for subgroups of students, trends, and possible solutions.
2. Orange performance level in Absenteeism indicates a need to work closely with parents, families, counselors, and social workers to determine the cause and unique needs per student.
3. Yellow performance level in Mathematics indicates a need to continue building our students' math skills and proficiency level schoolwide.

School and Student Performance Data

Academic Performance English Language Arts

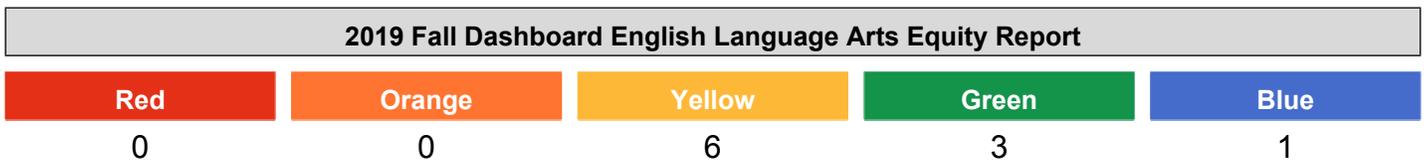
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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>All Students</p> Green 8 points above standard Increased ++4.7 points 1183	<p>English Learners</p> Yellow 48.6 points below standard Increased ++3.4 points 313	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p> Yellow 36.3 points below standard Increased ++7 points 37	<p>Socioeconomically Disadvantaged</p> Yellow 13.6 points below standard Increased ++7.5 points 668	<p>Students with Disabilities</p> Yellow 64.3 points below standard Increased Significantly ++21.2 points 191

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 5.2 points below standard Increased ++10.7 points 80	 No Performance Color 0 Students	 Green 76.2 points above standard Declined -5.9 points 47	 Blue 49.5 points above standard Maintained ++2.9 points 79
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.2 points below standard Increased ++5.2 points 704	 Green 26.1 points above standard Declined -10.1 points 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 43.4 points above standard Increased ++7.1 points 225

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
96.5 points below standard Declined -11 points 116	20.3 points below standard Maintained ++2.1 points 197	22.4 points above standard Increased ++4.2 points 686

Conclusions based on this data:

- Students with Disabilities and English Learners have the greatest need for improving English proficiency.
- Continued focus on our current ELs is a priority area.
- We saw solid increases in several subgroups (Hispanic, White, and African American) in English performance. The overall result was an increase for "All Students".

School and Student Performance Data

Academic Performance Mathematics

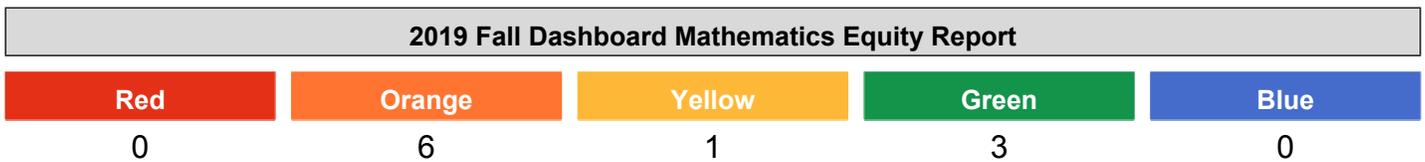
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



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>All Students</p> Yellow 21.4 points below standard Declined -6.2 points 1180	<p>English Learners</p> Orange 73.9 points below standard Maintained -2.7 points 313	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p> Orange 70.8 points below standard Declined -13.3 points 37	<p>Socioeconomically Disadvantaged</p> Orange 46.2 points below standard Declined -5.4 points 667	<p>Students with Disabilities</p> Orange 105.1 points below standard Increased ++14 points 188

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 47 points below standard Declined -13.4 points 79		 Green 65.6 points above standard Declined Significantly -20.9 points 47	 Green 33.9 points above standard Declined -9.9 points 78
Hispanic	Two or More Races	Pacific Islander	White
 Orange 43.2 points below standard Declined -3.8 points 705	 Yellow 15.2 points below standard Declined Significantly -28.9 points 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 17.7 points above standard Maintained -2.1 points 223

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
125.4 points below standard Declined Significantly -16.7 points 116	43.6 points below standard Declined -5.1 points 197	9.2 points below standard Declined -9.2 points 683

Conclusions based on this data:

1. Despite the school-wide increase, English Learners, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities continue to perform below standard.
2. The only significant increase was with students with disabilities. Gains made the previous year were lost in several subgroups.
3. Hispanic, African American, and Two or More Race students continue to score below standard.

School and Student Performance Data

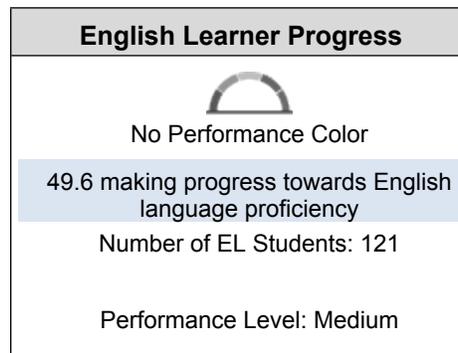
Academic Performance English Learner Progress

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
19.0	31.4	2.4	47.1

Conclusions based on this data:

- 57% of English Learners progressed at least one ELPI level from last year.
- 23% decreased. This indicates a need for attention in English proficiency and testing skills.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

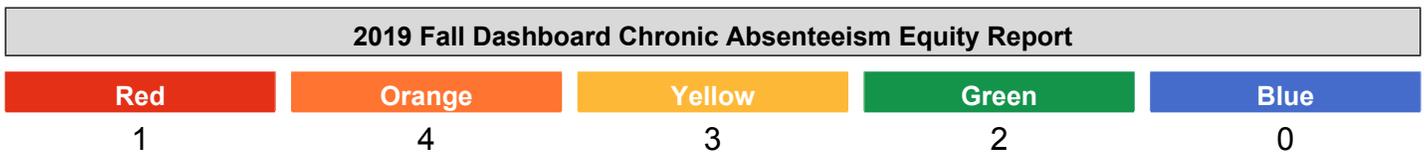
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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					
All Students		English Learners		Foster Youth	
Orange		Orange		No Performance Color	
10.7		16		Less than 11 Students - Data Not Displayed for Privacy	
Increased +0.5		Increased +1.9		8	
1296		188			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
Red		Yellow		Yellow	
37.2		13.6		17.1	
Increased +3.9		Declined -0.6		Declined Significantly -5.4	
43		744		222	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange	 No Performance Color	 Orange	 Green
15.7	Less than 11 Students - Data Not Displayed for Privacy	5.9	3.7
Maintained -0.4	0	Increased +1.9	Declined -1.3
89		51	81
Hispanic	Two or More Races	Pacific Islander	White
 Orange	 Yellow	 No Performance Color	 Green
12.3	10.9	Less than 11 Students - Data Not Displayed for Privacy	7.3
Increased +1.5	Declined -3.1	2	Declined -0.8
772	55		246

Conclusions based on this data:

- Several groups had more absences this year, including English Learners, Homeless, White, and students of Two or more Races.
- This indicates a need to work more closely with parents, families, counselors, and social workers to determine the cause and unique needs for each student experiencing issues with absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

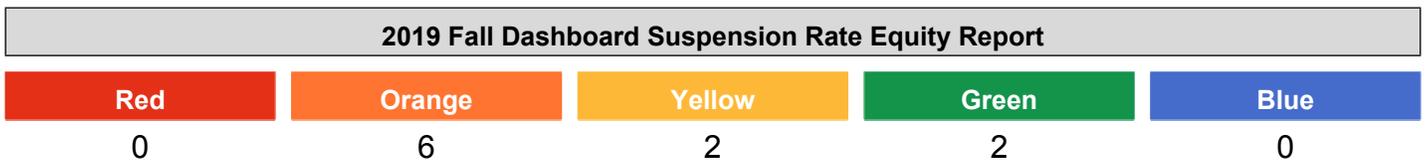
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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 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>All Students</p> <p>Orange</p> <p>3.1</p> <p>Increased +1.4</p> <p>1320</p>	<p>English Learners</p> <p>Orange</p> <p>5.3</p> <p>Increased +3</p> <p>190</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>9.1</p> <p>11</p>
<p>Homeless</p> <p>Green</p> <p>2.3</p> <p>Declined -2.3</p> <p>43</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>4.1</p> <p>Increased +1.8</p> <p>756</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>7</p> <p>Increased Significantly +4.1</p> <p>228</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 2.2 Declined -1.8 93		 Orange 3.8 Increased +3.8 52	 Yellow 1.2 Increased +1.2 82
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.7 Increased +1.8 784	 Orange 3.6 Increased +1.7 56	 No Performance Color Less than 11 Students - Data 2	 Yellow 1.6 Increased +0.8 251

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.7	3.1

Conclusions based on this data:

1. Several groups saw an increase in suspension rate, including Low Income, Students with Disabilities, Hispanic, Asian, Filipino, White, and Two or More Race students.
2. Implementing PBIS again this year, as well as the continuation of our new resource and student support center (the HOWL Hut), will be tools to support positive behaviors and decrease suspension rates.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #2: Increase and improve student achievement by providing rigorous, standards-aligned curriculum and instruction in English, Math, Science, and Social Studies, with additional targeted support for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities.

Goal 1

Goal #1: Increase student achievement in Math and ELA as measured by the CAASPP and Reading and Math diagnostic assessments.

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Reading and Math	<p>Reading End of Year 2022 Standard View 7th 39% tier 3, 19% tier 2, 42% tier 1 8th 32% tier 3, 20% tier 2, 48% tier 1 overall: 36% tier 3. 19% tier 2, 45% tier 1</p> <p>Math End of Year 2022 Standard View 7th 30% tier 3, 33% tier 2, 36% tier 1 8th 29% tier 3, 37% tier 2, 34% tier 1 overall: 30% tier 3, 35% tier 2, 35% tier 1</p>	<p>Reading 7th - Reduce lower tier 3 by 10% 8th - Reduce lower tier 3 by 10% Overall: Reduce lower tier 3 by 10%</p> <p>Math 7th - Reduce lower tier 3 by 10% 8th - Reduce lower tier 3 by 10% Overall: Reduce lower tier 3 by 10%</p>
Course Grades	Will be updated after final June grades are posted	TBD
Non-Promotion Rate	2018-19 = 13% 2019-20 = 13% 2020-21 = 18% 2021-22 TBD	reduce non-promotion rate by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Reading Scores	CAASPP 2019 Reading 7th - 30.6% standard Not met 8th - 25.9% standard Not met 2022 CAASPP TBD	Decrease standard not met by 5%
CAASPP ELA Scores	CAASPP 2019 ELA 7th - 20% standard not met 8th - 20% standard not met 2022 CAASPP TBD	Decrease standard not met by 5%
CAASPP Math Scores	CAASPP 2019 Math 7th - 31% standard not met 8th - 25% standard not met 2022 CAASPP TBD	Decrease standard not met by 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 RTI and PLC Professional Development

Our teachers need access to the latest, best practices and training to be able to lead change campus-wide. Teacher leaders, along with site administrators will attend a variety of training sessions aimed at meeting the needs of our diverse learning population and the challenges facing our school, and looking for ways to integrate technology as a learning tool.

The school site council feels that by enriching the teaching strategies of the teachers, the students will have their needs better met. Site teacher leaders will plan and implement professional development for the staff. One study (Saxe et al., 2001) compared collaborative PD involving specialist input in subject knowledge with collaboration where the teachers supported each other. The study found that the group of teachers that had had input from an external 'expert' made significantly more changes and their pupils shared greater increases in attainment than the group which only used peer support. Most of the studies, however, reported PD which combined external, specialist input with internal, collaborative peer support and many of these emphasized the partnership that existed between the teachers and outside experts.

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.

Description and Amount(s)	Source(s)
<p>Description: Solution Tree PLC an RTI Training (OBJ 5220) for Science (PLC), Math and History (RTI)</p> <p>Amount: 15,700</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Travel expenses, Hotel costs, Meals</p> <p>Amount: 20,183</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: RTI and PLC Professional Development Books & Workbooks (OBJ 4210/4330)</p> <p>Amount: 300</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Substitutes for Teachers @\$250 per day x 3 days (OBJ 1160) (21 people)</p> <p>Amount: 31,500</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>

<p>Description: Certificated benefits @ 22.33% (\$28/day) (OBJ 3XXX)</p> <p>Amount: 7,034</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: "Building Thinking Classrooms" Professional Development - PD Consulting Services (Obj 5800)</p> <p>Amount: 12,000</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Substitutes for Teachers @\$250 per day x 4 days (OBJ 1160) 8 people</p> <p>Amount: 8,000</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated benefits @ 22.33% (\$28/day) (OBJ 3XXX)</p> <p>Amount: 1,787</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Description: Amount: Available Balance:	
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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

1.2 Technology Resources and Software Programs

Supplemental technology resources and/or software programs are needed for increased student achievement in digital literacy.

"According to the 2012 Pew Report "Digital Differences," only 62% of people in households making less than \$30,000 a year used the internet, while in those making \$50,000-74,999 that percentage jumped to 90. For children in low-income school districts, inadequate access to technology can hinder them from learning the tech skills that are crucial to success in today's economy." <http://www.digitalresponsibility.org/digital-divide-the-technology-gap-between-rich-and-poor/>

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.

Description and Amount(s)	Source(s)
Description: iReady (OBJ 5840) \$30 per student which includes the diagnostic and teacher resources Amount: 30,000	Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures

<p>Available Balance:</p>	
<p>Description: Delta Math, one year renewal. (OBJ 5840)</p> <p>Amount: 875.00</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Gammon Applications, RTI Scheduler one year renewal. (OBJ 5840)</p> <p>Amount: 2,650.00</p> <p>Available Balance: 2,650.00</p>	<p>Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Gimkit Pro Subscription (OBJ 5840)</p> <p>Amount: 1,000</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation</p>
<p>Description: iReady diagnostic and teacher toolkits</p> <p>Amount: 30,000</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation</p>

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

1.3 Teacher Collaboration Time

Provide additional collaboration time for teachers to improve instructional practices that increase student performance, separate from regular collaboration responsibilities.

Teachers will collaborate within their subject through out the spring semester to build meaningful, effective, and differentiated lessons that will benefit the English learners, Special education students as well as the general education students.

Harry K. Wong, a well-known educational author, states that "the trademark of effective schools is a culture where all teachers take responsibility for the learning of all students. The key to strong collaboration is recognizing that a student shouldn't be the responsibility of only one teacher, but of all teachers." Teacher collaboration will benefit all students on campus.

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.

Description and Amount(s)

Source(s)

Description:
 Certificated substitute costs (OBJ 1160)
 \$125 per day for 25 teachers X 1 day or
 equivalent after school hours @\$34 per hour.

Amount:
 6,360.00

Available Balance:
 6,360.00

Federal 2022-23 Title I, Part A - Allocation
 1000-1999: Certificated Personnel Salaries

Description:
 Substitute Statutory Benefits @ 22.33% (OBJ
 3XXX)

Amount:
 1,707.00

Available Balance:
 1,707.00

Federal 2022-23 Title I, Part A - Allocation
 3000-3999: Employee Benefits

Description:
 Collaboration Time Certificated Hourly (Obj
 1130)

Federal 2022-23 Title I, Part A - Allocation
 1000-1999: Certificated Personnel Salaries

Amount:
6,357.00

Available Balance:
6,357.00

Description:
Collaboration Time Certificated Benefits (Obj
3XXX)

Amount:
1,643.00

Available Balance:
1,643.00

Federal 2022-23 Title I, Part A - Allocation
3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.4 Supplemental Instructional Supplies

Instructional supplies beyond school's typical allocation to ensure equity and access to all needs in the classroom.

Teachers will be using research based practices. Supplies will be used to implement Common Core lessons.

"Available resources and the way they are spent influence students' learning opportunities. To ensure equity and quality across education systems, funding strategies should: guarantee access to quality early childhood education and care (ECEC), especially for disadvantaged families; use funding strategies, such as weighted funding formula, that take into consideration that the instructional costs of disadvantaged students may be higher.

In addition, it is important to balance decentralization/local autonomy with resource accountability to ensure support to the most disadvantaged students and schools." (OECD (2012), Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD Publishing.)

<http://dx.doi.org/10.1787/9789264130852-en>

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.

Description and Amount(s)	Source(s)
Description: Instructional Supplies (OBJ 4310) Amount: 2,000.00 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Basic Student School Supplies (OBJ 4310) (ex: paper, pencils, pens, highlighters, erasers, glue, notebooks, etc.) Amount: 17,665.00 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.5 High interest books for independent reading

Books will increase student access to high-interest, age appropriate reading materials at a variety of reading levels to meet the needs of all levels of readers, including students with disabilities, struggling readers, low lexile levels, and English learners.

"Evidence from multiple library impact studies conducted across the U.S. offers the following conclusions: Higher expenditures and larger, newer, and varied collections contribute to improved student test scores." <https://www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf>

School Library Impact Studies - A Review of Findings and Guide to Sources Prepared for the Harry & Jeanette Weinberg Foundation By Frances Gretes, Gretes Research Services.

"Per-student spending on library resources is associated with better PSSA Reading and Writing results. The proportional differences in Advanced Writing scores between students with better and less well-funded libraries are substantially greater than the proportional differences in Reading scores.

Library resources spending is an investment that benefits all students, both high- and low-achievers. It is associated with better Reading and Writing scores—higher Advanced and lower

Below Basic. Spending on library resources helps to close achievement gaps. These differences are not explained away by socio-economic, racial/ethnic, and disability factors. "

<https://files.eric.ed.gov/fulltext/ED543418.pdf>

How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards By Keith Curry Lance and Bill Schwarz, RSL Research Group, Louisville,

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.

Description and Amount(s)	Source(s)
Description: Student books for independent reading, book clubs, and class sets (OBJ 4210) Amount: 3,000.00 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Student e-books for independent reading (OBJ 5840) Amount: 1,000.00 Available Balance: 1,000.00	Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures
Description: Amount: Available Balance:	

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.6 Curriculum Based Periodical Subscriptions (print and digital)

Students need additional supplemental reading material to support the core content they are learning in rigorous NGSS science classes.

Students need additional high-interest, contemporary, age-appropriate, supplemental reading material to support the core content all subjects.

"Evidence from multiple library impact studies conducted across the U.S. offers the following conclusions: ...higher expenditures and larger, newer, and varied collections contribute to improved student test scores." <https://www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf>

SCHOOL LIBRARY IMPACT STUDIES - A Review of Findings and Guide to Sources Prepared for the Harry & Jeanette Weinberg Foundation By Frances Gretes, Gretes Research Services.

"Per-student spending on library resources is associated with better PISA Reading and Writing results. The proportional differences in Advanced Writing scores between students with better and less well-funded libraries are substantially greater than the proportional differences in Reading scores.

Library resources spending is an investment that benefits all students, both high- and low-achievers. It is associated with better Reading and Writing scores—higher Advanced and lower Below Basic. Spending on library resources helps to close achievement gaps. These differences are not explained away by socio-economic, racial/ethnic, and disability factors. "

<https://files.eric.ed.gov/fulltext/ED543418.pdf>

How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards By Keith Curry Lance and Bill Schwarz, RSL Research Group, Louisville

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.

Description and Amount(s)

Description:
Scholastic Science World, Scope Magazine, etc.
- Qty 40 (OBJ 5840)

Amount:
1,000.00

Available Balance:

Description:
Scholastic Classroom Magazine SCOPE -
Quantity 500

Source(s)

Federal 2022-23 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Federal 2022-23 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Amount:
5,495

Available Balance:

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.7 Intervention for EL Students

Many of our students do not have support at home due to working parents, non-English speaking parents, education level of parents, and lack of resources for additional tutoring. The site council believes that having additional after-school support will allow students to get assistance with their homework and reinforce the daily learning. This will help increase academic achievement, English proficiency, and state assessment scores.

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.

Description and Amount(s)

Description:
After School Intervention BIA Support (OBJ 2130)

Amount:
5,295.00

Available Balance:

Description:
Classified Benefits @ 34.52% (OBJ 3XXX)

Amount:
2,368.00

Available Balance:

Source(s)

Federal 2022-23 Title I, Part A - Allocation
2000-2999: Classified Personnel Salaries

Federal 2022-23 Title I, Part A - Allocation
3000-3999: Employee Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

<p>Description:</p> <p>Amount:</p> <p>Available Balance:</p>	
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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.

Our implementation of iReady as a part of our RTI/Tutorial program and imbedded in our IMPACT class had a significant impact on our gains in both reading and math as measured by the iReady diagnostic. Our Tutorial period (Tuesdays and Thursdays) began officially in January and consisted of teams rotated identified groups of students into tutorials where iReady time was facilitated. This next school year, iReady will no longer be funded at the District level. Given our gains, the site council wanted to move the funding to our Title 1 funds to allow for another year of use while we evaluate the effectiveness of the District funded IXL materials and diagnostic. Reading growth, as measured by the iReady diagnostic, included gains of a 10% increase of students into Tier 1 (using Standard view), and a decrease of 10% out of Tier 3 from the initial August diagnostic to the May diagnostic for both grade levels. Both 7th and 8th individually saw a 10% growth of studnets moving into Tier 1. For 7th 11% moved out of Tier 3 and 9% in 8th grade moved out of Tier 3. For Math, 16% of students moved into Tier 1 and 13% moved out of Tier 3 for both grade levels combined. Grade 7 had an increase of 18% into Tier 1 and 14% out of Tier 3. At the 8th grade level, 13% moved into Tier 1 and 11% out to Tier 3. Significant gains in each domain were also seen and includes 16% increase in Tier 1 and 16% decrease in Tier 3 for geometry and 13% into Tier 1 and 13% out of Tier 3 for algebra.

Given Tutorial started in January, the SSC is eager to see the results of student growth in both reading and math after a full year of implementation.

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

There were no major differences between the intended implementation and the budgeted expenditures. Strategies and activities to meet this goal in 2021-22 were implemented as planned.

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.

Due to the a District move to funding IXL in place of iReady, given the results of using iReady, the SSC has chosen to continue funding of iReady with site Title 1 funds.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #3: Increase the number of students prepared for college and career through a rigorous broad course of study that includes college classes, career pathways, and CTE courses.

Goal 2

La Mesa Junior High will improve school climate and increase student engagement and wellness to decrease suspensions by 5% and improve attendance.

Identified Need

The number of students being suspended from class and school impacts achievement. According to the California Dashboard, La Mesa is designated as yellow for all students, and orange for African American, Homeless, Low-income, and Students with Disabilities for suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension rate for the 2019-20 school year: 32 students were assigned out of school suspension. There were 48 total suspensions assigned. 6 students were assigned INSS. 6 total INSS were assigned. 29 students were assigned Class Suspension. 45 total class suspensions were assigned. School went on distance learning in March 2020. Suspensions rates were none existent while on distance learning. 2021-22 Suspension Rates: Out of School In School	Decrease suspension rates by 5% in relation to 2021-22 levels.
Average Daily Attendance	Average Daily Attendance rates: 2019 10.7% (an improvement of +2.3%) 2018-19 13% 2019-20 13% 2020-21 TBD	Improve average daily attendance by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Absenteeism	No measure due to Covid and remote learning	New baseline to be established
Number of clubs and activities available for La Mesa students to participate in	No measure due to Covid and remote learning	New baseline to be established
The number of students participating in clubs and activities	No measure due to Covid and remote learning	New baseline to be established
Health Kids Survey	78% of 8th graders indicated they felt close to other students in their classes 84.43% of 8th graders indicated there is a teacher or other adult who they believe cares about them.	93% 88.7% stated there was at least one adult that cares about their wellbeing and success. 1% disrespected at school based on their race, religion, sexual orientation or culture.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.1 Highly Qualified School Counselor - Supplementing the base number of counselors allocated to each school site

One highly qualified school counselor will be hired to increase opportunities for monitoring of student progress by increasing counseling services to all students. By reducing the overall caseloads of all our counselors we can increase services, decrease misbehavior, and increase student achievement. Counselors will have more time to meet individually with their students and monitor their progress towards promotion.

According to, "Are School Counselors an Effective Educational Input?" by Carrell, S. E., & Hoekstra, M. (2014), "We exploit within-school variation in counselors and find that one additional counselor reduces student misbehavior and increases academic achievement". These effects compare favorably with those of increased teacher quality and smaller class sizes." (remove references to gender) Therefore, by adding one additional counselor, student misbehavior should decrease and overall academic achievement should increase.

Research Source: Are School Counselors an Effective Educational Input? Carrell, S. E., & Hoekstra, M. (2014).

Are school counselors an effective educational input? Economic Letters, 125, 66-69. doi: 10.1016/j.econlet.2014.07.020

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.

Description and Amount(s)	Source(s)
<p>Description: Full year counselor (OBJ 1210)</p> <p>Amount: 60,832.00</p> <p>Available Balance: 60,832.00</p>	<p>Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Statutory Benefits 20.46% (OBJ 3XX1)</p> <p>Amount: 13,585.00</p> <p>Available Balance: 13,585.00</p>	<p>Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Benefits (OBJ 3411)</p> <p>Amount: 19,730.00</p> <p>Available Balance: 19,730.00</p>	<p>Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

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

2.2 Flippen Group "Capturing Kids' Hearts" Training

New teachers and current untrained staff will participate in the Flippen Group's "Capturing Kids' Hearts" training to develop intentional methods for building supportive relationships, increasing student engagement in learning, and improving school culture. Capturing Kids' Hearts Training supports staff in learning strategies that develop positive relationships. These relationships with teachers and among students creates a positive learning environment where students can thrive academically. Students who are more connected to school are more likely to have positive outcomes.

Several research studies have shown that implementing the Capturing Kids' Hearts process has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America. <https://flippengroup.com/education/capturing-kids-hearts-1/>; <https://flippengroup.com/education-solutions/flippen-research/>

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.

Description and Amount(s)	Source(s)
<p>Description: Training costs for certificated and classified</p> <p>Amount: 5,000.00</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Certificated Substitutes - \$125 x 1 day or to 34 per hour. (OBJ 1160)</p> <p>Amount: 875.00</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Sub Benefits @ 22.33% (OBJ 3XXX)</p> <p>Amount: 196.00</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

<p>Description: Classified Substitutes (OBJ 2960)</p> <p>Amount: 300.00</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Sub Benefits @ 34.52% (OBJ 3XXX)</p> <p>Amount: 104.00</p> <p>Available Balance: 104.00</p>	<p>Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

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

2.3 5-Star Students

5-Star is an online program with web, mobile, and barcode scanning technology to track student attendance in daily classes, intervention, and participation in school-wide activities.

After conducting a comprehensive needs assessment, evidence shows that documentation for attendance in activities, intervention to drive increased safety and participation. This will collect data for pupil engagement, parent involvement, school climate, intervention participation, and attendance. Data will be disaggregated based on categories we upload into 5-Star to monitor and measure the successful outcome of actions and services provided for students and parents.

Research done by Larry Biddle through Southeast Education Network (SEEN) explains that students who are involved are more likely to attend school, and 5-Star can assist schools in identifying those uninvolved students. Data to support <https://www.seenmagazine.us/Articles/Article-Detail/articleid/4669/wherever-you-are-be-there>

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.

Description and Amount(s)

Source(s)

Description:
5-Star Students annual subscription fee (OBJ 5840)

Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures

Amount:
1,500.00

Available Balance:
1,500.00

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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.

A return to school after over a year on remote learning had an impact nationwide on student behaviors. We know that suspension of students impacts achievement. The site council felt that a continuation of this goal was important. Capturing Kids' Hearts Training has had a tremendously positive impact on school culture and student achievement. For the fourth year in a row, La Mesa has been recognized as a Capturing Kids' Hearts National Showcase School. The surveys completed by students and staff indicate an overall positive school climate.

As La Mesa has the highest number of unduplicated pupils among all the junior high schools in this district, our students often present the most amount of social-emotional, academic, and behavioral needs for our counseling team and staff to address and meet. The additional counselor at La Mesa has allowed for student to counselor ratios to decrease giving students greater access to academic and social emotional support.

The 5-Star Student program allowed us to recognize positive student behaviors and collect data on student strengths and areas of needed growth. This supports our PBIS and RTI implementation as we look for ways to motivate and affirm positive student behaviors that result in increased learning.

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

Data for the 2020-21 school year is severely skewed, as suspension from class and school were not used in the Distance learning model. We received recognition as a National Showcase School from the Flippen Group for our positive school climate that has resulted in large part from our implementation of Capturing Kids' Hearts strategies. Our teachers consistently use the strategies to build high performing teams within the classroom and positive relationships among peers and among staff. We saw significant gains on our 2019-20 CAASPP scores in the socio-economically disadvantaged subgroup. We do not yet have 2022 scores to see where students are at. Having an additional full time counselor on campus allows us to increase services to students.

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.

The site council chose to maintain this goal for the 2022-2023 school year. Comparison to 2019-20 may be used, omitting the period at March 11th when we went on distance learning due to COVID 19.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #4: Cultivate a safe and positive school culture that supports all students' personal and academic growth, equity and diversity, and parent and family engagement.

Goal 3

Increase the level of parent engagement of La Mesa parents in school activities and awareness of student achievement levels.

Identified Need

Parent Engagement engagement activities are a requirement of Title 1 Schools and prove to increase student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard 2019	1.7% of students suspended at least once 2018	.75% of students suspended at least once 2020
California Dashboard 2019	4% of African American Students suspended at least once 2018	1% of African American Students suspended at least once 2020
California Dashboard 2019	2.9% of Students with Disabilities suspended at least once 2018	1.5% of Students with Disabilities suspended at least once 2020
Infinite Campus 2018-19	64 class suspensions	45 class suspensions
Infinite Campus 2018-19	38 Out of School Suspensions	25 out of school suspensions

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.1 SMORE Digital Newsletter

Our School Site Council (SSC), after review of parent and stakeholder engagement, decided that a digital newsletter that can be translated into multiple languages and sent across multiple platforms filled with relevant content would be a more effective way to reach a broader audience. Our stakeholders, including parents, have found that it is difficult to physically attend activities due to schedule conflicts. additionally, there have been gaps in communication of activities due to

language barriers and/or overlooked communications. Ability to attend activities and a disconnect in communications have been barriers to increasing stakeholder participation and cultivating a safe and positive school culture that will support student's personal and academic growth.

The SSC will use the comprehensive analytics feature of this digital newsletter platform to track stakeholder engagement with its content to identify and measure trends in activity participation and overall school culture/climate. We expect to see an increase in parent engagement (increase in participation in activities, SSC, and feedback given in response to newsletter content) as well as an improved school climate by a reduction in the number of disciplinary events.

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.

Description and Amount(s)

Description:
Smore Digital Newsletter (OBJ 5840)

Amount:
150.00

Available Balance:
150.00

Source(s)

Federal 2022-23 Title I - Parent Engagement
5000-5999: Services And Other Operating
Expenditures

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

3.2 Many Families One Community Family Event

Presentations for parents that provide community resources. These types of events increase parent engagement of La Mesa students in school/community activities, therefore increase thus increasing student success. The National Coalition for Parent Involvement in Education states, "No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school." (2006)

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.

Description and Amount(s)	Source(s)
<p>Description: Certificated Salary (OBJ 1930)</p> <p>Amount: 340.00</p> <p>Available Balance: 340.00</p>	<p>Federal 2022-23 Title I - Parent Engagement 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits @ 22.33% (OBJ 3XXX)</p> <p>Amount: 76.00</p> <p>Available Balance: 76.00</p>	<p>Federal 2022-23 Title I - Parent Engagement 3000-3999: Employee Benefits</p>
<p>Description: Classified Salaries (OBJ 2930)</p> <p>Amount: 340.00</p> <p>Available Balance: 340.00</p>	<p>Federal 2022-23 Title I - Parent Engagement 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Benefits @ 34.52% (OBJ 3XXX)</p> <p>Amount: 118.00</p> <p>Available Balance: 118.00</p>	<p>Federal 2022-23 Title I - Parent Engagement 3000-3999: Employee Benefits</p>
<p>Description: Materials and supplies for event (OBJ 4310)</p>	<p>Federal 2022-23 Title I - Parent Engagement 4000-4999: Books And Supplies</p>

Amount:
350.00

Available Balance:
350.00

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

3.3 Parent Drive Thru Events - Held at the Beginning & End of the Year

Twice a year event to meet with parents one on one to review student data (iReady results, howl points, attendance, etc) in a drive through format. Parent Engagement Events increase the level of engagement of La Mesa parents in school activities, in turn in increasing awareness of student achievements. The National Coalition for Parent Involvement in Education states, "No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school." (2006)

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.

Description and Amount(s)

Description:
Materials, supplies, and food for events (OBJ 4310)

Amount:
750.00

Available Balance:
750.00

Description:
Certificated Hourly (OBJ 1930)

Amount:
340.00

Source(s)

Federal 2022-23 Title I - Parent Engagement
4000-4999: Books And Supplies

Federal 2022-23 Title I - Parent Engagement
1000-1999: Certificated Personnel Salaries

Available Balance: 340.00	
Description: Certificated Benefits @ 22.33% (OBJ 3XXX)	Federal 2022-23 Title I - Parent Engagement 3000-3999: Employee Benefits
Amount: 76.00	
Available Balance: 76.00	

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

3.4 Student Outreach and Inclusivity

Students need to feel connected to school and to those around them at school in order to develop skills that will students to succeed in school. Students with higher risks need more assistance when developing meaningful and helpful relationships with school personnel. Programs that center around the social and emotional aspects with junior high school students help students develop more skills to transition to high school. A variety of activities help promote that positive school culture that can bring about student wellness. These school-wide activities will also cultivate more assets that will help them be more successful.

Students need to feel connected to school and to those around them at school in order to develop skills that will students to succeed in school. Students with higher risks need more assistance when developing meaningful and helpful relationships with school personnel. Programs that center around the social and emotional aspects with junior high school students help students develop more skills to transition to high school. A variety of activities help promote that positive school culture that can bring about student wellness. These school-wide activities will also cultivate more assets that will help them be more successful.

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.

Description and Amount(s)	Source(s)
Description: Student Recognition (Object 4310)	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies

<p>Amount: 1,000.00</p> <p>Available Balance: 1,000.00</p>	
<p>Description: Motivational Assemblies (OBJ 5810)</p> <p>Amount: 1,000.00</p> <p>Available Balance: 1,000.00</p>	<p>Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Bridge to the School Year Event Supplies (OBJ 4310)</p> <p>Amount: 1,000.00</p> <p>Available Balance: 1,000.00</p>	<p>Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.5 Parent Advisory Council Meeting Support (PAC, ELAC)

In order to increase parent participation and attendance, the site council would like to host guest speaker events providing interesting, pertinent information that can benefit their students and their families.

"No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. National Coalition for Parent Involvement in education. 2006."

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.

Description and Amount(s)	Source(s)
<p>Description: Materials, supplies, and food for parent meetings (Obj 4310)</p> <p>Amount: 400.00</p> <p>Available Balance: 400.00</p>	<p>Federal 2022-23 Title I - Parent Engagement 4000-4999: Books And Supplies</p>
<p>Description: Classified Salaries (OBJ 2930)</p> <p>Amount: 500.00</p> <p>Available Balance: 500.00</p>	<p>Federal 2022-23 Title I - Parent Engagement 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Benefits @ 34.52% (OBJ 3XXX)</p> <p>Amount: 175.00</p> <p>Available Balance: 175.00</p>	<p>Federal 2022-23 Title I - Parent Engagement 3000-3999: Employee Benefits</p>
<p>Description:</p> <p>Amount:</p> <p>Available Balance:</p>	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Description:	
Amount:	
Available Balance:	

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.

Last year was challenging to get parents involved. There was significant attendance at PAC meetings at the start of the year, as there was a strong desire for information. As the year settled in, the attendance fell. We offered several parent workshops during semester one led by counselors and administrators. While Zoom increased access, participation waned as everyone settled into the new reality of COVID and online learning.

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

COVID and online learning impacted the expected activities and desired outcomes.

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.

Using drive through events, Zoom, and information relevant to parents, we plan to increase participation and engagement of parents.

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	\$323,656.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$323,656.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
Federal 2022-23 Title I - Parent Engagement	\$3,615.00
Federal 2022-23 Title I, Part A - Allocation	\$320,041.00

Subtotal of state or local funds included for this school: \$323,656.00

Total of federal, state, and/or local funds for this school: \$323,656.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Michele Krantz	Principal
Rebecca Rose - Chairperson	Classroom Teacher
Lily Martinez - Secretary	Other School Staff
Aaron Kirkland	Classroom Teacher
Arian Wilson	Parent or Community Member
Violet Wilson	Secondary Student
Gonzalo Gomez Haro Lopez	Secondary Student
Alan Iosue	Parent or Community Member
Olutomilola Bobas	Secondary Student
Jennifer Putt	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Compensatory Education Advisory Committee

Other: Parent Advisory Council (PAC)

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 May 25, 2022.

Attested:



Principal, Michele Krantz on May 25, 2022

SSC Chairperson, Rebecca Rose on May 25, 2022