

School Year: **2023-24**



# White Hill Middle School

101 Glen Drive, Fairfax, CA 94930  
Phone 415.454.8390 | Fax 415.454.3980  
www.rossvalleyschools.org/whitehill

## School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
White Hill Middle School	21 750026024285	3/14/23	3/17/24

### Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement

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

Our plan aligns with our LCAP goals, identifying needs for instructional interventions, and developing effective curricular practices and engagement for all stakeholders. Our plan additionally seeks to address attendance issues through our ATSI work with MCOE.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

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

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

### Highlights

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

### Areas to Address

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

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

School Fit 39%  
Family Engagement 15%

#### Highlights

85% of parents responded favorably to the question: Overall, how unsafe does your child feel at school?

72% of parents responded favorably to the question: How often do you have conversations with your child about what their class is learning at school?

#### Areas to Address

38% of parents responded favorably to the question: How motivated is your child to learn the topics covered in class?

34% of parents responded favorably to the question: How confident are you in your ability to connect with other parents?

40% of parents responded favorably to the question: How often do you help your child understand the content they're learning in school?

19% of parents responded favorably to the question: How motivating are the classroom lessons at your child's school?

## Classroom Observations

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

Formal and informal observations are conducted on a regular basis.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

The District calendar provides a minimum day on Wednesdays for staff to meet in grade-level teams. Teachers meet to analyze data, set goals for instruction and intervention strategies, and discuss teaching strategies. The District uses a variety of multiple measures to assess students' abilities and uses the results of these measures to plan instruction and interventions for students. Grades K-2 use a reading screener, mClass/DIBELS, to determine which students are in need of targeted instruction. Grades K-8 use Fountas & Pinnell Benchmarks and/or Scholastic Reading Inventory to determine a student's reading level. We are piloting iReady, a diagnostic assessment for both reading and mathematics. In math, teachers use summative and formative assessments to assess student growth and inform teaching. The District has developed a rubric for reclassification of EL students. CAASPP data is analyzed to determine general areas of need, most importantly by student group.

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

Teachers use informal observations, anecdotal information from reading with students and small group instruction, and curriculum-embedded benchmarks to guide and differentiate instruction for all students. Teachers use grade-level team meetings to problem-solve and plan instruction. The school has an Integrated Service Team (CARE Team) and Student Study Team model in place in order to support general education teachers in providing targeted supports with goals and progress monitoring for students of concern.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

Time is regularly provided for site grade level and department teams to collaborate. The District believes that students will benefit by:

- Instructional Strategies and Methodology that is consistent across the grade level.
- Instruction that is vertically aligned from grade level to grade level
- Best practices that are developed and shared by teachers
- Teacher instructional skills that are leveraged across department, grade levels, as well as schools - creating a collaborative culture of support

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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

## **Opportunity and Equal Educational Access**

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

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

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

### Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

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

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

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

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

## Funding

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

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

Fiscal support (EPC)

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



# Educational Partner Involvement

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

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

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

School Site Council  
Diversity, Equity, and Inclusion Group  
ELAC  
Teacher Staff Meetings

## Resource Inequities

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

White Hill does not experience any resource inequities.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.45%	0.49%	3	3	3
African American	1.3%	1.20%	1.46%	9	8	9
Asian	2.8%	1.96%	2.76%	19	13	17
Filipino	0.5%	0.60%	0.16%	3	4	1
Hispanic/Latino	12.4%	13.55%	13.5%	83	90	83
Pacific Islander	0.2%	0.15%	0%	1	1	0
White	77.8%	76.96%	75.93%	521	511	467
Multiple/No Response	3.9%	4.67%	5.2%	26	31	32
<b>Total Enrollment</b>				670	664	615

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	195	208	195
Grade 7	257	206	212
Grade 8	218	250	208
<b>Total Enrollment</b>	670	664	615

### Conclusions based on this data:

1. District-wide enrollment has seen a decline, particularly post-pandemic.
2. Our student population is predominately white, but there is a slight uptick in diverse groups.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	22	21	23	3.30%	3.2%	3.7%
Fluent English Proficient (FEP)	42	44	40	6.30%	6.6%	6.5%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. The EL enrollment continues to remain around 20%
2. No students were reclassified in 20-21 or 21-22

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	204	207	198	194	200	193	193	200	193	95.1	96.6	97.5
Grade 7	254	209	211	234	200	205	234	200	205	92.1	95.7	97.2
Grade 8	216	248	208	188	236	200	188	236	200	87.0	95.2	96.2
All Grades	674	664	617	616	636	598	615	636	598	91.4	95.8	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2560.	2582.	2574.	29.02	36.00	36.79	36.79	37.00	38.34	22.80	18.50	13.99	11.40	8.50	10.88
Grade 7	2604.	2612.	2608.	34.62	35.50	40.49	40.17	40.50	37.56	14.10	16.00	11.22	11.11	8.00	10.73
Grade 8	2614.	2624.	2624.	27.66	38.56	33.00	41.49	36.02	45.50	21.28	18.22	13.50	9.57	7.20	8.00
All Grades	N/A	N/A	N/A	30.73	36.79	36.79	39.51	37.74	40.47	19.02	17.61	12.88	10.73	7.86	9.87

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6	33.68	35.50	35.23	54.40	55.00	51.30	11.92	9.50	13.47	
Grade 7	35.19	31.50	33.66	53.22	62.00	57.07	11.59	6.50	9.27	
Grade 8	34.57	38.14	33.00	54.79	52.54	58.00	10.64	9.32	9.00	
All Grades	34.53	35.22	33.95	54.07	56.29	55.52	11.40	8.49	10.54	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	22.92	29.65	31.25	60.94	57.79	53.13	16.15	12.56	15.63
Grade 7	35.90	49.75	47.80	52.14	40.20	40.98	11.97	10.05	11.22
Grade 8	31.91	34.75	41.00	52.66	55.08	47.00	15.43	10.17	12.00
All Grades	30.62	37.85	40.20	55.05	51.26	46.90	14.33	10.88	12.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	22.80	22.50	21.76	71.50	73.50	73.58	5.70	4.00	4.66
Grade 7	19.66	24.00	22.44	72.65	71.50	70.24	7.69	4.50	7.32
Grade 8	21.81	26.69	23.00	73.40	69.07	72.50	4.79	4.24	4.50
All Grades	21.30	24.53	22.41	72.52	71.23	72.07	6.18	4.25	5.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	26.94	32.50	29.53	66.84	62.00	63.73	6.22	5.50	6.74
Grade 7	41.45	32.00	30.24	51.71	63.50	59.51	6.84	4.50	10.24
Grade 8	30.85	39.83	34.00	63.83	53.81	62.00	5.32	6.36	4.00
All Grades	33.66	35.06	31.27	60.16	59.43	61.71	6.18	5.50	7.02

**Conclusions based on this data:**

1. The majority of White Hill students met or exceeded standards in ELA.
2. Attention needs to be directed towards the students who were nearly met standard or performed below standard..

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	204	207	198	189	195	192	189	195	191	92.6	94.2	97.0
Grade 7	254	209	211	219	198	202	219	197	201	86.2	94.7	95.7
Grade 8	216	248	208	185	231	199	185	230	199	85.6	93.1	95.7
All Grades	674	664	617	593	624	593	593	622	591	88.0	94.0	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2548.	2562.	2565.	26.98	29.74	34.03	26.46	26.67	30.89	30.69	30.77	21.47	15.87	12.82	13.61
Grade 7	2576.	2578.	2575.	31.96	30.96	31.34	28.77	25.38	24.38	21.00	27.41	29.85	18.26	16.24	14.43
Grade 8	2576.	2607.	2578.	22.70	42.17	28.64	24.32	15.22	23.12	32.97	25.22	22.61	20.00	17.39	25.63
All Grades	N/A	N/A	N/A	27.49	34.73	31.30	26.64	22.03	26.06	27.82	27.65	24.70	18.04	15.59	17.94

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6	19.68	21.54	28.27	62.23	62.05	55.50	18.09	16.41	16.23	
Grade 7	30.88	31.98	23.88	53.92	52.79	57.21	15.21	15.23	18.91	
Grade 8	20.00	40.00	27.14	62.16	42.61	50.25	17.84	17.39	22.61	
All Grades	23.90	31.67	26.40	59.15	51.93	54.31	16.95	16.40	19.29	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	23.81	29.23	24.61	61.38	56.41	60.21	14.81	14.36	15.18
Grade 7	28.31	26.40	32.84	54.34	58.38	48.76	17.35	15.23	18.41
Grade 8	23.78	34.35	27.14	57.84	52.61	54.77	18.38	13.04	18.09
All Grades	25.46	30.23	28.26	57.67	55.63	54.48	16.86	14.15	17.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 6</b>	24.87	29.23	29.84	65.61	59.49	58.12	9.52	11.28	12.04
<b>Grade 7</b>	26.94	29.95	25.37	61.19	57.36	63.68	11.87	12.69	10.95
<b>Grade 8</b>	18.92	30.87	19.10	66.49	56.09	63.32	14.59	13.04	17.59
<b>All Grades</b>	23.78	30.06	24.70	64.25	57.56	61.76	11.97	12.38	13.54

**Conclusions based on this data:**

1. Mathematics performance has improved since the 21-22 school year with around 59% of students at or above standard, however this is not yet back to pre-pandemic levels of 65% at or above standard.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	9	5	7
7	*	*	*	*	*	*	*	*	*	8	10	7
8	*	*	*	*	*	*	*	*	*	5	5	7
All Grades										22	20	21

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.36	15.79	23.81	31.82	47.37	23.81	18.18	21.05	28.57	13.64	15.79	23.81	22	19	21

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	59.09	21.05	33.33	27.27	57.89	33.33	4.55	5.26	9.52	9.09	15.79	23.81	22	19	21

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	5.26	9.52	22.73	10.53	23.81	45.45	57.89	23.81	22.73	26.32	42.86	22	19	21



Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	10.53	9.52	63.64	68.42	66.67	18.18	21.05	23.81	22	19	21

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	86.36	61.11	47.62	4.55	22.22	28.57	9.09	16.67	23.81	22	18	21

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.64	10.53	9.52	36.36	31.58	42.86	50.00	57.89	47.62	22	19	21

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	0.00	19.05	77.27	84.21	52.38	13.64	15.79	28.57	22	19	21

**Conclusions based on this data:**

1. There are only around 20 students taking the ELPAC which is why we don't have detailed scores.
2. Speaking domain remains the strongest area for our EL students at 47% Well Developed, but this has decreased from the previous year of 61.1%.
3. Writing domain made the largest gain from 0% in 21/22 to 19% in 22/23.

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
615	11.4	3.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in White Hill Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	3.7
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	70	11.4
Students with Disabilities	88	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.5
American Indian	3	0.5
Asian	17	2.8
Filipino	1	0.2
Hispanic	83	13.5
Two or More Races	32	5.2
White	467	75.9

### Conclusions based on this data:

1. 14.3% of students at White Hill have been identified as students with disabilities.

2. Enrollment by Race/Ethnicity shows that 75.9% of students at White Hill are white, following by Hispanic at 13.5%, and two or more races at 5.2%.
3. 11.4% are socioeconomically disadvantaged. This data supports our continued focus on building an equitable school environment focused on inclusion.

# School and Student Performance Data

## Overall Performance





The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. English Language Arts and Mathematics performance ranks in the high category indicating that our school-wide curriculum and instruction is strong.
2. Chronic absenteeism falls in the lowest performance rank. We need to develop a comprehensive absenteeism plan to help reduce avoidable school absences.

3. The suspension rate ranks in the orange category indicating a need for more restorative practices and social emotional learning.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 54.4 points above standard Decreased -3.3 points 588 Students	<b>English Learners</b>  Red 88.8 points below standard Decreased -6.3 points 33 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Orange 18.8 points below standard Maintained +2.5 points 77 Students	<b>Students with Disabilities</b>  Yellow 52.8 points below standard Increased +9.9 points 83 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  10 Students	Less than 11 Students  2 Students	26.1 points above standard Decreased Significantly - 24.3 points 16 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7 points below standard Decreased -4.7 points 80 Students	 Green 38.4 points above standard Decreased -5.5 points 31 Students	 No Performance Color 0 Students	 Blue 69.5 points above standard Maintained +1.3 points 446 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
126.5 points below standard Increased Significantly +25 points 17 Students	48.8 points below standard Decreased -12.5 points 16 Students	64.8 points above standard Maintained -2.7 points 526 Students

**Conclusions based on this data:**

- Our White subgroup is performing high in ELA and our Two or More Races subgroup is performing high in ELA.
- Our Hispanic subgroup is performing orange range in ELA.
- Our students with disability subgroup are in the middle range and our socioeconomically disadvantaged subgroups are performing low in ELA and our English Learner subgroup is performing very low. Based on this data we need to ensure that there is on-going support and interventions focused on these subgroups to make progress toward grade-level content proficiency in ELA.

# School and Student Performance Data

## Academic Performance Mathematics

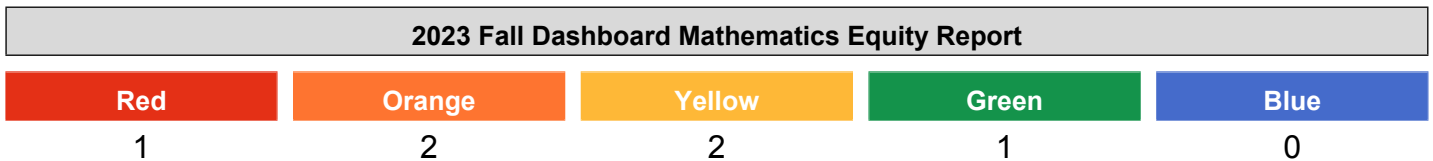
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This section provides number of student groups in each level.







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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 6.1 points above standard Decreased -8 points 583 Students	<b>English Learners</b>  Red 145.9 points below standard Decreased -7.3 points 33 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Yellow 64.8 points below standard Increased Significantly +31.4 points 77 Students	<b>Students with Disabilities</b>  Orange 111 points below standard Increased +3.1 points 83 Students



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  10 Students	Less than 11 Students  2 Students	1.3 points below standard Decreased Significantly - 29.3 points 16 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 56.1 points below standard Maintained +2.7 points 81 Students	 Yellow 11.2 points below standard Maintained -1.8 points 31 Students	 No Performance Color 0 Students	 Green 20.4 points above standard Decreased -4.6 points 441 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
175.4 points below standard Decreased -7.2 points 17 Students	114.6 points below standard Maintained -1.1 points 16 Students	17 points above standard Decreased -6.8 points 523 Students

#### Conclusions based on this data:

1. Mathematics performance for English language learners is ranked very low indicating a strong need to look at current curriculum, instruction, and support for ELLs in mathematics.
2. Mathematics performance for students with disabilities is ranked low indicating a strong need to look at current curriculum, instruction, and support for students with disabilities in mathematics.
3. Mathematics performance for students who identify as Latinx are low indicating a strong need to look at current curriculum, instruction, and support for our LatinX students in mathematics.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
56.3 points above standard making progress towards English language proficiency
Number of EL Students: 16 Students Performance Level: No Performance Level

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

### 2023 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
1	6	0	9

#### Conclusions based on this data:

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



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

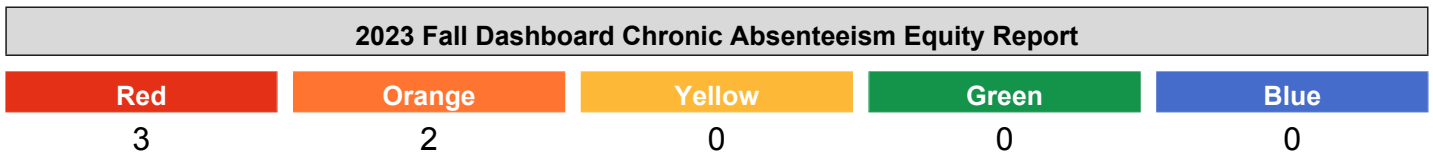
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>21.6% Chronically Absent</p> <p>Increased Significantly 5.9</p> <p>626 Students</p>	<p><b>English Learners</b></p> <p>29.6% Chronically Absent</p> <p>Increased 3.8</p> <p>27 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>27.9% Chronically Absent</p> <p>Declined -5.8</p> <p>86 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>38.9% Chronically Absent</p> <p>Increased 12.1</p> <p>95 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  10 Students	Less than 11 Students  3 Students	12.5% Chronically Absent  Increased 5.4  16 Students	Less than 11 Students  1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange 23% Chronically Absent Declined -8.9  87 Students	 Red 29.7% Chronically Absent Increased 15.4  37 Students	 No Performance Color 0 Students	 Red 20.6% Chronically Absent Increased Significantly 7.8  472 Students

**Conclusions based on this data:**

1. Overall, our chronic absenteeism is high at 21.6%
2. Subgroups such as English Learners, Socioeconomically Disadvantaged, and Students with Disabilities, Hispanic, White, and students who identify as two or more races have chronic absenteeism in the high or very high range.
3. We need to develop a chronic absenteeism campaign to try to improve attendance and decrease chronic absenteeism. We need to continue to refine our SART/SARB process.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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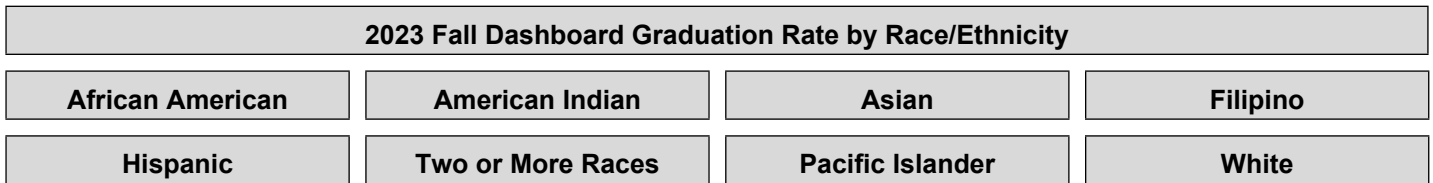
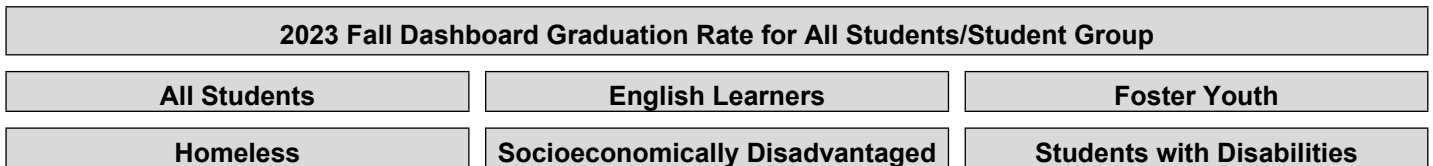
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

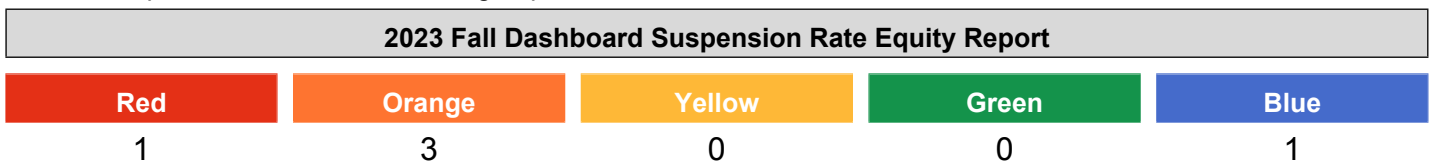
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>4% suspended at least one day</p> <p>Increased 2.8 630 Students</p>	<p><b>English Learners</b></p> <p>7.4% suspended at least one day</p> <p>Increased 7.4 27 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>7% suspended at least one day</p> <p>Increased 2.8 86 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>12.5% suspended at least one day</p> <p>Increased 9.3 96 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 3 Students</p>	<p>0% suspended at least one day Maintained 0 17 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Orange 9% suspended at least one day Increased 6.9 89 Students</p>	<p> Blue 0% suspended at least one day Maintained 0 37 Students</p>	<p> No Performance Color 0 Students</p>	<p> Orange 3.4% suspended at least one day Increased 2.2 473 Students</p>

**Conclusions based on this data:**

1. Overall, our suspension rates are high.
2. Subgroups such as English Learners, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students are suspended at higher rates than the White subgroup.
3. We need to continue to build our social emotional learning program targeting positive behavior expectations and build upon our restorative practices including alternatives to suspension.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Achievement

## LEA/LCAP Goal

GOAL 1 - Assess student learning in mathematics and English Language Arts/ELD and provide interventions and supports as needed.

## Goal 1

Assess student learning in mathematics and English Language Arts/ELD and provide interventions and supports as needed.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard ELA	ELLs are 88.8 points below the standard	ELLs ELA achievement will grow by 5%
Dashboard Mathematics	ELLs are 145.9 points below the standard	ELLs Mathematics achievement will grow by 5%
Dashboard Chronic Absenteeism	ELL 23% are chronically absent, 38.9% Special Education, 27.9% lower SES, 29.7% two or more races, and 20.6% white students	reduce absenteeism by 10% for ELL, SpEd students, two or more races, white, and lower SES students

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

## Strategy/Activity 1

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

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

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

Strategy/Activity

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

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

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

Amount(s)

Source(s)

### **Strategy/Activity 2**

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

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

Multi-Language Learners, Special Education Students, Students who are socio-economically disadvantaged, LatinX, and Black/African American students.

#### Strategy/Activity

Develop and implement a plan for accelerating learning to close learning gaps which includes having teachers engage in cycles of inquiry to identify priority standards and develop additional intervention strategies to support students in their classrooms.

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

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

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

Beginning English Language Learners

#### Strategy/Activity

Create an English Language Development class for Multi Language Learners who scored in the “novice” range of the ELPAC.

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

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

Amount(s)

Source(s)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Wellness

## LEA/LCAP Goal

GOAL 2 - Create a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences, and are empowered to thrive socially, emotionally, and academically.

## Goal 2

Create a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences, and are empowered to thrive socially, emotionally, and academically.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Panorama Survey	Sense of belonging is lower for our BIPOC students at 36-43% responding favorably to a survey measuring students connectedness to school	Sense of belonging will improve by 10% for BIPOC students within each subgroup.

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

- Continue to provide professional development around culturally responsive teaching and evidence-based instructional strategies that support students in feeling a sense of belonging and having their identity affirmed.
- Teachers will engage in cycles of inquiry to identify additional intervention strategies to support students in their classrooms academically, as well as social-emotionally

- White Hill administration has reintroduced the SART and SARB process and has identified patterns to determine areas of need for additional interventions.
- Continue our MTSS subcommittee to refine White Hill’s MTSS and prepare for 2024/25 update with logging tier 1 and 2 interventions.
- In partnership with our Guiding Coalition teacher leaders, we will create and each teacher will deliver school-wide anti-bias lesson series to their students.
- Partner with local high school students to bring workshops to 6-8th graders in a variety of topics including stress management, body image, self-confidence, mental health, and tobacco, drug, and alcohol awareness, and being an upstander.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 2**

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

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

All students

Strategy/Activity

- Continue to support and develop student leadership opportunities on campus:
- -Create and meet with an affinity student group for input and campus-wide concerns.
  - -Create SLAM (student leaders anti-racist movement) student group to develop student leadership and connection to the school community
  - -Joined MCOE SWAP (student wellness ambassador program) and identified and trained student leaders to support peers around wellness on campus
  - -Continue school wide spirit leaders to engage students in the school community (friendly sports competitions, lunch dance parties, student birthday recognitions, etc.)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 3**

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

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

All students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 4**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 5**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

# School Site Council Membership

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

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

Name of Members	Role
John Baker	Principal
Mary-Clare Mullin	Principal
Alex Obenshain	Classroom Teacher
Heidi Moore	Classroom Teacher
Cary Adriatico	Other School Staff
Mo Blechen	Parent or Community Member
Linda Frey	Parent or Community Member
Brook Wilkinson	Parent or Community Member
Amber Wild	Parent or Community Member
Corbin Howes	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 3/12/24.

Attested:

Principal, John Baker and Mary-Clare Mullin, Co-Principals on 3/12/24

SSC Chairperson, Mo Blechen on 3/12/24