2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Dolores Huerta International Academy 36 67710 0133371		SSC Approval Date:
School Address	17777 Merrill Avenue, Fontana, CA 92335-8110		Local Governing Board Approval Date: Original
Name of Principal	Sandra Loudermilk	Phone # and Email	(909) 357-5070, Sandra.Loudermilk@fusd.net
Name of SSC Chairperson	Diana Gutierrez	Phone # and Email	(909) 782-9707, alexchriszeke@gmail.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION	Developing internationally educated and globally minded scholars through rigorous, innovative, multilingual, and intercultural education Desarrollar académicos con educación internacional y mentalidad global a través de una educación rigurosa, innovadora, multilingüe e intercultural. Our students, parents and staff embrace the following CORE values: • Dedication to thrive academically as open minded, knowledgeable and lifelong learners Dedicación para prosperar académicamente como aprendices de mente abierta, informados y de por vida. • Harmony through a respectful and open-minded school environment that celebrates global diversity by promoting cooperation and equity within our community Armonía a través de un entorno escolar respetuoso y de mente abierta que celebra la diversidad global al promover la cooperación y la equidad dentro de nuestra comunidad. • Innovators who are creative, principled and knowledgeable and use technology to inquire, reflect, and communicate in order to be effective problem solvers. Innovadores que son creativos, tienen principios y están bien informados y usan la tecnología para investigar, reflexionar y comunicarse con el fin de resolver problemas de manera efectiva • Academic activism to inspire and empower compassionate, reflective, risk-taking thinkers who embrace multiculturalism with an open mind. Activismo académico para inspirar y empoderar a pensadores compasivos, reflexivos y arriesgados que abrazan el multiculturalismo con una mente abierta. As a school dedicated to creating a safe, respectful learning environment, we ensure equal access and opportunity for all with respect, tolerance and empathy; we celebrate the diversity of our community's cultures; and we uphold accountability of our school community. "Every minute, a chance to change the world." Dolores Huerta
SCHOOL AND COMMUNITY PROFILE	Dolores Huerta International Academy (DHIA) opened in 2016-2017 with an enrollment of 330 scholars in Kindergarten through third grade. The school opened its doors as a K-1 Dual Language Immersion and a 2nd-3rd grade English Program. DHIA is in its candidacy phase of the International Baccalaureate Program. Our scholars are of

SCHOOL BACKGROUND

	diverse backgrounds, with 95.2% Hispanic, 2.6% African American and 1.8% Caucasian. Dolores Huerta International Academy is a district magnet school and holds a lottery every year to incoming kindergarten scholars. DHIA added 6th grade three years ago making us a K-6 magnet school. Currently, Dolores Huerta International Academy has an enrollment of 623 scholars in grades K-6.
SPSA HIGHLIGHTS (bullet points)	Dolores Huerta International Academy focused on academic instruction with an emphasis on Positive Behavior Interventions and Supports (PBIS) last year. We are proud to have accomplished the following: • Teachers will be given planning time to develop Teacher Clarity, IB Planners/Units, and to continue our work with our writing program • Scholars read over 100 million words as documented by the Accelerated Reader program • Tutoring will be available for scholars • Mandarin classes will be offered to students in grades 4-6 • Lessons and supports will be provided to implement the PBIS expectations • Dolores Huerta International Academy will continue to improve our PBIS implementation • Dolores Huerta International Academy will host a variety of family nights and events to promote family and community engagement
INCREASED OR IMPROVED SERVICES (bullet points)	• Provide IB training for staff • Provide GLAD training for staff • Improve access to a third language through an extended learning day • Increase access to Spanish software, books and supplemental materials • Increase release time for educators for professional learning communities as the number of new teachers continues to grow • Improve ELA, SLA, ELD and math intervention for scholars who need more support • Provide paid hours for teachers to develop IB units/planners and teacher clarity • Provide extended learning opportunities that are engaging to students
MOONSHOT	• Dolores Huerta International Academy is in the candidacy phase of the International Baccalaureate (IB) program. We submitted for authorization in 2021-2022. Our community would also like to continue to expose our scholars to a third language in 2022-2023 school year. School Site Council board decided on Mandarin. Our Moonshot is to become an authorized IB school.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Student Population

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
623	**76.1**	**42.4**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2020-21 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	264	42.4
Foster Youth		
Homeless	6	1.0
Socioeconomically Disadvantaged	474	76.1
Students with Disabilities	52	8.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	2.6
American Indian or Alaska Native		
Asian	1	0.2
Filipino		
Hispanic	593	95.2
Two or More Races	2	0.3
Native Hawaiian or Pacific Islander		
White	11	1.8

These data points indicate:

1. Almost half of our student population is learning English as a second language. This is consistent with our Dual Immersion model that 50% of our students are native English speakers and the other 50% of our students are learning English as a second language.

2. We have to focus on our socioeconomically disadvantaged group as 76.1% of scholars fall in this category. Tutoring is provided for our scholars who need more strategic intervention than what they are already receiving during the school's RTI time.

3. Our Hispanic population makes up the highest subgroup at Dolores Huerta International Academy.

School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Yellow		

These data points indicate:

1. The CA Dashboard indicator for English Language Arts is orange and decreasing indicating this is an area of need. Our school is a Dual Immersion school, students' main language of instruction is Spanish until fifth grade where they receive 50% English and 50% Spanish instruction.

2. The CA Dashboard indicator is yellow for math. Mathematics also needs improvement, this area has maintained since the previous year.

3. The CA Dashboard indicator for chronic absenteeism is yellow after falling from a blue performance level in 2018. This needs to improve as many scholars are learning a new language as well as their academics.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]
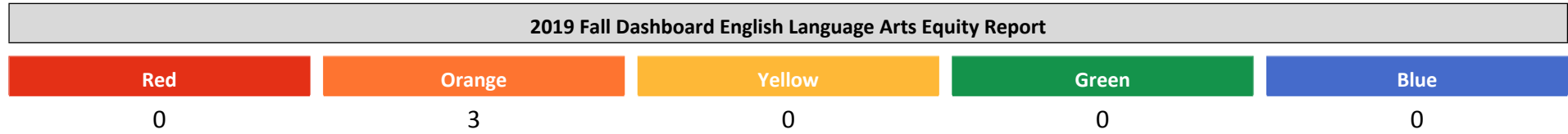
A review of the following data informs the comprehensive needs assessment.

Academic Performance
English Language Arts

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
7 points below standard	19.8 points below standard	0 Students
Declined Significantly -22.2 points	Declined Significantly -20.2 points	
207	95	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
0 Students	10.6 points below standard	106.2 points below standard
	Declined Significantly -21.1 points	19
	181	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	0 Students
10			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
7.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -22 points	3		6
188			

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
49.7 points below standard	51.8 points above standard	4.6 points below standard
Increased ++5.7 points	Declined -6.7 points	Declined Significantly -30.9 points
67	28	101

These data points indicate:

1. All student groups declined significantly in English Language Arts.

2. Our current English Learners made slight progress but they are still well below standard.

3. Our Reclassified English Learners are above standard but they also declined slightly.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	0

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

All Students	English Learners	Foster Youth
Yellow	Orange	
23.2 points below standard	31.4 points below standard	
Declined -6.8 points	Declined -9.1 points	
207	95	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	No Performance Color
	25.9 points below standard	106.6 points below standard
	Declined -4.4 points	19
	181	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 21 points below standard Declined -5.4 points 188	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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**
47.8 points below standard	7.8 points above standard	23.3 points below standard
Increased Significantly ++21.7 points 67	Declined Significantly -18.8 points 28	Declined -11.1 points 101

These data points indicate:

1. Our current English Learners increased significantly but are still well below standard.

2. Our reclassified students are above standard but they declined significantly.

3. Our English Learners and Socioeconomically disadvantaged students have declined since the previous year.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Academic Performance
English Learner Progress

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

English Learner Progress
No Performance Color
42.8 making progress towards English language proficiency
Number of EL Students: 180
Performance Level: Low

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
33.8	23.3	7.7	

These data points indicate:

1. This data indicates that a third of our English Learners decreased one ELPI level and 35% students progressed at least one ELPI level.

2. About 30% of our English Learners maintained their ELPI level.

3. The overall English Learner progress in acquiring language proficiency is low.
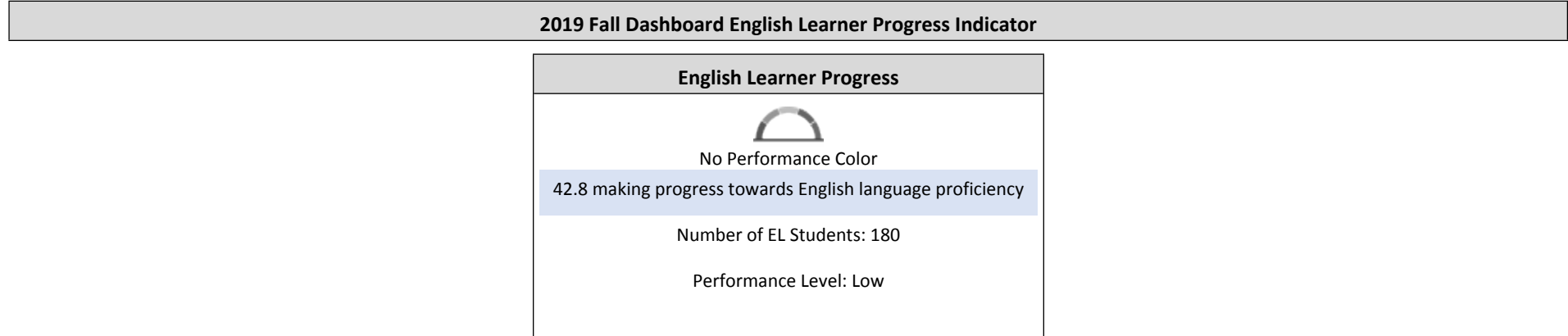
School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Academic Performance
College/Career

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

Lowest Performance   Highest Performance

Red   Orange   Yellow   Green   Blue

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
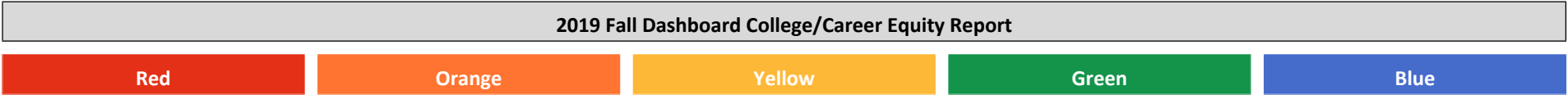
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
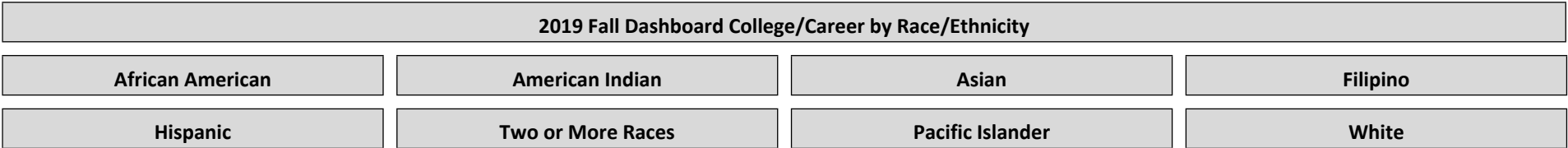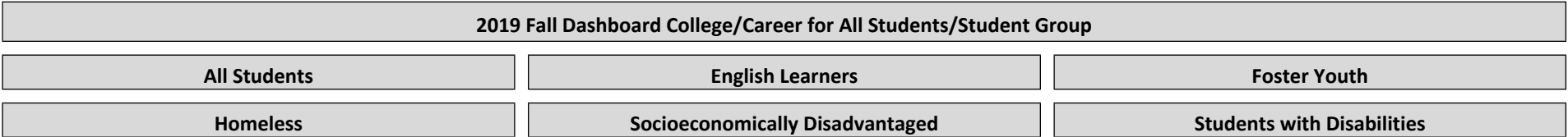
This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

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

2020 School Dashboard Additional Reports and Data

Students in the Combined Cohort or DASS Graduation Rate by Student Group

Cohort	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals														

Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared														
Percentage Approaching Prepared														
Percentage Not Prepared														

The combined cohort and/or DASS graduation rate is used as the denominator to calculate the percentages.

Academic Performance
College/Career Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

These data points indicate:

1.

School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Academic Engagement
Chronic Absenteeism

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	0
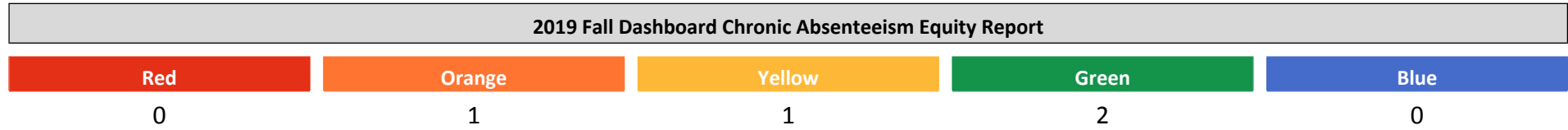
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
3	0.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.7	Increased +0.9	0
534	230	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	2.8	11.1
1	Maintained +0.3	Increased +8.4
	432	45

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.3	0	0	0
15			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
3.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +1	4	0	Maintained 0
499			16

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	628	35	5.6
Female	322	15	4.7
Male	306	20	6.6
American Indian or Alaska Native	0	0	0.0
Asian	1	0	0.0
Black or African American	16	1	6.3
Filipino	0	0	0.0
Hispanic or Latino	598	34	5.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	2	0	0.0
White	11	0	0.0
English Learners	269	7	2.6
Foster Youth	0	0	0.0
Homeless	10	1	10.0
Socioeconomically Disadvantaged	477	32	6.8
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	62	7	11.3

These data points indicate:

1. Almost all student groups maintained or increased in this area demonstrating that improvement is still needed.

2. Students who are socioeconomically disadvantaged have a high rate of absenteeism.

3. Students with disabilities have the highest rate and they are also our group with the greatest educational need.

School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Academic Engagement
Graduation Rate

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

Lowest Performance   Highest Performance

| Red | Orange | Yellow | Green | Blue |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

	2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**	

2021 Graduation Rate by Student Group

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

These data points indicate:

1.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	0
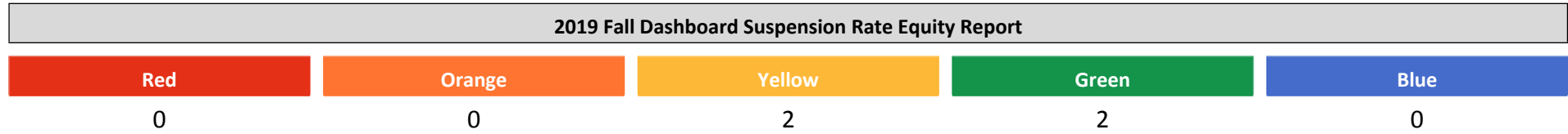
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	
1.3	0.9	
Maintained 0	Increased +0.4	
539	233	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	0.9	4.4
1	Declined -0.5	Declined -1
	435	45

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color 0 Maintained 0 15			

Hispanic	Two or More Races	Pacific Islander	White
Green 1.2 Declined -0.3 502	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		No Performance Color 5.6 Increased +5.6 18
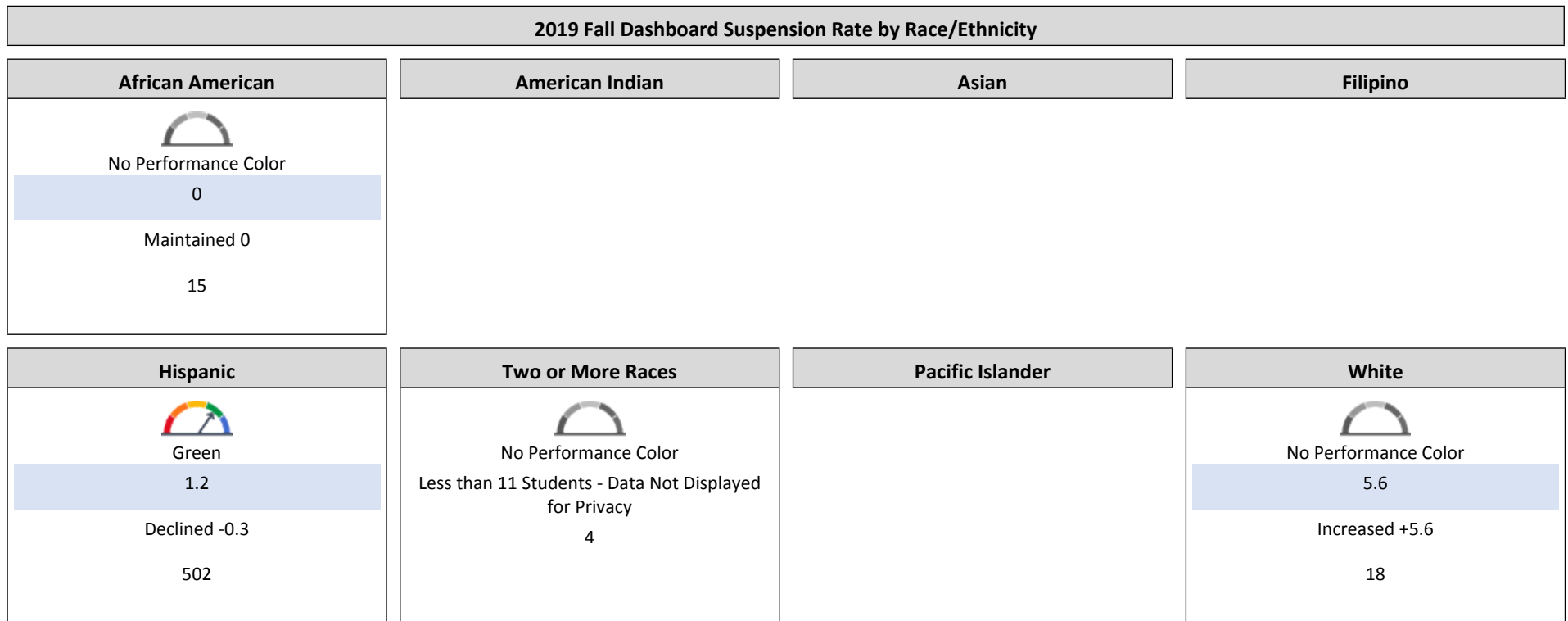
This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.3	1.3

These data points indicate:

1. The All Students group maintained overall in Suspension rate.

2. We had slight declines with our socioeconomically disadvantaged students and our students with disabilities student groups.

3. The Hispanic student group also had a slight decline.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	**Current Outcomes**
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.44 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.49
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.02 (Excludes K-2 due to invalid Fall 2020 results)
Fall 2021 MAP Growth Reading (ALL): Average Distance from Norm (DFN)	
Fall 2021 MAP Growth Math (ALL): Average Distance from Norm (DFN)	
Site Specific Measures: Istation: % Student Usage Walkthough Data: % of Classrooms that had evidence of Teacher Clarity	92% 84%
Site Specific Measures: Percent of students demonstrating growth in tutoring using pre and post tests.	87%

These data points indicate:

Schoolwide, there was a decline in all academic areas ranging from half a percentage point to one percentage point on MAP testing. Our math took the largest decline of a little over one percentage point. Our IStation usage is improving. We need to start providing recognition for growth to promote its usage even more. The greatest gains occurred in our tutoring groups. Students who were strategically targeted for their areas of need showed improvement.

Academic Data – English Learners (EL)	
School Metrics/Indicators	**Current Outcomes**
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.52 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.64
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.51 (Excludes K-2 due to invalid Fall 2020 results)
Fall 2021 MAP Growth Reading (EL): Average Distance from Norm (DFN)	

Academic Data – English Learners (EL)	
Fall 2021 MAP Growth Math (EL): Average Distance from Norm (DFN)	
Site Specific Measures: Percent of students demonstrating growth in tutoring using pre and post tests.	57%
Site Specific Measures: Percent of PLC agendas that include discussion and planning for academic discourse.	100%

These data points indicate:

Schoolwide, our English Learners performed lower than our school as a whole in all areas. These students also had lower scores in math than in reading or language. There continues to be a need to provide strategic support to our English Language Learners. Students who attend before or after school tutoring are showing growth.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	**Current Outcomes**
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.44 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.49
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.02 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Istation: % Student Usage Walkthough Data: % of Classrooms that had evidence of Teacher Clarity	92% 84%
Site Specific Measures: Percent of students demonstrating growth in tutoring using pre and post tests.	87%

These data points indicate:

Schoolwide, there was a decline in all academic areas ranging from half a percentage point to one percentage point on MAP testing. Our math took the largest decline of a little over one percentage point. Our IStation usage is improving. We need to start providing recognition for growth to promote its usage even more. The greatest gains occurred in our tutoring groups. Students who were strategically targeted for their areas of need showed improvement.

Academic Data – English Learners (EL)	
School Metrics/Indicators	**Current Outcomes**
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.52 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.64
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.51 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Percent of students demonstrating growth in tutoring using pre and post tests.	57%
Site Specific Measures: Percent of PLC agendas that include discussion and planning for academic discourse.	100%

These data points indicate:

Schoolwide, our English Learners performed lower than our school as a whole in all areas. These students also had lower scores in math than in reading or language. There continues to be a need to provide strategic support to our English Language Learners. Students who attend before or after school tutoring are showing growth.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	**Current Outcomes**
2020-2021 % by ELPAC Level	Level 4: 22% Level 3: 41% Level 2: 30% Level 1: 7%
2020-2021 ELPAC Listening Domain: % by Performance Level	32% - Well Developed 63% - Somewhat/Moderately Developed 5% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	60% - Well Developed 34% - Somewhat/Moderately Developed 6% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	10% - Well Developed 69% - Somewhat/Moderately Developed 21% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	11% - Well Developed 67% - Somewhat/Moderately Developed 22% - Beginning Development
Site Specific Measures: Instructional Round Data: % of teachers demonstrating use of GLAD Strategies and DLI Writing Practices	25%-84% depending on the specific strategies
Site Specific Measures: % of EL Students that improved pre/post assessment score from extended learning opportunity groups	70% of the students who participated in writing tutoring showed improvement 57% of the students who participated in reading tutoring made progress

Language Acquisition Data – English Learners (EL)

These data points indicate:

Our Instructional Rounds have been effective in helping teachers analyze our use of strategies and to identify where we need to improve. Over 75% of teachers are demonstrating use of GLAD strategies. A focus of our instructional rounds was to focus on writing practices:
Writing Process-84%
Explicit Vocabulary Instruction- 78%
Self regulation- 25%
Our focus will be on improving self regulation in writing. We are continuing instructional rounds to continue to monitor implementation of self regulation.
More than half of our English Learners are making progress towards English proficiency..
The areas of focus for our English Learners are Reading and Writing.
Our EL students with disabilities need additional support, they had the least growth.
The focus will be on data analysis to meet the needs of struggling readers and writers.

Parent/Family Engagement	
School Metrics/Indicators	**Current Outcomes**
2021-2022 Household Participation Rate on Parent/Family Climate Survey	This year we only had 51 or 10% responses to our Annual Family Climate Survey
Site Specific Measures: Family Engagement Events; Number of Family Engagement events that were offered	23
Site Specific Measures: Parent Meetings (SSC, ELAC, IB, CABE) Number of parent meetings	15

These data points indicate:

We had a decline in participation in our Annual Family Climate Survey this year. We did not meet the expected 25% completion rate as in years past.
Although there was a decline in participation in the Family Survey, parents continue to be engaged and involved at Dolores Huerta International Academy.
Parents are participating in our virtual family events such as our pep rallies, parent informational meetings ,PBIS events, and STEAM Family night. Parents are participating in our informational meetings but no conference requests have been brought up by parents due to COVID. Average attendance for virtual event s 30. When events are held on campus, participation is much higher.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	**Current Outcomes**

MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -0.74 Fall 3rd to Fall 4th: -0.52
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 43% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 42% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 43% 24-25 3rd Gr. Cohort (21-22 Kinder): 27%
Site Specific Measures: STAR reading Spanish: % of scholars scoring above the 50th percentile	1st Grade 56% 2nd Grade 37% 3rd Grade 54% 4th Grade 29% 5th Grade 29%
Site Specific Measures: iStation: % of scholars scoring above the 40th percentile	K Grade 38% 1st Grade 26% 2nd Grade 26% 3rd Grade 46% 4th Grade 42%

These data points indicate:

Schoolwide, there was a greater learning loss this year than last year. Our second to third graders had significantly more loss than our third to fourth graders. More than 40% of our first through third graders are at risk of not reading at grade level by the end of third grade. Less than one third of our kindergarteners are at risk of not reading at grade level by the end of third grade. When analyzing our site specific measure which assesses learning in Spanish, it is evident that our students are doing better in Spanish at the lower grades. . Our first graders did better than second and third graders in IStation. It is necessary to continue to focus on literacy and language. Teachers will set reading goals with students individually and monitor progress towards achieving those goals at least once a quarter.

College and Career Readiness	
School Metrics/Indicators	**Current Outcomes**
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (EL)	

College and Career Readiness	
2020-2021 DataQuest A-G Completion Rate (ALL)(4 Year Cohort)	
2020-2021 DataQuest A-G Completion Rate (EL)(4 Year Cohort)	
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	
Site Specific Measures:	

These data points indicate:

Behavior	
School Metrics/Indicators	**Current Outcomes**
Site Specific Measures: PBIS Internal Tiered Fidelity Inventory (TFI)	Tier 1 100% Tier 2 100% Tier 3 100%
Site Specific Measures: PBIS School Climate Surveys Number of Respondents and Total Average on a scale from 1-4	Families: 118 respondents School Personnel: 32 respondents Students; 270 respondents
Site Specific Measures: PBIS School Climate Surveys: average score	Families: 3.55 School Personnel: 3.64 Students; 3.21
Site Specific Measures:	

These data points indicate:

These data points indicate that we are implementing our PBIS program well. Our fidelity is 100% in all three tiers. Our school climate surveys indicate that we are doing well but there is still room for improvement. Our student group gave us the lowest rating, this indicates we need to improve in the areas indicated by students.

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section. We need to improve our integrated ELD. Our data indicates that fourteen percent (14%) of English Learners declined one ELPI level, which is less than the previous year.. Students need more integrated ELD across curriculum areas by incorporating lessons that bridge the two languages.
Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section. Twenty one percent (21%) of our English Learners maintained their ELPI level and sixty five percent (65%) made progress this year. Designated ELD has been implemented effectively. Teachers provide designated ELD daily and most classes have a different teacher for ELD. Teachers incorporate lessons across curricular areas and often tie their ELD lessons with their IB units. The STEAM teacher is also providing designated ELD to classes in grades K-3.
What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc. Our teachers need Guided Language Acquisition Design (GLAD) training to help them deliver academic content and language lessons. A focus is necessary on our EL students and their particular areas of need. Teachers will continue to be guided on how to look at their students' ELPAC results and how to group their EL students according to their domain need. Our students' areas of need are Reading and Writing. Teachers will assign English reading and develop Learning Targets and Success Criteria for writing. EL students will be monitored to ensure they are making progress.

Comprehensive Needs Assessment

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

(a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])

(b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards.
(EC Section 64001[g][s][B])

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

Analysis of Qualitative Data

Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).	The Annual Family Climate Survey conducted in Fall of 2021 shows a decline in parent participation from last year. Only 10% of our families participated. It was difficult to get families to participate since we are still not having events on campus. Parents responded favorably in most areas. Policy Awareness was at 100%, Inclusion Efforts at 99%, and Environment was at 91%. Parent Support and Family Engagement are our two areas of need. We are still struggling in this area due to the current pandemic situation. We also completed a Student Survey in which 85% of the students in fifth grade responded which is a slight decline from 92% last year. There was also a decline in almost all areas of the survey except for Supportive Relationships which went up by 2 points, Self-Efficacy which went up by one point, and Learning Opportunities which went up 14 points. The area of strength on the student survey shows that we provide Supportive Relationships (87%).The greatest area of need is Learning Opportunities at 36% although this was a14 point increase from last year. We have added STEAM learning opportunities this year and hope this improves even more next year. We are currently administering our School Climate Survey through PBIS. Family responses show a gain from when this was last administered in the Spring of 2021. The family results were 3.51 in 2021 and 3.55 in 2022. Student responses are about the same 3.29 in the the Spring and currently 3.21. The staff results show a slight decline from 3.74 to 3.64 this year. Staff has expressed a need for adult SEL resources which we are currently providing. We also administered a Social-Emotional Learning survey to students in grades 3-5. Student results show strengths in Supportive Relationships, Sense of Belonging, and Teacher-Student Relationships with scores of 85%, 78%, and 76% respectively.. Our area of need is Emotion Regulation with a score of 54%. Our school counselor is providing small groups sessions to assist with this and our teachers will receive training on implementing restorative circles. Student participation in the survey was 88%.

Analysis of Qualitative Data	
	The Social-Emotional Survey was also administered to our 6th graders. Results show strengths in the same areas as our results for our third through fifth graders: Supportive Relationships 85%, Sense of Belonging 78%, and Teacher-Student Relationships 76%. The area of need was also the same, Emotion Regulation at 54%. Participation rate for our 6th graders was 91%. A staff survey was conducted to define our school needs. Staff was in agreement that regular planning sessions are needed as well as additional Spanish resources.
Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.	Instructional Rounds focused on writing practices were conducted in the Fall of 2021. The team determined there is a need for students to practice more self-regulation. An area of strength was Explicit Vocabulary Instruction and the Writing Process. Instructional Rounds were conducted again in February that demonstrated growth in all areas including self-regulation by students. Our next step is to have our teachers participate in instructional rounds to visit each others' classrooms and learn from each other. Classroom Observations are also conducted weekly. We are looking at our IB program and ensuring that Learning Targets and Success Criteria are being posted. We continue to have professional development on Teacher Clarity to improve our teacher efficacy. Learning Targets are posted 90% of the time and all teachers are implementing their IB unit planners.

Analysis of 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 student 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)	Assessments such as STAR Reading, Measurement of Academic Progress (MAP), grade level common assessments, and supplemental program assessments are used to gather and analyze data. This data analysis is used to inform instructional practices to improve student achievement. Students' needs are identified and addressed during targeted instruction. Students may be identified as needing assistance during the school day via our Response to Intervention (RTI) groups, referred for

Standards, Assessment, and Accountability	
	assistance with our Intervention Specialist Teacher (IST) or referred to the Student Intervention Team (SIT) as a result of this data.
Use of state and local EL academic performance and language development data to determine EL student and program needs.	State and local assessments are used to identify student needs in the area of language development and academic progress for our English Learners and our English only students. Our academic program includes integrated and designated ELD where applicable as a Dual Immersion School. We also focus our Designated ELD lessons on specific language tasks based on our students' needs. Explicit vocabulary instruction is one of our priorities as a Dual Immersion school. Data analysis provides information that drives instruction in order to improve student achievement for our English Learners.
Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.	As data became available it was shared with SSC and ELAC. Formal progress monitoring was conducted in February and April to review implementation and outcomes.
Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.	English Learner progress is analyzed and monitored by the EL Site Monitor and administration. Grade level PLC meetings are facilitated by the EL Site Monitor and administration to support teachers in analyzing this data and developing targeted instruction that addresses the needs of our low achieving ELs in order to close the achievement gap.

Identified Needs based on Findings:

- Dolores Huerta International Academy will administer the California Spanish Assessment and STAR Reading assessments to measure growth in Spanish.
- The NWEA MAP assessments are now in place for all scholars to measure growth in English.
- Administration will continue to guide teachers in looking at ELPAC data to better address the academic needs of students learning English as a second language.
- Continue to provide data, SPSA action implementation, and outcome updates to SSC and ELAC.
- Administration will focus more on data analysis with grade level teams to guide them on how to use the data to drive instruction.

Staffing and Professional Development	
Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored. Staff will need professional development in the following areas this year: Clarity (Learning Targets and Success Criteria) provided by Administration under the guidance of Kristin Anderson. Writing Development Training will be provided through the CABE Delight Grant, GLAD Training to be provided. IB Teacher Training will be provided to all teachers who have not been trained already.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	Ongoing coaching will be provided by the CABE Delight Grant in the area of writing and Dual Immersion best practices. Kristin Anderson will provide assistance to Administration and to the Instructional Leadership Team in the area of teacher clarity.

Staffing and Professional Development	
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Regular planning time will be provided for teachers to meet in their PLC groups for IB Unit development, Data Analysis, Planning, and creating common formative assessments.

Identified Needs based on Findings:

Professional development is needed for GLAD Strategies, IB, and in how to analyze data. Teachers also need planning time to be able to meet regularly.

Teaching and Learning	
Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:

TK-5th grade My Math, McGraw Hill   6th grade Big Ideas

TK-5th grade Wonders, McGraw Hill   6th grade Study Sync

TK-6th Social Studies Alive! TCI

*Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.

Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching.

Teachers utilize differentiated instructional groups both during class and during Response to Intervention Time in Language Arts and Math. The instructional support teacher provides targeted literacy supports through programs such as Read 180, System 44, WonderWorks, and Lexia.
Alignment occurs during planning sessions. Teachers are given opportunities to plan IB units using state standards and adopted curriculum. Supplemental materials are also provided through a variety of teacher resources. |
| Availability of standards-based instructional materials appropriate to all student groups (ESEA) | All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Ready Common Core, WonderWorks). Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.District adopted curriculum is standards based and provides instructional materials for the different student groups. We also have a variety of online tools that can be used to supplement instruction for students with differing needs. |

Teaching and Learning
Identified Needs based on Findings: Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards. Provide additional planning time and unit development time to be able to align curriculum, instruction, and materials to content and performance standards.

Opportunity and Equal Educational Access	
Services provided by the regular program that enable underperforming students to meet standards (ESEA)	Dolores Huerta International Academy provides quality first instruction and response to intervention during the regular school day. Teachers provide assistance to underperforming students during their RTI time in their classrooms. In addition, we have an Intervention Specialist Teacher (IST) on campus who works with students struggling in the area of Language Arts. There is also a full time Resource Specialist and a classroom aide who work with students with disabilities. Teachers also provide tutoring after school.
Student groups for whom there exist disparities in achievement and summary of the root causes.	Our students learning English as a second language and our students with disabilities have disparities in achievement. One of the root causes is that we are a Dual Immersion school with a 90/10 model in which all our students receive most of their instruction in Spanish. The program reaches 50/50 at 5th grade. Our students with disabilities also receive most of their instruction in Spanish and support for their goals is provided in the language of instruction.
Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.	The SPSA actions and services met the needs of all students but more work needs to be done. As a DLI school one of our challenges is that our English Learners need further development in their English Proficiency as well as our English only students at the primary level since most of the instruction is provided in Spanish.

Identified Needs based on Findings:

Teachers need to monitor student achievement more closely for our students in order to identify needs early and plan for the instruction that is needed in both English Language Arts and Math so that student needs are addressed as early as possible to provide students access to the curriculum. Our English instruction needs to be more intentional around building English Language Acquisition skills.
Regular data chats need to be implemented during the school year to ensure teachers notice gaps early on. This will allow teachers to provide targeted intervention for students who are not meeting grade level expectation so that the learning gap can begin to close.

Parental Engagement	
Resources available for families to support their child(ren)'s education and assist under-achieving students.	Student Intervention Team meetings were held for students who are underperforming. Parents were provided information on interventions that were available during the school day, tutoring opportunities outside of the school day, and resources to support learning at home. Parents also participate in School Site Council, ELAC meetings, and regularly scheduled family nights such as Math Night, Literacy Night, and Steam Night. In addition, administration also schedules parent informational nights on topics such as PBIS, CAASPP, and IB.

Identified Needs based on Findings:

Parental Engagement
We need to continue to host informational meetings for parents to keep them informed of the key elements of effective Dual Immersion Programs and on our units of inquiry in our International Baccalaureate program. Parent workshops on early literacy will also be held to help parents support their children in their education.

Funding	
Services provided by state and local funds that enable underperforming students to meet standards.	District General funds provided a full time Resource Specialist is on campus with an aide to help students who are identified with disabilities. We offer tutoring and online intervention programs to help meet the needs of our underperforming students. A district funded English Learner Teacher on Assignment is available to our campus. Sup C funds supported PBIS and online resources to improve academics. A SIT coordinator, Learning A-Z, and The Brilliance Project which focused on teacher clarity.
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	We have a full time Title 1 Intervention Specialist Teacher on campus who works with students in grades K-6 in the area of Language Arts. Tutoring is offered to at promise students and English Learners in their vocabulary development and writing. Several family events such as Literature Night, Math Night, and STEAM Nights, were funded out of Title 1 funds. Books were purchased to support literature and SEL in the classroom. Achieve 3000, Brainpop, and Seesaw instructional software was purchased.

Identified Needs based on Findings:

Include classified paraprofessionals in additional assignments for tutoring.

Stakeholder Involvement	
Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.	Principal provides monthly updates with expenditures and progress on planned actions and services. In February and April, School Site Council performed progress monitoring on the SPSA actions and services. Tutoring for English Learners in 4th and 5th grades proved effective and ELAC and SSC want to expand it to other grade levels. Books were purchased for the library in both English and Spanish. This year there was more feedback and input from both ELAC and SSC. In April School Site Council, with input from ELAC, determined which actions to continue, modify or discontinue based progress monitoring and the anticipated needs of students. In May School Site Council reviewed and approved the 2022-2023 SPSA.

Identified Needs based on Findings:

Parents appreciated being able to participate in the progress monitoring and evaluation on a regular basis. Continue to solicit suggestions for improvement from ELAC and SSC.

SWP Requirements

SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	Teaching staff will participate in professional development of Teacher Clarity to develop rigorous Learning Targets and Success Criteria to ensure quality first instruction. Staff requires professional development in order to plan and deliver quality first instruction that is aligned with the rigor of CCSS and the IB program. Teachers will identify and/or create standards based assessments, analyze data, and plan for interventions and enrichment opportunities. Teachers will have collaboration time to reflect and refine IB units which incorporate the CCSS. GLAD training will continue with part one for new teachers and part two for returning teachers.	Professional Development Teacher Clarity-Monthly August 2022-May 2023 Collaboration Time Twice monthly August 2022-May 2023 GLAD-Part two in fall 2022 GLAD- Part one winter 2023
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education	Teachers will continue to expand their knowledge by attending additional IB training opportunities. Before and after school tutoring and enrichment will also be offered for students who may need additional support with meeting the grade level expectations. Extended learning opportunities will be offered to help develop EL students language proficiency and comprehension.	IB Professional Development August 2022-May 2023 Extended Learning Opportunities Eight weeks per cycle September 2022 and January 2023 Extended Learning Opportunities for EL students-Eight weeks per cycle September 2022 and January 2023
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards	Multiple opportunities will be provided for informal and formal (CFAs, summative) assessments. Data from these assessments will be analyzed in order to provide intervention and/or acceleration opportunities. Students who are at risk of not meeting the academic standards receive intensive small group support during Our Response to Intervention time (RTI), from our Instructional Specialist Teacher, and/or before or after school tutoring.	Progress Monitoring-quarterly August 2022-May 2023 RTI-daily August 2022 through May 2023

	Class walkthroughs will be conducted to ensure and measure engagement and effectiveness of instruction.	Walkthroughs- daily for admin August 2022-May 2023

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-7.0	>= 8.0
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-23.2	>= -13.2
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.44 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.49	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.02 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	10%	>= 25%

Identified Need(s):	- MAP data indicates that students need to develop a strong foundation of number sense to promote mathematical understanding. - MAP data indicates that students need vocabulary development. - Parent surveys indicate a desire for continued workshops in PBIS, EL student achievement, International Baccalaureate, and Dual Immersion. - Teacher feedback indicates there is a need for professional development on GLAD, IB, and analyzing data. - Input from ELAC and SSC members indicate the need to continue to provide enrichment opportunities (STEAM) and expose our students to a foreign language as an IB candidacy school - IStation usage data indicate we need to increase usage - TFI behavior data indicate we need to continue with the implementation of PBIS strategies such as CICO and PBIS Rewards

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1A Provide Differentiated Instruction to close the achievement gap in reading comprehension, vocabulary development, language development, and Math • Supplemental instructional materials (English and Spanish) • Instructional Technology (hardware) laptops, headphones, stylus, mice • Instructional Software/subscriptions • Supplemental Printing • Hourly pay for SIT Coordinator • Classroom and library books • Bookshelves and organizational supplies	Classroom visit data Software data Fall to Winter MAP Data	Grades K-6	Teachers Principal Assistant Principal Librarian	13919	1500
1B Provide before or after school tutoring for at-promise students to close the achievement gap in SLA, ELA, and Math • Certificated hourly pay • Classified hourly pay • Contracted services	Pre and Post tests	Approximately 110 students in Grades 1-6 Students performing below grade level based on teacher recommendation and MAP RIT score below 30th percentile	Teachers Principal Assistant Principal	1376	
1C Provide extended learning opportunities and/or tutoring to support multilingualism • Certificated hourly pay	Teacher created assessments Pre and post tests	Grades 2-6	Foreign Language Teacher	1000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
• Classified hourly pay • Contracted services • Instructional materials/printing					
Goal 1H New Action-Promote physical education through a variety of activities to promote school connectedness. • Consultant services and materials • Athletic equipment and installation	Student surveys	All students	Principal Secretary		
1D Provide professional development on Common Core aligned strategies (teacher clarity, writing, IB unit development, IAB implementation, mathematical practices, Dual Language, GLAD strategies, data analysis to improve teacher efficacy and clarity) • Contracted services and materials • Certificated/Classified hourly pay • Substitute pay • Conference-related fees and travel • IB Membership fees (district paid)	MAP Data Classroom Visit Data Teacher Surveys	All students	Teachers Assistant Principal Principal	10000	16000
1E Conduct informational meetings and parent workshops on a variety of educational topics and needs such as, but not limited to, Family Nights, College and Career, Readiness, Safety, Bullying, Student report cards, California State Testing, IB programs, PBIS, Dual Language programs and Language Acquisition, and building effective home-school partnerships • Childcare will be provided • teacher hourly pay • classified hourly	Sign in sheets Registrations Surveys	All Students	Administration Counselor Teachers TOA Community Bilingual Aide	4624	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
• Conference-related fees and travel					
1F Continue with the implementation of school-wide PBIS program: • Provide a CICO Coordinator with hourly pay to monitor students on CICO • Purchase PBIS student awards • Certificated and classified hourly	TFI Results	K-6 students	Principal Counselor PBIS Team		5561
1G Provide campus beautification opportunities • Purchase school murals and signs that will promote a positive school climate and promote school connectedness • Purchase school benches to provide designated areas in shaded areas for students to rest and read • student led garden	Student and parent survey results	K-6 students	Principal Assistant Principal Secretary		1700
			Total Estimated Cost for This Goal:	30,919	24,761

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1a Academic Needs of Els:
English Learners in the DLI program and English program will demonstrate improved academic growth and achievement in Reading through the use of Academic discourse structured with response frames.

School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-19.8	>= -4.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-31.4	>= -16.4
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.52 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.64	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.51 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	Common Formative assessment and ELPAC data reveal that English Learners need development in reading comprehension, vocabulary, and writing.

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Goal 1a. Action 1 Provide professional development and planning in academic discourse for the purpose of increasing academic proficiency among EL students • Hourly pay for certificated and classified staff • Contracted services	PLC Agenda Fall to Winter MAP Data	EL Students in ELPAC levels 1,2, and 3.	Principal Assistant Principal Teachers EL Site Monitor EL TOA	1000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Goal 1a. Action 2 Provide tutoring for EL students in the areas of vocabulary development, writing, and literature circles in English. • Instructional software and materials • Hourly pay for certificated and classified staff • Contract outside tutoring company • Student awards will be provided for those students reaching their goals. • Printing costs	Pre and post tests Fall to Winter MAP Data	EL Students Reclassified students who are not meeting grade level standard	Principal Teachers	4000	
			Total Estimated Cost for This Goal:	5,000	

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1b Language Needs of Els:		
English Learners in the DLI program and English program will demonstrate English language proficiency growth in their productive language by developing their writing skill with an emphasis on explicit vocabulary development.		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	42.8%	>= 45.8%

Identified Need(s):	Language proficiency data including ELPAC and CFAs reveal that EL students need to work on their reading, vocabulary development, and writing and the ability to transfer these skills across the curriculum and performance tasks.

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	**SUPC**
Goal 1b. Action 1 Provide professional development in GLAD Strategies to develop students' language proficiency to support the writing process. • Contracted services and materials • Hourly pay for certificated staff • Classified hourly pay	Curriculum embedded assessments Classroom Observations/Instructional Rounds	English Learners who have been stagnant at the expanding level (2H, 3L)	Principal Assistant Principal Teachers EL TOA	500	
Goal 1b. Action 2 Provide small group differentiated instruction to build receptive language through a focus on academic vocabulary through extended learning opportunities • Hourly pay for certificated and classified staff • Printing costs	Pre and post assessments	English Learners	Principal Assistant Principal Teachers	500	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
• Contracted services					
			Total Estimated Cost for This Goal:	1,000	

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	40.8%	>= 43.8%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-24.1	>= -9.1
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -0.74 Fall 3rd to Fall 4th: -0.52	>= 0 for each grade level
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 43% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 42% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 43% 24-25 3rd Gr. Cohort (21-22 Kinder): 27%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 33% 22-23 3rd Gr. Cohort (22-23 3nd Gr.): 32% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 33% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 17%

Identified Need(s):	Common Formative Assessment Data indicates that students need to improve in early literacy skills.

2022-23 Evidence-based Actions/Services	**Metric(s) for evaluating Action/Service**	**Pupils to be served**	**Person(s) Responsible**	**2022-23 Estimated Cost**	
				Title 1	**SUPC**
Goal 2 Action A Provide differentiated instruction in a blended learning environment to improve students' early literacy skills. • computer software	Software data Classroom visit data	K-3 Students	Teachers Principal Assistant Principal	9318	
			Total Estimated Cost for This Goal:	9,318	

LEA/School GOAL 3: All students will benefit from programs, services, and partnerships designed to engage cohesion between school, home, and community.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes

Identified Need(s):	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
			Total Estimated Cost for This Goal:		

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1C Provide extended learning opportunities and/or tutoring to support multilingualism • Certificated hourly pay • Classified hourly pay • Contracted services • Instructional materials/printing	ALL Students	104,000	Principal, Librarian
Goal 1H New Action-Promote physical education through a variety of activities to promote school connectedness. • Consultant services and materials • Athletic equipment and installation	At promise students (attendance and behavior)	30,000	Principal
Goal 1a. Action 2 Provide tutoring for EL students in the areas of vocabulary development, writing, and literature circles in English. • Instructional software • Hourly pay for certificated and classified staff • Contract outside tutoring company • Student awards will be provided for those students reaching their goals. • Printing costs	EL Students Reclassified students who are not meeting grade level standard	10000	Principal
1A Provide Differentiated Instruction to close the achievement gap in reading comprehension, vocabulary development, language development, and Math • Supplemental instructional materials (English and Spanish) • Instructional Technology (hardware) laptops, headphones, and printers to support all programs	Teachers Principal Assistant Principal Librarian	18555	Principal

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
• Instructional Software for ELA, Math, IB, DLI • Supplemental Printing • Hourly pay for SIT Coordinator • Renaissance Learning software/subscription • Classroom and library books			
1B Provide before or after school tutoring for at-promise students to close the achievement gap in SLA, ELA, and Math • Certificated hourly pay • Classified hourly pay	At Promise students	12384	Principal
1D Provide professional development on Common Core aligned strategies (teacher clarity, writing, IB unit development, IAB implementation, mathematical practices, Dual Language, GLAD strategies, data analysis to improve teacher efficacy and clarity) • Contracted services and materials • Certificated/Classified hourly pay • Substitute pay • Conference-related fees and travel • IB Membership fees (district paid)	All Students	15000	Principal Teachers Assistant Principal
Goal 1b. Action 1 Provide professional development in GLAD Strategies to develop students' language proficiency to support the writing process. • Consultant agreement and materials • Hourly pay for certificated staff	All students	1711	Principal

Programs Included in this Plan

Federal Programs		Allocation
X	**Title I, Part A: Allocation** Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	46,237
X	**Title I, Part A: Carryover**	
X	**Title I, Part A: Parent and Family Engagement** Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	2,033
X	**Supplemental Concentration (SUPC) Allocation** Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	24,761
X	**SUPC Carryover**	
Total amount of state and federal funds allocated to this school		70,998
Total amount of state funds spent (SUPC)		24,761
Total amount of federal funds spent (Title I)		46,237
Total amount of state and federal funds spent		70,998
Balance		0

School Site Council Membership

The SSC shall be composed of
1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
2) Parents of pupils attending the school/community members (selected by such parents).
3) Parity between the two groups is required.
4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Sandra Loudermilk	Principal	Not-Applicable	Not-Applicable	1
Loyda Mena	Teacher	2 years	May 2023	1
Maribel Curiel	Teacher	2 years	May 2022	1
Ashley Silva	Teacher	2 years	May 2022	1
Ana Gutierrez	Other Staff Member (Specify): Clerk	2 years	May 2022	1
Francisco Merino	Parent/Community Member	2 years	May 2022	1
Rosio Merino	Parent/Community Member	2 years	May 2023	1
Maria Esther Caballero	Parent/Community Member	2 years	May 2022	1
Kareem Gongora	Parent/Community Member	2 years	May 2023	1
Diana Gutierrez	Parent/Community Member	2 years	May 2022	1

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

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 (enter date).

Attested:

Principal, Sandra Loudermilk on

SSC Chairperson, Diana Gutierrez on