# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT STANDLEY MIDDLE SCHOOL

## 2022-23

37-68338-6096598
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Pearson, William
**Contact Person:** Pearson, William
**Position:** Principal
**Telephone Number:** 858/455-0550;
**Address:** 6298 Radcliffe Dr, Standley Middle, San Diego, CA, 92122-3330,
**E-mail Address:** wpearson@sandi.net

**The following items are included:**
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Parent&Family Engagement Policy
☒ School Parent Compact

**Board Approval:** *(Date to be inserted by Financial Planning, Monitoring and Accountability Department)*

### SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.*

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**

**PURPOSE AND DESCRIPTION**
This School Plan for Student Achievement fulfills the requirements of a Comprehensive Support and Improvement program.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**
All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**ENGAGING EDUCATIONAL PARTNERS**
On Monday, October 3, 2022, our SSC Committee met and reviewed the LCFF Basic budget, 2022-23 SPSA, Parent and Family Engagement Policy, and School Parent Compact. ELAC was part of the SSC in 21/22 and all messages provided to the community were translated through School Messenger.
We also held meetings in the previous school year to facilitate the budget planning related to the 2022-23 SPSA:
- 1/25/22  SSC - Sent Community/Staff Budget Needs Survey
- 1/24/22  SGT - Review Budget
- 2/02/22 Staff budget review for 22/23
- 1/26/22  PTSA- Community Budget Review for 22/23
- 2/07/22  SSC - Review and approve Budget aligned to school goals for 22/23
- 5/09/22  SSC - Review SPSA Evluations for Title I and LCFF
- 9/26/22  SGT- Review SPSA for 22/23
- 9/29/22  Community Review through Coffee with the Principal of SPSA for 22/23
- 9/03/22 SSC/ELAC - Approve SPSA with input from committees

**RESOURCE INEQUITIES**
Standley Middle School serves a diverse group of approximately 824 students in the University City Cluster of San Diego, California. We are committed to providing quality education to every student. We have identified our Students with Disabilities and English Language Learners as a focused area of need in both ELA and Math.

After an extensive review of the available district and state-level data as well as site-based data collected throughout the year, we were able to identify the needs of our students based on that. We recognize that we don't have complete state data from last year and district data may not correlate exactly due to this. We continue to have a growing understanding of the continued inequities that exist outside of the current state funding allocation due many variables. Key inequities for our site include the following: The achievement of Students with Disabilities and English Language Learners, Student Attendance and suspension rates for specific groups, Mental Health and Wellness for all students.

## SCHOOL SITE COUNCIL MEMBERSHIP

| Member Name | Role |
|---|---|
| Jamil Person | Parent |
| Lisa Clifner | Certificated Teacher |
| Doug Withers | Certificated Teacher |
| Phyllis Meredith | Other School Personnel |
| Matt Moody | Parent |
| Lisa Smith | Parent |
| Tawnia Gillespie | Parent |
| Judith Lattimore | Certificated Teacher |
| William Pearson | Principal |
| Megan Bryden | Parent |

# GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

## LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

**Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

## Annual Review of This Goal: SPSA Reviewed 2021-22

**\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

When the 21/22 SPSA was written students were just coming back from online learning and we did not know how it would impact their physical return to school academically and socially. Schools returned in person in August and it was immediately apparent that our primary focus had to be on the social emotional aspect of school helping students learn how to be a participating member of a school community. COVID-19 was still present and created many long term absences related to positive cases and potential symptoms. Added to the normal absenteeism issues we saw a large increase in Chronic Absenteeism as compared to the previous year that was predominately done online which was easier to attend. Suspension rates increased across the board compared to the previous data because students were now in person and physically interacting on a daily basis. The CAASPP testing was completed in 21/22 after several years off and scores were lower than normal but still above average compared to the district indicating scores were lower across the board. Pass rates were slightly lower across the board from the previous year as the academic accountability was deemed higher during in person learning.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The budget expenditures were appropriate for the strategies to be implemented and the intended goals for live instruction and full enrollment. However, due to COVID-19, some strategies and interventions could not be implemented as planned such as Homework Club (tutoring) and Professional Development for staff.

| **\*Changes** |
|---|
| Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.<br><br>We will maintain our primary interventions deemed effective through the SPSA evaluations for Title 1 and LCFF.  We did not meet the criteria for Title 1 this year so many of our interventions regarding a financial component had to be cut or reduced.  We will continue to use our current staff, counseling and classified, to continue the work stated in this SPSA in the regular school day.  This will be funded through additional hourly to these positions when needed.  We have built in ALD/dELD classes to to support the reclassification of English Learners and created time in the day for staff to coordinate the supports for these students.  We will continue to support online programs as a supplement to the classroom that teachers and students were successful with after transitioning back to in person learning.  We dramatically cut professional development release time for staff to maintain other interventions. |

| **\*Identified Need** |
|---|
| According to district records, Standley's chronic absenteeism increased dramatically in the 21/22 school year compared to previous years of online learning.  English Learners recorded the highest rate of chronic absenteeism (37%) followed by students with disabilities (36%).  Records also show that our suspension rates decreased from 6.4%  to 3% since the last time data was available.  However, English Learners and Black or African American students saw an increase of 2.8% and 21.5% respectively.<br>The California Dashboard was not updated for the 21/22 school year in these areas. |

**\*Goal 1 - Safe, Collaborative and Inclusive Culture**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|
| June 2022 | 6-8 | Decrease Chronic Absenteeism rate | 6.6% | 5% | Chronic Absenteeism | annual |
| June 2022 | 6-8 | Decrease Suspension rate | 6.4% | 3.5% | Suspension | annual |
| June 2023 | 6-8 | Decrease Chronic Absenteeism rate | 16.3% | % | Chronic Absenteeism | annual |
| June 2023 | 6-8 | Decrease Suspension rate | 3% | % | Suspension | annual |

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|---|
| June 2022 | 6-8 | English Learner | Decrease Chronic Absenteeism | 11.4% | 9% | Chronic Absenteeism | annually |
| June 2022 | 6-8 | Students with Disabilities | Decrease Chronic Absenteeism | 11.4% | 10% | Chronic Absenteeism | annually |

| June 2022 | 6-8 | Black or African American | Decrease Chronic Absenteeism | 10.7% | 5.7% | Chronic Absenteeism | annually |
|---|---|---|---|---|---|---|---|
| June 2022 | 6-8 | English Learner | Decrease in Suspension | 10.9% | 8% | Suspension | annually |
| June 2022 | 6-8 | Students with Disabilities | Decrease in Suspension | 18.1% | 10% | Suspension | annually |
| June 2022 | 6-8 | Black or African American | Decrease in Suspension | 7.1% | 5% | Suspension | annually |
| June 2023 | 6-8 | English Learner | Decrease Chronic Absenteeism | 37% | % | Chronic Absenteeism | annually |
| June 2023 | 6-8 | Students with Disabilities | Decrease Chronic Absenteeism | 36% | % | Chronic Absenteeism | annually |
| June 2023 | 6-8 | Black or African American | Decrease Chronic Absenteeism | 11% | % | Chronic Absenteeism | annually |
| June 2023 | 6-8 | English Learner | Decrease in Suspension | 13.7% | % | Suspension | annually |
| June 2023 | 6-8 | Students with Disabilities | Decrease in Suspension | 8.7% | % | Suspension | annually |
| June 2023 | 6-8 | Black or African American | Decrease in Suspension | 28.6% | % | Suspension | annually |

**Supporting Black Youth - Additional Goals**

✓ 1. Standley's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.

✓ 2. The staff diversity goal at Standley is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Standley's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

✓ 3. In the 2022-23 school year, Standley will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.

✓ 4. Standley will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.

✓ 5. Standley's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.

✓ 6. Standley will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.

✓   7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓   8. Standley will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

## Student Monitoring - Absences

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

Unduplicated students/All students and English Learners subgroup.

### *Strategy/Activity - Description

To accomplish this goal, our team will begin by making contact with students who are not attending any classes and an action plan will be developed to engage students at school and overcome obstacles with resources and supports.  This communication will include dates of the absences and steps parents/guardians can take to improve their child's attendance.  Contacts will be made by office staff or counselors.  Office staff will include case managers for Students with Disabilities and teachers when appropriate.   A monthly log will record the students and contacts.  As we connect the neediest students we will then work down the absences to students frequently missing one or more periods in a day to follow the same procedure.

As we are seeing that our English Learners specifically are struggling with attendance and suspension, we will be dedicating LCFF monies for classroom support and interventions that will be led by our office staff as needed.

### *Proposed Expenditures for this Strategy/Activity

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
|  | Clerical OTBS Hrly |  |  |  | 0325-09800-00-2451-2700-4760-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All \| Ref Id : N03255R | support data monitoring, after hours meetings and translating |
|  | Counselor Hrly |  |  |  | 0325-09800-00-1260-3110-0000-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All \| Ref Id : N0325DV | Support after hours meetings and home visits |

### *Additional Supports for this Strategy/Activity

The School Site Council will monitor the data related to this strategy.

## Restorative Practices

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

Unduplicated students (38%)/All students and Students with Disabilities subgroup.

| *Strategy/Activity - Description |
|---|
| To accomplish this goal our team will continue to revise our behavior intervention plan to include more opportunities for restorative practices and alternate solutions to suspension both in and out of the classroom. Counselors will continue to seek out training in this area to develop our program. The plan will include counseling interventions at lower level behaviors prior to suspension escalation such as restorative and reflective practices. Counselors will include case managers in the process and participated in IEPs for those students needing additional supports in these areas.  These intervention strategies will benefit our unduplicated students (and includes our SWDs) who traditionally struggle with attendance and suspensions. |

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Counselor Hrly | | | | 0325-09800-00-1260-3110-0000-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All \| Ref Id : N0325DV | support hourly for trainings |

**\*Additional Supports for this Strategy/Activity**

| |
|---|
| Meetings with Counseling team weekly by administration to collaborate and support the work.  Some additional hours may be required to make contact during non-school hours in extreme cases. |

## LCAP 2 and 3: Access to Broad and Challenging Curriculum  Accelerating Student Learning with High Expectations for All

### Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative.  We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities. Access: Students with disabilities are general education students first and should have access to a meaningful course of study.  Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms  District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

## Annual Review of This Goal: SPSA Reviewed 2021-22

### *Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Data from state and local resources indicate:

- Based on the results for the 21/22 CAASPP, overall our students were down 10% (59%) from the last time the test was given (19/20). Students with disabilities were down 7% (20%), English Learners were down 13% (8%), Black or African American Students were up 4% (21%). CA Dashboard data was not available. The overall Pass Rate (C or higher) in ELA was down 4.4% (92.9%) with lowered Pass Rates for all other identified groups, SWD -9.9% (84.3%), EL -14.1% (80.4%), BAA -5.5% (87.1%)

- Based on the results for the 21/22 CAASPP, overall our students were down 12.1% (53%) from the last time the test was given (19/20). Students with disabilities were down 6.9% (16%), English Learners were down 11% (10%), Black or African American Students were up 4% (21%). CA Dashboard data was not available. The overall Pass Rate (C or higher) in MATH was down 12.5% (82.8%) with lowered Pass Rates for all other identified groups, SWD -27.1% (59%), EL -32.5% (45.1%), BAA -28.8% (61.9%)

Overall grades and assignment progress to standards were monitored individually in the classroom but the department did meet monthly to review the Year at a Glance to assess progress and make changes as necessary including assessment timelines. Remediation plans for at promise students were developed through a reflective process. In 21/22, staff were making progress towards a transition to Standards Based Learning, per board policy, which impacted grading policy. This makes a comparison to previous pass rates less accurate.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to school closure and the cancelation of CAASPP testing Students had not had the supports or practice necessary to be fully prepared for the return of State Standardized testing. We do not have California Dashboard data but the CAASPP data shows we have dropped proficiency percentages in nearly all categories. We were unable to host Homework Club due to safety guidlines last year which may have had an impact in pass rates. Students returned from online learning with many non-academic issues that took a great deal of time working with them Social Emotionally through mediation, remediation, education, and restorative practicies to return to an academic mindset. Staff were unable to use the Visiting Teachers for PD release days due to lack of VTs.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will continue to support successful programs used previously that allowed for growth. In addition we will identify EL students needing additional supports and address through the master schedule by way of Academic Language Development, ELD, or dELD coursework. We will also identify and address the needs of SWDs through the master schedule using collaborative teaching classrooms, designated Study Skills courses for ELA, and dELD in co-teaching courses for students who may be a designated EL and SWD. We will reinstate our Homework Club tutoring program two days per week

with a late bus available to all students.  To maintain academic vocabulary enrichment used during online learning we will make an application available to all teachers to use in support of academic language development leveraging the 1:1 device initiative.

**\*Identified Need - English Language Arts**

Based on the results for the 21/22 CAASPP, overall our students were down 10% (59%) from the last time the test was given (19/20).  Students with disabilities were down 7% (20%), English Learners were down 13% (8%), Black or African American Students were up 4% (21%).  CA Dashboard data was not available. The overall Pass Rate (C or higher) in ELA was down 4.4% (92.9%) with lowered Pass Rates for all other identified groups, SWD -9.9% (84.3%), EL -14.1% (80.4%), BAA -5.5% (87.1%)

In support of district wide initiatives, we will be creating AMOs for English Learners, Students with Disabilities, and Black orAfrican American student groups.

**\*Goal 2 - English Language Arts**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|-----------|---------------------|-------------------|--------------------|-----------|
| June 2022 | 8 | Meet or Exceed Standards | 69% | 75% | CAASPP ELA | annually |
| June 2022 | 6-8 | Improve Pass Rate | 97.3% | 98.3% | Other (Describe in Objective) | annually |
| June 2023 | 6-8 | Meet or Exceed Standards | 59% | % | CAASPP ELA | annually |
| June 2023 | 6-8 | Improve Pass Rate | 92.9% | % | Other (Describe in Objective) | annually |

**\*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|---------------|-----------|---------------------|-------------------|--------------------|-----------|
| June 2022 | 6-8 | Students with Disabilities | Improvement in CAASPP proficiency | 27% | 30% | CAASPP ELA | annually |
| June 2022 | 6-8 | Students with Disabilities | Increase in Pass Rate | 94.2% | 96% | Other (Describe in Objective) | annually |
| June 2022 | 6-8 | English Learner | Increase in Pass Rate | 94.5% | 96% | Other (Describe in Objective) | annually |
| June 2022 | 6-8 | Black or African American | Increase in Pass Rate | 92.6% | 95% | Other (Describe in Objective) | annually |
| June 2023 | 6-8 | Students with Disabilities | Improvement in CAASPP proficiency | 20% | % | CAASPP ELA | annually |

| June 2023 | 6-8 | English Learner | Improvement in CAASPP proficiency | 8% | % | CAASPP ELA | annually |
|---|---|---|---|---|---|---|---|
| June 2023 | 6-8 | Black or African American | Improvement in CAASPP proficiency | 21% | % | CAASPP ELA | annually |
| June 2023 | 6-8 | Students with Disabilities | Increase in Pass Rate | 84.3% | % | Other (Describe in Objective) | annually |
| June 2023 | 6-8 | English Learner | Increase in Pass Rate | 80.4% | % | Other (Describe in Objective) | annually |
| June 2023 | 6-8 | Black or African American | Increase in Pass Rate | 87.1% | % | Other (Describe in Objective) | annually |

**\*Identified Need - Math**

Based on the results for the 21/22 CAASPP, overall our students were down 12.1% (53%) from the last time the test was given (19/20).  Students with disabilities were down 6.9% (16%), English Learners were down 11% (10%), Black or African American Students were up 4% (21%).  CA Dashboard data was not available. The overall Pass Rate (C or higher) in MATH was down 12.5% (82.8%) with lowered Pass Rates for all other identified groups, SWD -27.1% (59%), EL -32.5% (45.1%), BAA -28.8% (61.9%)

In support of district wide initiatives, we will be creating AMOs for English Learners, Students with Disabilities, and Black orAfrican American student groups.

**\*Goal 3 - Mathematics**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|
| June 2021 | 6-8 | Improve CAASPP proficiency | 65.1% | 70% | CAASPP Math | annually |
| June 2021 | 6-8 | Improve Pass Rate | 95.3% | 97% | Other (Describe in Objective) | annually |
| June 2023 | 6-8 | Improve CAASPP proficiency | 53% | % | CAASPP Math | annually |
| June 2023 | 6-8 | Improve Pass Rate | 82.8% | % | Other (Describe in Objective) | annually |

**\*Annual Measurable Outcomes (Closing the Equity Gap) - Math**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|---|
| June 2022 | 6-8 | English Learner | Improve CAASPP proficiency | 21% | 30% | CAASPP Math | annually |

| June 2022 | 6-8 | Students with Disabilities | Improve CAASPP proficiency | 22.9% | 30% | CAASPP Math | annually |
| June 2022 | 6-8 | Black or African American | Improve CAASPP proficiency | % | 40% | CAASPP Math | annually |
| June 2022 | 6-8 | English Learner | Improve Pass Rate | 77.6% | 80% | Other (Describe in Objective) | annually |
| June 2022 | 6-8 | Students with Disabilities | Improve Pass Rate | 86.1% | 90% | Other (Describe in Objective) | annually |
| June 2022 | 6-8 | Black or African American | Improve Pass Rate | 90.7% | 92% | Other (Describe in Objective) | annually |
| June 2023 | 6-8 | English Learner | Improve CAASPP proficiency | 10% | % | CAASPP Math | annually |
| June 2023 | 6-8 | Students with Disabilities | Improve CAASPP proficiency | 16% | % | CAASPP Math | annually |
| June 2023 | 6-8 | Black or African American | Improve CAASPP proficiency | 21% | % | CAASPP Math | annually |
| June 2023 | 6-8 | Black or African American | Improve Pass Rate | 61.9% | % | Other (Describe in Objective) | annually |
| June 2023 | 6-8 | Students with Disabilities | Improve Pass Rate | 59% | % | Other (Describe in Objective) | annually |
| June 2023 | 6-8 | English Learner | Improve Pass Rate | 45.1% | % | Other (Describe in Objective) | annually |

**\*Identified Need - English Learners**

Based on the results for the 21/22 CAASPP, only 8% of EL students met or exceeded standards in ELA and 10% in Math compared to 59% and 53% respectively in the overall population.  EL pass rate was 84.3% in ELA and 45.1% in math compared to 92.9% and 82.8% respectively in the overall population.  This highlights the need for reclassification.

**\*Goal 4 - English Learners**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|---|
| June 2023 | 6-8 | English Learner | Reclassify English Proficient | 0% | 80% | Summative ELPAC | annually |

**\*Identified Need - Graduation/Promotion Rate**

Promotion is based on academic and citizenship criteria.  Students who do not qualify are also reflected in lower CAASPP scores, higher D-F rates, higher absenteeism, and higher suspension rates.  In the previous year, 60% of the students that did not qualify for promotion were Hispanic/Latino students. The school data stated that 6.6% of our Hispanic/Latino students had been suspended at least once with a chronic absenteesim rate of 28%

**\*Goal 5- Graduation/Promotion Rate**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|
| June 2022 | 8 | Increase percentage of students qualifed for promotion | 95% | 98% | Graduation/Promotion | annually |
| June 2023 | 8 | Increase percentage of students qualifed for promotion | 90.6% | % | Graduation/Promotion | annually |

**\*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|---|
| June 2022 | 6-8 | Black or African American | Reduce suspensions | 13% | 8% | Suspensions | annually |
| June 2022 | 6-8 | English Learner | Reduce suspensions | 10.9% | 8% | Suspensions | annually |
| June 2022 | 6-8 | Students with Disabilities | Reduce suspensions | 18.1% | 10% | Suspensions | annually |
| June 2023 | 6-8 | Black or African American | Reduce suspensions | 28.6% | % | Suspensions | annually |
| June 2023 | 6-8 | English Learner | Reduce suspensions | 13.7% | % | Suspensions | annually |
| June 2023 | 6-8 | Students with Disabilities | Reduce suspensions | 6.2% | % | Suspensions | annually |

**Optional School Goal(s)**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |

## Staff Professional Development - ELA

**\*Students to be served by this Strategy/Activity**

Unduplicated students/All students

**\*Strategy/Activity - Description**

Standley has a UPP of 38% and knowing that these students historically struggle with achievement in core content areas, we have decided to use additional funds for visiting teachers to support our professional development plan for the school year. While this additional funding is for the primary benefit of our unduplicated students, all students at Standley will benefit from the professional learning that our ELA staff participates in. Our ELA staff

will engage pull-out days to receive professional development relevant to ELA/Grade level topics as available and budget allows. During this time they will review and revise the Guaranteed and Viable Curriculum to improve access for all and create an assessment plan for students based around best practices of Standards Based Learning. Staff will monitor grades and progress toward goals. Select staff will attend additional training off-site to bring new learning to the team for implementation. These trainings may be virtual depending on the current conditions.

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N0325DX | Prof&Curriclm Dev Vist Tchr | | $2,000.00 | $2,476.20 | 0325-09800-00-1192-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Support staff professional development |

**\*Additional Supports for this Strategy/Activity**

Site Tech will gather and provide data for review. Administrative Assistant will help secure substitutes and/or timecards for hourly pay if required. District provided support by means of professional development for new curriculum and strategies for SWD and dELD. Budget may be moved to alternate intervention should visiting teachers not be available for this purpose throughout the year due to COVID.

# Academic Tutoring - ELA

**\*Students to be served by this Strategy/Activity**

Unduplicated students/All students

**\*Strategy/Activity - Description**

We will offer an extended day tutoring program outside of regular school hours to make sure students have access to additional supports in all content areas. Students will be able to complete assignments, ask questions, retake assessments, and get support with classroom needs. A late bus will be provided for students with transportation needs if site and safety protocols allow. Staff members, volunteers, and peer tutors will be available for assistance along with library and computer access through "Homework Club" if allowed or support will be done in classrooms by teachers and Special Education staff by choice.

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N03257A | Classroom Teacher Hrly | | $20,000.00 | $24,762.00 | 0325-09800-00-1157-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Hourly support of teacher tutoring in Homework Club |
| N0325DT | Supplies | | $1,000.00 | $1,000.00 | 0325-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Supplies to support Homework Club |

**\*Additional Supports for this Strategy/Activity**

Reserve space in the media center and access to textbooks/computers.  Partnership with UC EdUCate for volunteers and peer tutors for "Homework Academy" if safety protocols allow.  Collaboration with transportation to provide late busses for students.

## Academic Vocabulary Enhancement

**\*Students to be served by this Strategy/Activity**

Unduplicated students/All students

**\*Strategy/Activity - Description**

Formal and summative assessments in ELA include reading and writing requirements.  One of the ways to improve in reading and writing is through academic vocabulary enhancement.  Through the use of external applications we can incorporate vocabulary and content into every lesson to build academic vocabulary and concept development in every subject.  In addition, Text-to-speech, peer discussion prompts and slower speeds are just a few ways they support ELLs and SWDs.   This program will be beneficial for both at home and onsite learning in all subjects.

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N0325DY | Software License | | $2,600.00 | $2,600.00 | 0325-09800-00-5841-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Support all students in developing foundational academic vocabulary |

**\*Additional Supports for this Strategy/Activity**

Training for staff to effectively use the program.

## Staff Professional Development - Math

**\*Students to be served by this Strategy/Activity**

Unduplicated students/All students

**\*Strategy/Activity - Description**

Standley has a UPP of 38% and knowing that these students historically struggle with achievement in core content areas, we have decided to use additional funds for visiting teachers to support our professional development plan for the school year. While this additional funding is for the primary benefit of our unduplicated students, all students at Standley will benefit from the professional learning that our ELA staff participates in. Our ELA staff will engage pull-out days to receive professional development relevant to ELA/Grade level topics as available and budget allows.  During this time they will review and revise the Guaranteed and Viable Curriculum to improve access for all and create an assessment plan for students based around best practices of Standards Based Learning.  Staff will monitor grades and progress toward goals.  Select staff will attend additional training off-site to bring new learning to the team for implementation. These trainings may be virtual depending on the current conditions.

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Prof&Curriclm Dev Vist Tchr | | | | 0325-09800-00-1192-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N0325DX | Support staff professional development |

| *Additional Supports for this Strategy/Activity |
|---|
| Site Tech will gather and provide data for review.  Administrative Assistant will help secure substitutes and/or timecards for hourly pay if required.  District provided support by means of professional development for new curriculum and strategies.  Visiting teachers available for release. |

## Academic Tutoring - Math

| *Students to be served by this Strategy/Activity |
|---|
| Unduplicated students/All students |

| *Strategy/Activity - Description |
|---|
| We will offer an extended day tutoring program outside of regular school hours to make sure students have access to additional supports in all content areas.  Students will be able to complete assignments, ask questions, retake assessments, and get support with classroom needs.  A late bus will be provided for students with transportation needs if site and safety protocols allow.  Staff members, volunteers, and peer tutors will be available for assistance along with library and computer access through "Homework Club" if allowed or  support will be done in classrooms by teachers and Special Education staff by choice. |

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Classroom Teacher Hrly | | | | 0325-09800-00-1157-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N03257A | Support hourly tutoring in Homework Club |

| *Additional Supports for this Strategy/Activity |
|---|
| Reserve space in the media center and access to textbooks/computers.  Partnership with UC EdUCate for volunteers and peer tutors.  Collaboration with transportation to provide busses if we return to site. Safety protocols must change to allow program to run as intended.  Alternate options in teacher classrooms may be utilized if required for health/safety requirements. |

# Math Intervention

| *Students to be served by this Strategy/Activity |
|---|
| Unduplicated students/All students |

| *Strategy/Activity - Description |
|---|
| Students who have been identified as below math proficiency for at least two of the last three years will be placed in an Academic Prep class specifically to address math foundation skills.  Students will be assessed for current grade level ability and placed in the appropriate level of the application.  Staff will monitor/encourage progress and offered incentives/rewards for students making gains through the use of the applications.  Students will have access to homework help for current grade level work at this time.  This program requires school to return to site but the software applications will also be available for ALL students to access at school or home during online learning.  Teachers can use as part of their instruction, assign additional practice if determined and differentiate for all levels of student ability.  Students may access at home for a review of the lesson or tutoring when other adults are not available.   These programs are also support for at promise math students to improve foundational skills to current grade level. |

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N0325DW | Software License | | $7,962.00 | $7,962.00 | 0325-09800-00-5841-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Support all students in foundational math skills by grade level |

| *Additional Supports for this Strategy/Activity |
|---|
| Identify staff to monitor program within the school day through specialty Academic Prep classes.  Counselors and administration will assist in progress monitoring, incentive strategies, and celebrations.  Staff may need training by applications team to implement. |

# Student Data Monitoring - ELs

| *Students to be served by this Strategy/Activity |
|---|
| English Learners (part of our unduplicated student population) |

| *Strategy/Activity - Description |
|---|
| Standley Middle School has 38% UPP students.  Site staff will be trained to administer ELPAC and provide accurate, timely assessments for our EL students for reclassification purposes.  Counselors will help support and monitor academic progress quarterly and participation in strategies outlined in this SPSA such as tutoring and applications through progress reports, teachers, and analytics provided by the applications. |

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|

| N0325DV | Counselor Hrly | | $4,000.00 | $4,952.40 | 0325-09800-00-1260-3110-0000-01000-0000 | LCFF Intervention Support | English Learners | | Support ELPAC reclassification process |
| | Classroom Teacher Hrly | | | | 0325-09800-00-1157-1000-1110-01000-0000 | LCFF Intervention Support | English Learners | LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All \| Ref Id : N03257A | Support hourly for training and administration of ELPAC |

**\*Additional Supports for this Strategy/Activity**

Administration to monitor timelines and assessments.  Staff need trained to administer ELPAC.

## ALD Course

**\*Students to be served by this Strategy/Activity**

Unduplicated and English Learners

**\*Strategy/Activity - Description**

As we move into integrating ELD across all content areas a need arises for our EL students to have a supplemental, elective course that addresses cross-content language acquisition needs in the form of Academic Language Development.  We will use specific student data to address the EL students' academic language development needs and enroll in the appropriate coursework.  Each site has different needs depending on the numbers of students at each level.  Standley has a need for multiple ALD and ELD classes to support the requirements for our EL students.  This will allow for additional courses, above the staffing allocation provided, to reduce the number of students in English and ALD classes for more support.  This is done through master schedule development and regular monitoring to ensure proper course placement.

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N03255R | Clerical OTBS Hrly | | $4,000.00 | $5,480.40 | 0325-09800-00-2451-2700-4760-01000-0000 | LCFF Intervention Support | English Learners | | Additional hourly to support master schedule development and monitoring |

**\*Additional Supports for this Strategy/Activity**

Dependent upon ability to place in the master schedule and staff available to teach the course.  Funds may need transferred from FTE to hourly to pay staff.

## Student Data Monitoring and Support - SWD

**\*Students to be served by this Strategy/Activity**

Unduplicated students who are dual identified as Students with Disabilities

**\*Strategy/Activity - Description**

Students with disabilities will be intentionally scheduled to ensure access to the academic core classes with appropriate special education support. All efforts will be made to reduce the number in students with disabilities in a class to be able to provide more individual time to students. General and special education staff will ensure instruction is in direct alignment with student needs and the interventions enhance current instruction. Counselors will help support the monitoring of academic progress. Staff PD will focus on how to support students with disabilities, English Learners, Trauma Informed Care, and Tier 3 Interventions. Additional funds may be needed to pay additional hourly for PARA support to meet needs in all core classes throughout the day.

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N0325BD | Classroom PARAS Hrly | | $1,500.00 | $2,055.15 | 0325-09800-00-2151-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Support additional hourly to support classes for a full period or day |
| | Clerical OTBS Hrly | | | | 0325-09800-00-2451-2700-4760-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All \| Ref Id : N03255R | support master schedule development and monitoring |
| | Counselor Hrly | | | | 0325-09800-00-1260-3110-0000-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All \| Ref Id : N0325DV | support master schedule development and monitoring |

**\*Additional Supports for this Strategy/Activity**

Administration to support Master Schedule development and student placement. Additional office staff to assist in monitoring attendance and resolving connectivity issues.

## Restorative Practices

**\*Students to be served by this Strategy/Activity**

Unduplicated students and Black Youth.

**\*Strategy/Activity - Description**

To accomplish this goal our team will continue to revise our behavior intervention plan to include more opportunities for restorative practices and alternate solutions to suspension both in and out of the classroom. Counselors will continue to seek out training in this area to develop our program. The plan will include counseling interventions at lower level behaviors prior to suspension escalation such as restorative and reflective practices. Counselors

will monitor student access to programs, learning, attendance and discipline data with a focus on Black Youth   These intervention strategies will benefit our unduplicated students (and includes our Black Youth).

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

**\*Additional Supports for this Strategy/Activity**

Trainings offered by the district in the areas of Restorative Practice and Anti-Bias.  Additional office staff may be required to assist in monitoring data.

# Data Monitoring

**\*Students to be served by this Strategy/Activity**

All 8th grade students

**\*Strategy/Activity - Description**

Standley will implement a monitoring program through counselors and teachers to track progress of 8th graders toward qualification for promotion.  This will include grade and citizenship checks at each grading period, student progress meeting with counselors, parent/student/counselor triads for students at risk of not meeting criteria based on data from 1st semester.  Weekly monitoring of at risk students leading up to the conclusion of the P4 grading period.

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Counselor Hrly | | | | 0325-09800-00-1260-3110-0000-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All \| Ref Id : N0325DV | Support monitoring data and after hours meetings/presentations |

**\*Additional Supports for this Strategy/Activity**

Site Tech to gather and provide data for review.

## LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

## Annual Review of This Goal: SPSA Reviewed 2021-22

### *Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Standley met one of our goals related to Parent Involvement and Community Engagement last year in that we had a functioning ELAC. We used PowerSchool and School Messenger along with USPS to deliver updates regularly. Every effort was made to verify and correct contact information and give families access to ParentPortal. The school website was revised regularly and information pushed out through staff LMS. Our records indicate that the majority of our families feel they had opportunities to participate but we would like that number to increase.

### *Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Our website revisions did not meet the needs of our families and must be updated to more user friendly. We did not get started on ELAC until mid-September which put us behind so we should start in August this year. Messages were sent every week with a focus on making clear when an opportunity for input was available but it may not have been enough.

### *Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will continue to implement the successful strategies moving forward for previous goals but will shift toward helping families become more aware of opportunities to provide input on decision making processes at Standley based on data from the previous CHKS. We will also maintain previous strategies used to form an ELAC team.

### *Identified Need

Within the CAL-SCHLS CSPS it was identified that 68% of surveys indicate the school encourages them to participate while 82% believe we encourage active partnership. But only 68% felt we "actively" sought input in decision making. Part of the discrepancy may be the 20% that did not know ways in which they can participate outside of supporting just their child.

**\*Goal 6- Family Engagement**

| By Date | Participants | Objective | Baseline Percentage | Target Percentage | Measure of Success |
|---|---|---|---|---|---|
| June 2022 | Other (Describe in Objective) | To increase parent opportunities for input in decision making | 75% | 80% | CAL - SCHLS (CSPS) |
| June 2023 | Other (Describe in Objective) | Increase parent response on "encourage to participate" | 68% | % | CAL - SCHLS (CSPS) |

**\*Annual Measurable Outcomes**

| By Date | Participants | Objective | Baseline Percentage | Target Percentage | Measure of Success |
|---|---|---|---|---|---|
| June 2022 | ELAC | Functioning ELAC committee | 0% | 100% | Attendance |
| June 2022 | Other (Describe in Objective) | Weekly Principal Message with focus on particpation activities | 50% | 100% | Other - Describe in Objective |
| June 2023 | ELAC | Functioning ELAC committee | % | 100% | Attendance |
| June 2023 | Other (Describe in Objective) | Weekly Principal Message with focus on particpation activities | % | 100% | Other - Describe in Objective |

## Form ELAC

**\*Families to be served by this Strategy/Activity**

EL families

**\*Strategy/Activity - Description**

Standley will develop a fully functioning ELAC. We have attempted each year to form an ELAC but have been unable to solicit parent attendance and it has been absorbed by the SSC. We will actively campaign with the EL families through School Messenger, email, and phone calls and advertisements during Back to School Night. The counselor will be the coordinator for the ELAC committee and leverage relationships with the EL families.

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

| | | | Benefits/Non Salary cost | | | | | |
|---|---|---|---|---|---|---|---|---|
| Counselor Hrly | | | | 0325-09800-00-1260-3110-0000-01000-0000 | LCFF Intervention Support | English Learners | LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All \| Ref Id : N0325DV | support hourly for trainings and after hours meetings |

**\*Additional Supports for this Strategy/Activity**

Translation services not provided internally.

## Awareness Campaign

**\*Families to be served by this Strategy/Activity**

All families

**\*Strategy/Activity - Description**

Provide a weekly call out with attachments and translations through School Messenger to more specifically address opportunities for parents to be involved with decisions made at Standley.  We have full attendance at SSC, SGT, and PTSA where most decisions are made with parent input.  However, this is a small number of families attending.  More awareness of the opportunities may provide Standley with more involvement.  Revise the school website to be more user friendly and inlcude a section specifically to include ways for parents to participate.

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Clerical OTBS Hrly | | | | 0325-09800-00-2451-2700-4760-01000-0000 | LCFF Intervention Support | English Learners | LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All \| Ref Id : N03255R | additional hourly for translating documents, meetings, and call outs |

**\*Additional Supports for this Strategy/Activity**

Translation services and additional office staff for mailers, web development, and school messenger prep.

## LCAP 4: Quality Leadership and Teaching

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Describe the high leverage strategies (2-3) you will take as a principal to meet or exceed your SPSA goals and how you will reflect and monitor progress/impact.
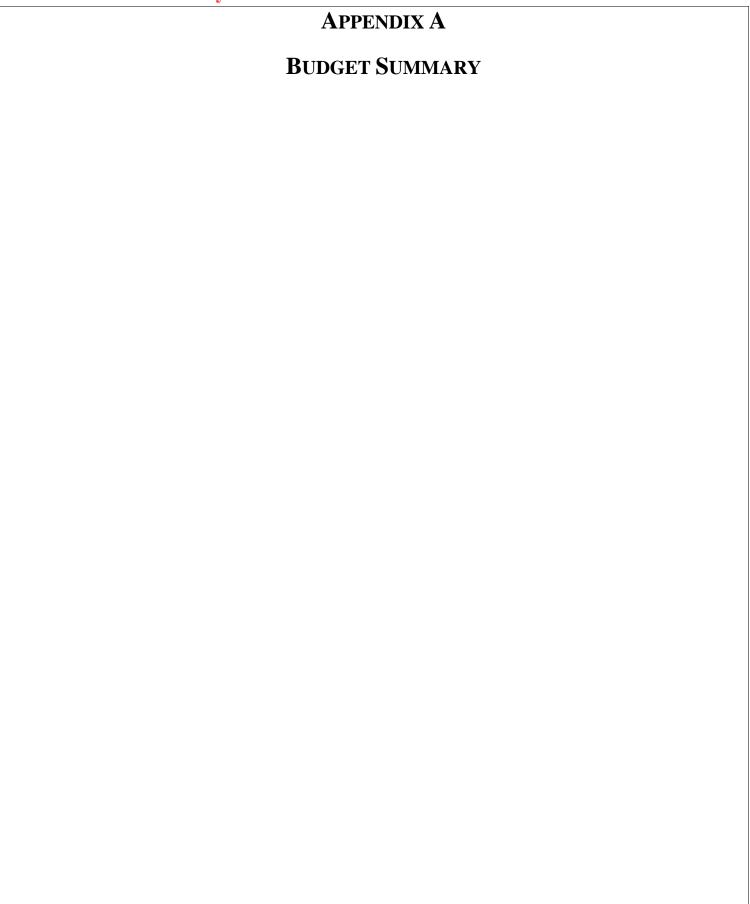https://docs.google.com/document/d/1Qno0a6I9JE2TpiKVTNOES8i5kfww9q2vZ-stxqbjhm4/edit?usp=sharing

As a leader I plan to be a driver of equitable results focused on all students achieving at high levels with the appropriate support.  I will continue to facilitate professional learning and implementation of Standards Based Learning  across all classrooms with an expected full implementation for the 23/24 school year.  I will cultivate shared leadership and build the capacity of the school teams so that I may focus on ways to improve student learning.  I will continue to build systems and structure that create safety and agency in staff to take on the work that is important to them. I will continue to create a learning culture by knowing my teachers' practice well and developing differentiated professional learning opportunities.  I will do this by shifting our current methods of professional development to a focus on professional learning through Action Learning Teams where the staff will be in control of their learning based on problems they want to solve informed by the data.  I will use current committees to monitor the data found in the Site Plan for Student Achievement to ensure we are on course, reflect, and change direction if needed.

# APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:
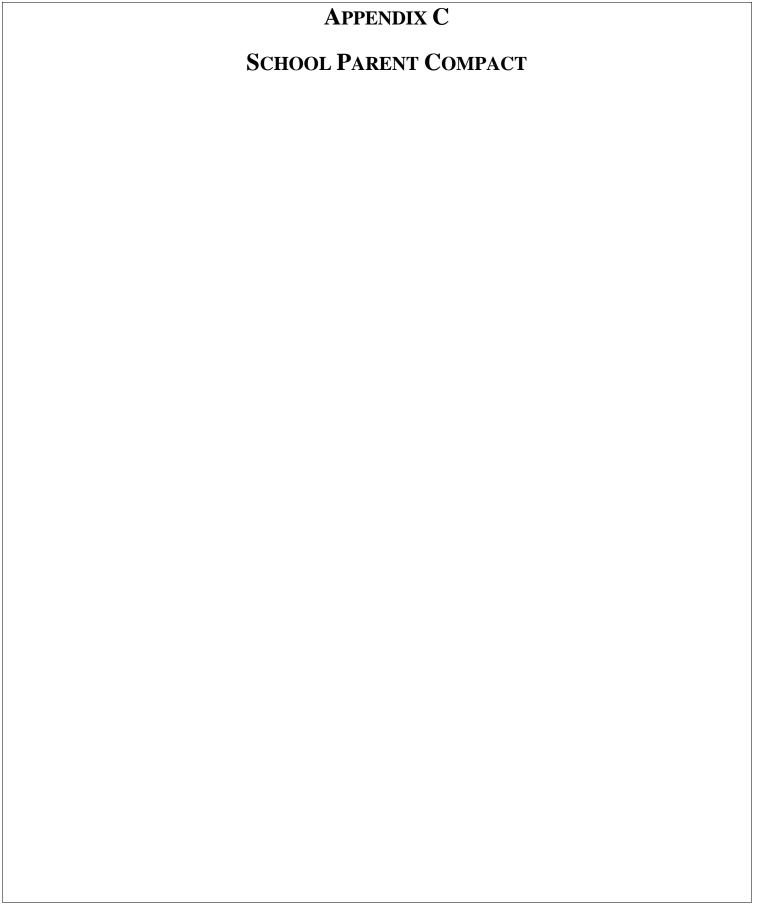
# APPENDIX A

# BUDGET SUMMARY

# APPENDIX B

# PARENT & FAMILY ENGAGEMENT POLICY

# APPENDIX C

# SCHOOL PARENT COMPACT

# APPENDIX D

# DATA REPORTS

Data Reports:  Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

• Illuminate
• California Dashboard

> \* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data.  Data is organized and reported differently amongst the data sources above.

# APPENDIX E

# 2022-23 SPSA ASSESSMENT AND EVALUATION

# Appendix F

# WASC Recommendations (WASC Schools Only)